

Comleroy Road Public School

Annual Report



2016



1604

Introduction

The Annual Report for 2016 is provided to the community of Comleroy Road Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Kate Ford

Principal

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School background

School vision statement

Comleroy Road Public School is a vibrant and innovative learning community that is committed to developing excellence within a rich and diverse learning environment. Every student has the opportunity to be engaged in rich, active learning in a safe, respectful and supportive school to achieve their personal best, to be confident and creative individuals who are active and informed citizens of the 21st Century.

We are a school of Safe, Respectful, Learners, for life.

School context

Comleroy Road Public School is located in the rolling hills east of Kurrajong in a semi-rural area of the Hawkesbury district. The school has 122 students, accommodated in modern buildings on an eighteen acre bush land site, providing a pleasant, welcoming and aesthetically pleasing learning environment. The school community is very supportive, participating in many aspects of school life.

The incorporation of Positive Behaviour for Learning (PBL), aims at creating an environment that fosters school success and inclusion for all. Our school-wide discipline plan aims at reducing incidents and setting the stage for our school students to be Safe, Respectful Learners for life.

Comleroy Road Public School is well resourced and offers a wide range of learning opportunities and enrichment programs across all Key Learning Areas to enable students to reach their full potential. We have an extensive range of ICT technology that is utilised in all classrooms and provide support staff and programs such as Reading Recovery for students requiring extra assistance in the classroom.

A welcoming and friendly school, we work in close partnership with parents and the wider community. Our staff are very experienced yet constantly seeking professional learning to enhance and develop their teaching practices. Parents are encouraged to be active participants in school activities and to have valued input into their child's learning.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Learning

Through the 2016 school year the school has had a strong focus on student learning and improving the overall academic achievement for all students. Teachers have conducted in depth professional learning on both the Literacy and Numeracy continuums and linking data to teaching and learning, Project Based Learning, the Wellbeing Framework and worked with the local school community to develop a stronger understanding of the learning and teaching cycle.

Teaching

A variety of researched based programs were implemented in 2016 to support the learning of students. Online programs such as Reading Eggs, Mathletics and Literacy Pro were established to both cater for the diversity of learning needs of the students and to help consolidate and strengthen the learning links between home and school. A review of the schools scope and sequence was also conducted to ensure that it was relevant to the learning needs of the students and incorporated the current syllabus requirements.

Leading

The new departmental finance system was the focus of leadership in 2016. This comprised training of the office staff and teaching executive staff so that the implementation would be successful. Positive connections were also established with the local High School to ensure the successful transition for students years 6 to 7

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Inspired Learning

Purpose

To create a learning environment that is safe, engaging and challenging, with personalised and differentiated learning opportunities for all members of the community, ensuring that optimum, life-long learning takes place intellectually, physically, socially, emotionally, morally and spiritually.

Overall summary of progress

Through the 2016 school year the school has had a strong focus on student learning and improving the overall academic achievement for all students. Teachers have conducted in depth professional learning on both the Literacy and Numeracy continuums and linking data to teaching and learning, Project Based learning, the Wellbeing framework and worked with the local school community to develop a stronger understanding of the learning and teaching cycle.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of students will show positive student growth from Yr 3 to Yr 5 in external NAPLAN assessments	100% of Year 5 students achieved positive growth in the areas of Reading and Numeracy. 99% of Year 5 students achieved positive growth in the area of Spelling and 91% of students achieved the same growth in Grammar and Punctuation.	Professional learning conducted after school hours 4 x 1 hour time slots of SLSO time per day to support students
All teacher programs to provide opportunities for student driven learning using the Inquiry Model.	One class implemented the Inquiry Model of learning during Term 2 and 3. The class linked up with another like school and collaborated together to build a unit on designing a bridge. Staff, students and the community thought that this style of learning and teaching was of benefit to the students	2 casual days were utilised from the professional learning budget.

Next Steps

Throughout 2017 there will be a greater emphasis on the Quality Teaching Framework and how it is linked to the teaching and learning cycle. Professional learning will be conducted on quality differentiation and setting of student learning goals based on the Literacy and Numeracy Continuums. The development of stronger links between home and school will also be a focus for 2017. Enhancing these links will provide a greater opportunity for the school and home to share a common learning vision and language to enhance student learning. A common language will be used when addressing learning and teaching so that parents can reinforce the correct terminology at home, providing clear links to learning. Data walls are to be implemented across the school to help track student learning and provide strong links between data, student goals and learning and teaching.

Strategic Direction 2

Dynamic Teaching

Purpose

To provide sustainable, high quality teaching through a combination of syllabus implementation, professional learning, resourcing, policy documents, ICT infrastructure and teaching and learning programs that inspires and enables all Comleroy Road Public School community members to excel and show continuous improvement.

Overall summary of progress

A variety of researched based programs were implemented in 2016 to support the learning of students. Online programs such as Reading Eggs, Mathletics and Literacy Pro were established to both cater for the diversity of learning needs of the students and to help consolidate and strengthen the learning links between home and school. A review of the schools scope and sequence was also conducted to ensure that it is relevant to the learning needs of the students and incorporated the current syllabus requirements.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of teacher's programs contain learning adjustments and differentiated curriculum that meets the needs of students in their class.	All teaching staff participated in professional learning on differentiation for students growth and professional learning relating to how students learning. All teaching staff provide and document learning and teaching adjustments in their learning and teaching programs	2 x casual days taken from professional learning budget. This was used to release executive staff to attend professional learning on instilling high expectations for all learners. QTSS released used to release executive to mentor staff on differentiation
100% of staff will achieve their professional learning goals	When reviewing the professional learning process for staff, it was revealed that all staff achieved the professional learning goals that they set for themselves	\$7963.00 taken from professional learning budget to release staff for training courses and to replace staff with casual teachers.

Next Steps

During 2017, the school will be implementing systems to effectively and consistently embed reflective practices into the teaching and learning cycle. In 2016, a review of the mathematics scope and sequence was undertaken. In 2017 a review of other Key Learning Area scope and sequences will also take place to ensure that they are meeting the learning needs of the 21st Century Learner. Instructional leadership will also be a focus for 2017. The executive team will be released to conduct team teaching and demonstration lessons, with mentoring time also being introduced for all staff. Student goal setting will also be linked to teaching programs as the student goals will provide the opportunity for feedback sessions both on learning and teaching. Professional learning in the areas of Literacy and Numeracy, 5 weekly programing and quality differentiation will occur during 2017. Teachers will transition for whole term programs to 5 weekly programs that have strong and clear links to both the Literacy and Numeracy Continuums, English and Mathematics syllabus and Numeracy Skill Framework. By linking all these documents, teachers will enhance their understand of the learning progressions for each key stage of learning. The professional and development plan will continue to occur in 2017. Clearer links to the school plan and Australian Teaching Standards will be established to help streamline the process for staff.

Strategic Direction 3

Strategic Leadership

Purpose

To provide strong, strategic and effective leadership at Comleroy Road Public School, integrating and embracing current educational research and reforms to ensure our systems and practices create a self-sustaining and self-improving community of high expectations and achievement.

Overall summary of progress

The new departmental finance system was the focus of leadership in 2016. This comprised training of the office staff and teaching executive staff so that the implementation would be successful. Positive connections were also established with the local High School to ensure the successful transition for students years 6 to 7

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All current DEC policies and procedures are implemented in practice and policy at Comleroy Road Public School	All staff completed compliance training throughout the year, and all Departmental policies are implemented throughout the school.	Compliance training completed in after school hours training sessions.
All key learning areas will have school developed scope and sequence documents and school-based policies for their implementation	Staff developed scope and sequence documents through the 2016 school year. The school based scope and sequences were implemented across all classroom settings. School based policies regarding their implementation are being refined during the 2017 school year.	Development of school based scope and sequences were conducted during staff development days and during after school professional learning sessions

Next Steps

Staff leadership capabilities will be enhanced in 2017. Staff members will be encouraged to take on a committee area within the school and provided professional learning for others so that capacity development can occur. Focus areas for leadership development will be in Technology, STEM (Science, Technology, Engineering and Maths) and PBL (Positive Behaviour for Learning). Regular information sessions will be conducted throughout the year to ensure that school community members are informed of the school's vision for learning and that feedback can be provided by community members. The school will also be undertaking the next 3 year planning cycle where community, staff and student feedback will be actively sought to steer future directions. The development of student leadership will occur in 2017. Students leadership will take on a more active role of leadership in different areas of the school through peer support programs that take the learning into the playground and other settings. Pre-school and Year 6–7 transitions will also be reviewed during 2017. Stronger links to the local high school and pre-school settings will be established through the learning community and visits by Comleroy Road to both the local high school and preschools.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Personalised Learning Pathway plans were developed in conjunction with school and community for students who identify as Aboriginal or Torres Strait Islander. The development of a yarnning circle in a bush tucker garden was also initiated in 2016.	\$924
Low level adjustment for disability	Through the employment of a School Learning Support Officer, students who required extra assistance were able to be targeted to enhance their learning. Multilit and additional reading time was used to achieve this purpose.	\$12710
Quality Teaching, Successful Students (QTSS)	The staffing allocation for Quality Teaching, Successful Students (QTSS) was used to release staff to attend professional learning in relation to the Bump It Up initiative	0.097 staffing allocation in staffing report
Socio-economic background	New resources in the area of Literacy and Numeracy were purchased throughout the year. These resources were used to supplement the learning and teaching programs implemented in the classrooms	\$7492

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	80	74	78	73
Girls	75	67	68	63

Due to a decline in student enrolment numbers Comleroy Road Public School dropped a class at the end of the 2016 school year. Comleroy Road will begin the 2017 school year with an enrolment size of 122 students, which will make up 5 classes.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.5	96	96.3	95.4
1	96.7	93.9	93.8	95
2	95.4	97.5	93.8	93.5
3	96.4	96.4	96.3	93.6
4	95.4	95.9	95.2	93.5
5	93.5	97.1	93.5	92.2
6	93.9	95	94.7	93.3
All Years	95.2	96.1	94.7	93.7
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Comleroy Road Public School is proactive in managing student non-attendance. Together with the Home School Liaison Officer (HSLO) students are identified whose attendance is of concern.

These students are monitored closely through:

- Consistent communication with parents by notification

letter, telephone or interview.

- Stringent adherence to HSLO procedures.

· Meetings between the HSLO, Assistant Principal and Parents to discuss areas of concern and ways the school can support improved attendance.

Students who have outstanding levels of attendance are eligible for school based rewards and recognition of their achievement.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	1
Classroom Teacher(s)	5.55
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Administration & Support Staff	1.81
Other Positions	0.05

*Full Time Equivalent

None of the staff at Comleroy Public School identify as Aboriginal or Torres Strait Islander.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

Professional learning and teacher accreditation

Throughout the 2016 school year all staff participated in professional learning both in school and outside of school. Office staff and executive teaching staff participated in Learning Management and Business Reform (LMBR) training throughout the year to prepare the school for the new finance, welfare and software systems to be implemented. Comleroy Road was identified as a 'Bump it Up' school. Executive teachers

participated in professional learning about the 'Bump It Up' initiative and staff participated in professional learning on NAPLAN data analysis and the Literacy and Numeracy Continuums to help support the initial phase of the initiative. Further professional learning regarding the 'Bump It Up' initiative will occur in 2017 and drive the learning and teaching programs in the school. Project Based Learning was also part of the professional learning plan of the school in 2016. 2 staff members attended outside professional learning on project based learning, with one of those staff members implementing it into their learning and teaching program. In 2017, all staff will be implementing a project based learning project into their learning and teaching programs. Staff also participated in professional learning on environmental education and the Geography syllabus was introduced to the staff. One teaching staff member is working through the accreditation process and all other teaching staff members are accredited.

Financial information (for schools using OASIS for the whole year)

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	67 021.43
Global funds	120 200.91
Tied funds	118 834.06
School & community sources	58 122.98
Interest	1 243.16
Trust receipts	10 028.07
Canteen	0.00
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	18 936.79
Excursions	22 741.29
Extracurricular dissections	7 629.38
Library	437.83
Training & development	1 925.32
Tied funds	79 386.89
Short term relief	30 798.34
Administration & office	19 138.89
School-operated canteen	0.00
Utilities	16 752.10
Maintenance	10 082.88
Trust accounts	9 892.70
Capital programs	0.00
Total expenditure	0.00
Balance carried forward	0.00

The information provided in the financial summary includes reporting from January 2016 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	189 675.52
(2a) Appropriation	167 803.33
(2b) Sale of Goods and Services	417.25
(2c) Grants and Contributions	21 102.46
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	352.48
Expenses	-92 630.10
Recurrent Expenses	-92 630.10
(3a) Employee Related	-59 397.15
(3b) Operating Expenses	-33 232.95
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	97 045.42
Balance Carried Forward	97 045.42

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

During the 2016 school year, the school conducted training in the new financial system that was implemented by the Department of Education. The school was in a transition phase of rolling over to the new system, with it being fully implemented in Term Four 2016.

During Term 3 there was a high number of staff who were sick resulting in a larger than normal expenditure of short term casual relief.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	1 093 200.19
Base Per Capita	7 721.80
Base Location	3 017.32
Other Base	1 082 461.06
Equity Total	51 734.26
Equity Aboriginal	925.51
Equity Socio economic	7 492.48
Equity Language	0.00
Equity Disability	43 316.26
Targeted Total	66 290.01
Other Total	29 773.43
Grand Total	1 240 997.88

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Financial information (for schools fully deployed to SAP/SALM)

	2016 Actual (\$)
Opening Balance	0.00
Revenue	189 675.52
(2a) Appropriation	167 803.33
(2b) Sale of Goods and Services	417.25
(2c) Grants and Contributions	21 102.46
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	352.48
Expenses	-92 630.10
Recurrent Expenses	-92 630.10
(3a) Employee Related	-59 397.15
(3b) Operating Expenses	-33 232.95
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	97 045.42
Balance Carried Forward	97 045.42

Financial summary equity funding

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School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

At the end of the school year students, parents and staff were surveyed on various aspects of school. Parents and staff were surveyed on school culture, leadership, teaching and learning. Students were surveyed on how they feel about the school and themselves as a learner.

Regarding school culture parents indicated that 87% believe that the school is continually finding ways to improve, and 90% indicated that the school encourages everyone to learn. When surveyed about leadership 80% of parents indicated that they felt that the school leaders valued the contributions of both individuals and groups, 85% indicated that school leaders treat everyone fairly and 88% stated that school leaders inspire and motivate others. 90% of parents indicated that what students were asked to learn is important, and that lessons were engaging. Regarding learning culture, 75% of parents felt that teachers discuss learning with them and 82 % felt that students take pride in their learning.

Staff were also surveyed on the school culture, leadership, teaching and learning. 100% of staff indicated that the school understands and responds to the context of the community, and that they are proud of the school. 98% of staff also indicated that the school encourages all students to achieve their best. Regarding leadership, 90% of staff indicated that school improvement is made through an understanding of the school's strengths and areas of development. 86% of staff felt that the school leaders inspire and motivate others. In the surveyed areas of teaching and learning, 100% of staff indicated that the curriculum was relevant to the students, and 90% indicated that current assessment procedures provided information on student's strengths and areas of development.

Student surveys indicated that more than 90% of students like to come to school each day and feel that their teacher is fair to them. 95% of students also indicated that they enjoyed what they did in class and working with hands on materials.

Policy requirements

Aboriginal education

During 2016 Aboriginal Education was addressed through the implementation of the syllabus, and Learning Across the Curriculum areas that addressed Aboriginal and Torres Strait Islander perspectives were address in all Key Learning Areas. All students participated in NAIDOC day celebrations and a joint art work was developed that reflected the theme of "Songlines– the living narrative of our Nation" . The ongoing development of the school's bush tucker garden was also conducted. Combined school and P&C funds were used to build a retaining wall to add to the established part of the garden. The bush tucker garden is a long term project, with more to be added in 2017.

Multicultural and anti-racism education

The role of the Anti–Racism Contact Officer (ARCO) in schools is to be the contact between students, staff, parents and community members who wish to make a complaint regarding racism. The ARCO role involves promoting the values of respect for all races and cultures and our school expectations. Throughout the school year there were no reported cases of racism amongst students. During the school year the students also participated in Harmony Day to promote multiculturalism. Learning Across the Curriculum areas that focus on multiculturalism were also embedded into all teaching and learning programs.