

Carramar Public School

Annual Report



2016



3328

Introduction

The Annual Report for 2016 is provided to the community of Carramar PS 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.

Anthony Mazzitelli

Principal – relieving

School contact details

Carramar Public School

The Horsley Drive

Carramar, 2163

www.carramar-p.schools.nsw.edu.au

carramar-p.School@det.nsw.edu.au

9724 1850

Message from the Principal

Our three Strategic Directions:

1. Student Learning – Students will be successful 21st century learners.
2. Teacher Leadership Learning – Teachers will be high performing, collaborative and innovative.
3. Community Learning – The community will be informed and engaged through positive partnerships.

These three directions have been the driving force behind all our work in 2016. We have self-assessed and evaluated our programs and processes against the success in these three areas.

Reflecting on 2016, I am extremely proud to have been associated with Carramar PS. I realise how fortunate I was to be Relieving Principal of such a great school, an amazing school with great students, a supportive community and dedicated teachers.

There were many events and achievements in 2016 including:

Public Speaking Competition, PSSA sports and school sport, Golf sessions & lessons, Bike Riding lessons, Parent Group meetings, Parent Group cooking classes, Homework Club, BYOD, devices and room refurbishing, Early Action for Success: Numeracy and Literacy, Harmony Day, Sporting Carnivals: Athletics, Cross Country, Swimming, District Carnivals, Fun Fair Day, THINK Tank, Library Story Time, Preschool visits for reading time, Kinder Orientation, SRC fundraisers like Jersey Day and Jeans for Genes Day, Book Character Day, K-6 Easter Hat Parade, Easter and Christmas raffles, School Disco, Swimming Scheme and our amazing Art Show Day. Last, but by no means least, in-fact the most important thing that reflects our core business: is student LEARNING. Learning has been, and will continue to be, the focus of what we do here at Carramar PS.

These extraordinary events would not have been possible without dedicated teachers, support and office staff. I would like to acknowledge the outstanding staff and teachers at Carramar PS, their hard work and dedication has moulded and made a difference to every student.

I would like to thank all of the parents for supporting and working with the school in a partnership to achieve the best possible learning outcomes for students. Special thanks to the Parent Group who do so much to support the school. This group truly reflects the 'working together' motto as they regularly meet with CLO Miss Michelle to plan and run fundraising events.

Our Year 6 students contributed to the life of the school and we are grateful for their contribution. The many

personalities, talents and skills, made the Year 6 group special. The school leaders fulfilled their leadership roles with a mature, hardworking approach.

I certify that the information provided in this report is the result of a rigorous school self assessment and review process undertaken with staff, parents, students and provides a balanced and genuine account of the school's achievements and areas for development.

Mr Anthony Mazzitelli

Principal-relieving

School background

School vision statement

We are a caring, innovative and collaborative learning community that embraces diversity.

We have high expectations to ensure students are empowered to reach their potential.

We are committed to providing quality learning opportunities that motivate, engage and inspire 21st century learners.

School context

Carramar PS is in the Fairfield Network of schools and has an enrolment of 251 students in 2016.

Approximately 85.5% of the students are from LBOTE including a number of new arrival and refugee students. Arabic and Asian languages are the dominant groups, with Samoan and a small number of African groups also represented. A small number of students identify as being from an Aboriginal or Torres Strait Islander background.

In 2016, we have ten classes that are named after Australian Artists. Currently half of our staff are New Scheme Teachers. As a result of comprehensive data analysis, the school has implemented a targeted approach to improve student outcomes in Literacy and Numeracy, including Language, Learning and Literacy (L3) and Focus on Reading (FoR).

Our school is committed to optimising student engagement and implementing 21st Century Learning practices and skills through initiatives such as Bring Your Own Device (BYOD), the transformation of learning spaces and the implementation of the new curriculum documents.

As an Early Action for Success (EaFS) school, an Instructional Leader Mathematics has been appointed to work directly with teachers in the early years. Through the delivery of high quality professional learning and hands-on instructional leadership, K–2 teachers will be supported in the effective use of data to drive teaching and learning programs in Mathematics, ensuring personalised learning for every student. The allocation of an interventionist will be utilised to support tiered interventions, focused on progressing all students from their current levels of achievement.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

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.

In our core business of *Teaching*, all teachers are committed to identifying, understanding and implementing the most effective teaching methods, with a high priority given to evidence-based teaching strategies. The influence and practice of the EaFS (Early Action For Success) program that has been implemented at the school has shaped teacher practice: teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices. Teachers provide explicit, specific and timely formative feedback to students on how to improve.

In the area of *Leading*, staff, students, parents and the broader school community are welcomed and engaged, where possible, in the development of the vision, values and purpose for the school. Physical learning spaces are used flexibly,

and technology is accessible to staff and students. The school's leadership strategy promotes succession planning, distributed leadership and organisational best practice..

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

Strategic Direction 1: Student Learning

Purpose

Why do we need this particular strategic direction and why is it important?

Empower students to think critically, solve problems, collaborate and make connections beyond the classroom, enabling them to become successful and productive life-long learners.

Why is it important?

Improve student success at school and life chances in a diverse and ever-changing world.

Overall summary of progress

As a result of on-going self-assessment, data analysis, reflection and evaluation significant progress was evident in Strategic Direction 1. We were able to identify and note progress which included:

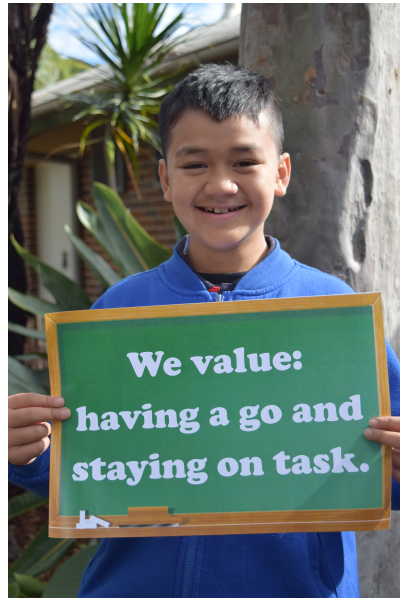
- Qualitative and quantitative data guided the implementation of teaching and learning programs.
- Growth in student capacity to be self-directed independent learners, to apply 21st Century learning skills across the curriculum.
- Clearly established behaviour systems were improved and trialled with consistent communication to all stakeholders.
- Clear progress for students in K-2 in Mathematics was made as a result of teachers being able to identify current levels of achievement and planning evidence-based, targeted teaching sessions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All K-2 students to meet the syllabus expectations of their stage; measured through PLAN data analysis.	PLAN data reflects satisfactory delivery of syllabus outcomes for student learning and student growth over the period of the year	Instructional Leader, Release for teachers to engage in weekly data conversations and assessment (casual x 18 per term), school developed numeracy assessment tool
All students are above national minimum standards for NAPLAN and meet the expected growth rate.	2016 NAPLAN results showed an increase in students achieving Bands 5 and 6 for numeracy, up from 6% in 2015 to 9%. A significant increase was also achieved in Data, Measurement, Space and Geometry with 11% of students achieving Bands 5 and 6, an increase of 5% from the year before.	Use of SLSO staff to support students with PLPs.
A student shift of an 8% increase in top two bands across all NAPLAN areas	There was not a significant increase in the top two bands across all NAPLAN areas.	Use of SLSO staff to support students with PLPs.
All staff and students can understand and display the school learning values.	An understanding of the Learning values is held by the majority of students but a greater focus and support is required for students who show they often behave in a manner to suggest otherwise. Reflection Room is a resource that enabled some improvement in student behaviour.	SLSO staff used to support students with behaviour needs. Setup and use of the physical space for the resource which is the Reflection Room.
Evidence of student centred learning	An increase in the number of Stage 2 and Stage 3 students engaging in SOLE.	Professional learning funds for staff training.

Next Steps

To support the EAFS initiative and student learning, teachers will partake in ongoing Teacher Professional Development in the areas of Literacy and Numeracy with the guidance and support of the Instructional Leaders. Teachers will participate in collaborative discussions about data and programming needs for students. Through literacy and numeracy all students will engage in challenging and connected learning experiences to build their skills and understanding of Creativity, Collaboration, Communication and Critical Thinking. The behaviour system will be linked to Positive Student Welfare practices with consistency in behaviour systems and expectations across the school. These practices and initiatives will be led by the Assistant Principal Student Welfare teacher.



Strategic Direction 2

Strategic Direction 2: Teacher Learning

Purpose

Why do we need this particular strategic direction?

Ensure highly effective school leadership, the continuous development of skilled, effective and professional teachers, and a strong, collegial culture committed to continuous improvement.

Why is it important?

Maximise outcomes for all students and support the career aspirations of all staff.

There is clear evidence that purposeful professional learning for teachers and school leaders is one of the most effective strategies for improving student outcomes.

Overall summary of progress

Implementation of a school-wide professional learning plan was achieved. School leadership capacity was enhanced through the Community of Schools @COSLead program. There is evidence of an improved approach to planning teaching and learning with particular focus on the implementation of the new History and Geography Curriculum and consolidation of the Science Syllabus. Teachers are equipped with the expert knowledge and skills required to implement personalised learning in Mathematics K–2.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff have a set of documented and regularly reviewed goals related to both performance and development..	100% of staff developed a PDP and participated in the process of having lesson observations completed on them. All staff met and discussed their goals with the Principal.	Professional learning funds and Beginning Teacher funds
Evidence-based data showing impact on student outcomes and information obtained from direct observation of teaching and learning.	Results of an evaluative survey of teacher knowledge and practice showed 100% of K–2 teachers believed they have a 'very strong' knowledge of the Numeracy continuum K–10 (how students learn) and use this knowledge to successfully differentiate teaching and learning for their students.	Instructional Leader, funds for release associated with professional learning (including data conversations).
Evidence of collaboration with colleagues within and across schools.	Data conversations occur on a regular weekly basis. Weekly team and grade meetings have teachers engaged in Consistency of Teacher Judgement based on student achievement and to develop the programming that needs to occur.	Instructional Leader, funds for release associated with professional learning (including data conversations).

Next Steps

Ensure that teachers consolidate the programming and teaching of the new syllabus areas of History and Geography. Following the outcomes of the @CoSLEAD evaluation staff will have the opportunity to participate in the program in 2017. Embed the Instructional Leadership approach for literacy and numeracy into the school timetable. Focus and plan for all teachers' pedagogy development and move towards best practice being evident in all classrooms. All staff will partake in Teacher Professional development that builds their understanding of Creativity, Collaboration, Communication and Critical Thinking with a link to literacy and numeracy.



Strategic Direction 3

Strategic Direction 3: Community Learning

Purpose

Why do we need this particular strategic direction?

Establish effective, collaborative partnerships with the wider school community based on mutual trust, respect and a shared responsibility for the education and wellbeing of all students.

Why is it important?

Improve student learning, attendance and wellbeing.

Overall summary of progress

We continue to operate with a highly effective Learning Support Team. It has structures and processes aligned to Every student, Every School. Processes have been enhanced to monitor and plan for student progress with the use of support staff and SLSO staff. We continue as a school to focus on student engagement and wellbeing. With the successful utilisation of the Community Liaison Officer we continue to offer a variety of welfare based programs to support our student and parent community. We have refined and have effective administrative practices and communication between all stakeholders. The training of office staff for LMBR has enabled a smooth transition to the new systems.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Evidence of greater parent/carer participation in formal parent partnership meetings.	Homework club will continue in 2017 with adjustments. Teachers, parents and students recognised the role that the extra-curricular programs organised by the CLO had in improving aspects of student well-being and engagement including attendance, punctuality to school and resilience. Tell Them From Me Survey results indicate growth in student engagement. Survey results from parents and the community indicate a need for more opportunities to communicate with teachers around student learning. The community is generally satisfied with communication regarding school events. Staff and parents have identified social media as another possible means of communication to explore.	CLO salary \$36000 CLO expenses \$2000 Homework Club salaries \$5500
Staff monitor student achievement and wellbeing and communicate with parents.	The use of the Welfare portal within Sentral has been linked with the Reflection Room and communication about student behaviours has increased, keeping parents informed on student behaviours.	Sentral registration fees \$5000
Evidence of improved learning support procedures from stake holders	Weekly learning support meetings have identified teacher concerns and provided strategies and support. Communication with parents has ensured parents are involved and aware of the process.	Student Welfare funds \$37000

Next Steps

Teachers will be trained in LMBR so that roll marking and student welfare features can be accessed and used by all. The LST and Principal will work with the new Senior Psychologist to continue to improve and streamline LST processes. Continue to evaluate and improve general communication processes with the wider school community. The three day a week Assistant Principal Welfare position will support students in the playground. Programs will be developed in consultation with staff, to provide students at risk options for playtime.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Learning support team evaluated and reviewed Personalised Learning Plans and student growth. SLSO support was provided to support student learning.	\$2281 • Aboriginal background loading (\$2 373.00)
English language proficiency	Literacy and Numeracy data was analysed and support programs were reviewed to ensure students gain English language proficiency. The community Liaison Officer worked with new parent and student arrivals to the school to strengthen links with the school. School programs through the Community Liaison Officer continued to support student need. Ipads were purchased to support learning support programs for students.	\$25836
Low level adjustment for disability	These funds were used to support student participation in programs. The school's learning and support team procedures have been enhanced with a focus on including teachers and supporting them with strategies and resources to be able to cater for students with needs. Student Learning and Support Officers were employed to provide student support with particular focus on acceptable behaviour and enhancing their learning opportunities.	\$35467
Socio-economic background	Community Liaison Officer delivered a range of programs and initiatives to support and provide experiences for students: including Bike Education and Breakfast Club. The CLO also continued the vital connection with parents, supporting and encouraging parents to be actively involved in the school: activities included: Cooking classes, discos and raffles. Evaluation of the CLO position programs and initiatives determined the success and inclusion of the programs in the 2017 school plan. Homework club was successful and beneficial for students. It was valued and appreciated by parents. It operated two afternoons a week and was run by teachers. Additional administration time was allocated and provided to the school admin office and library.	CLO salary \$37200 Additional admin staff \$7500 Homework Club salaries \$5500 Library support \$20000
Support for beginning teachers	Time provided for staff to work on their accreditation enabled 5 teachers to complete and gain their accreditation. It also included support and time to develop and monitor teacher Personal Development Plans.	Beginning teacher funds \$5800
ICT	Teacher knowledge and skill with ICT has improved and teachers work in a supportive environment where ICT services are stable and reliable with management practices to support their use of ICT.	\$10000
Early Action for Success	Analyse student data and measure growth rates for students. Professional conversations to discuss the programs processes. Make recommendations for changes and improvements.	

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	136	132	124	121
Girls	124	117	137	128

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.3	94.5	92.5	93.1
1	94.2	94.9	92.9	92.7
2	96.2	93.7	94.5	93.3
3	95.8	95.7	91.2	94.8
4	95.6	94.5	93.9	95.1
5	96.1	95.7	91.8	94.7
6	94.3	96.7	95.3	93.8
All Years	95.6	95	93.2	93.9
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

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	8.16
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.6
Teacher of ESL	1.2
School Administration & Support Staff	2.58
Other Positions	5.4

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. There were no staff identified as Aboriginal or Torres Strait Islander in 2016.

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	18

Professional learning and teacher accreditation

Teacher professional learning is the focus of the school's Strategic Direction 2. Staff Performance and Development Plans are supported and aligned to the level and focus of professional learning they require. These plans are aligned to the Australian Professional Standards for Teachers and support individual teacher's accreditation.

Leaders and aspiring leaders participated in professional learning, mentoring and coaching to build leadership capacity through the Community Of Schools @COSLead program.

Targeted Professional Learning funds contributed to the following programs:

- Focus On Reading Program and L3 programs all contributed to develop and improve student literacy levels
- Online and school based professional learning for

new curriculum implementation including History and Geography

- Evaluations indicate evidence of collaboration with colleagues within and across schools, evidence based data reflects student growth and improvement

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	432 953.97
Global funds	236 965.52
Tied funds	627 276.75
School & community sources	46 898.59
Interest	6 683.34
Trust receipts	4 293.95
Canteen	0.00
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	0.00
Excursions	4 368.54
Extracurricular dissections	28 854.04
Library	362.78
Training & development	0.00
Tied funds	433 730.71
Short term relief	48 714.05
Administration & office	40 469.03
School-operated canteen	0.00
Utilities	36 472.14
Maintenance	20 353.33
Trust accounts	5 163.47
Capital programs	0.00
Total expenditure	0.00
Balance carried forward	0.00

The information provided in the financial summary includes reporting at 30 November 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	776 022.17
(2a) Appropriation	758 775.97
(2b) Sale of Goods and Services	1 716.85
(2c) Grants and Contributions	14 650.21
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	879.14
Expenses	-397 152.91
Recurrent Expenses	-397 152.91
(3a) Employee Related	-194 967.51
(3b) Operating Expenses	-202 185.40
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	378 869.26
Balance Carried Forward	378 869.26

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.

Intended use of funds available include a covered walkway and replacement/upgrade of playground equipment.

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	1 822 153.04
Base Per Capita	14 185.64
Base Location	0.00
Other Base	1 807 967.41
Equity Total	609 564.56
Equity Aboriginal	2 372.89
Equity Socio economic	301 038.82
Equity Language	148 260.79
Equity Disability	157 892.06
Targeted Total	7 011.12
Other Total	689 961.20
Grand Total	3 128 689.91

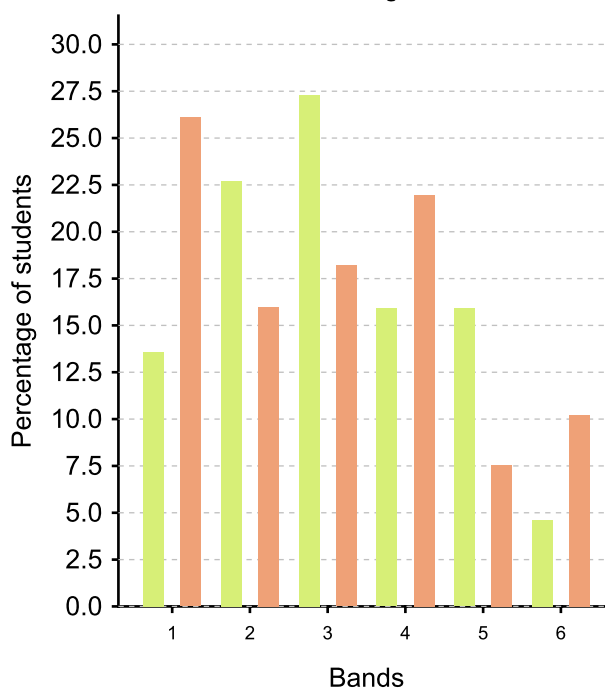
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

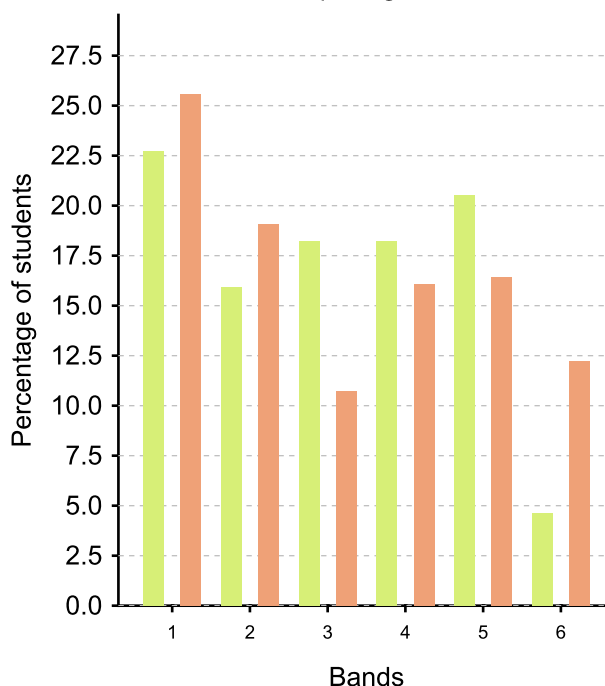
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Percentage in bands:
Year 3 Reading



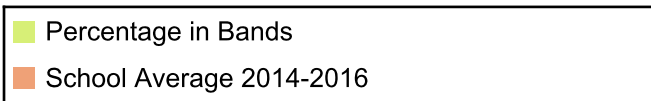
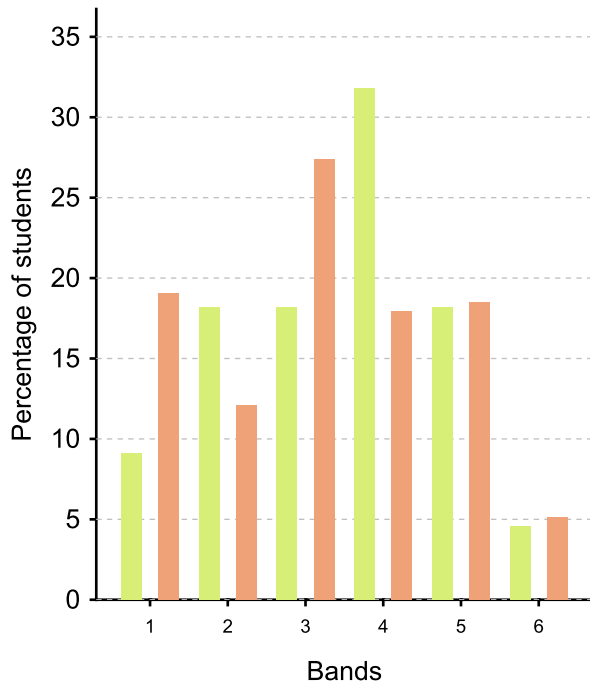
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Spelling

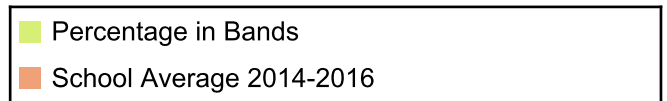
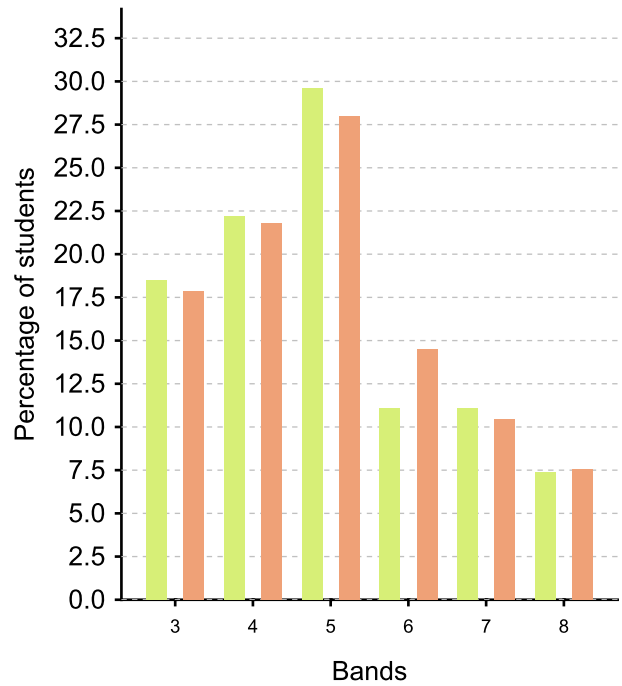


Percentage in Bands
School Average 2014-2016

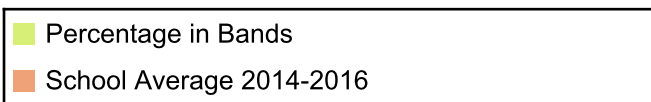
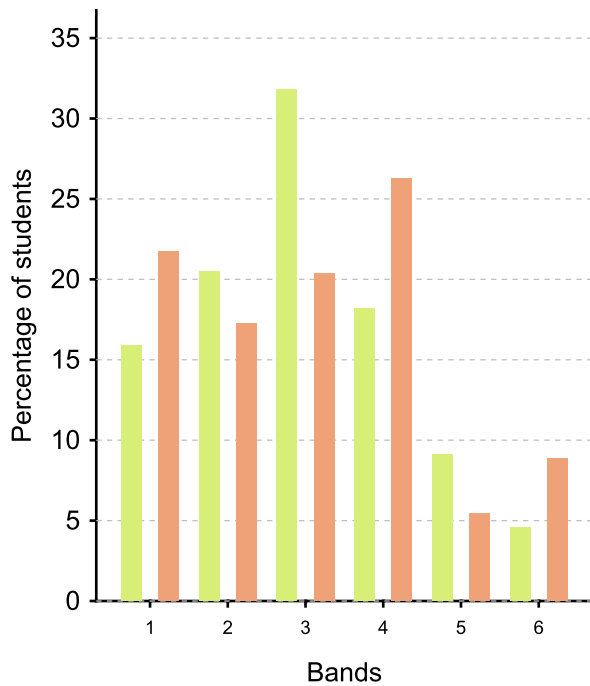
Percentage in bands:
Year 3 Writing



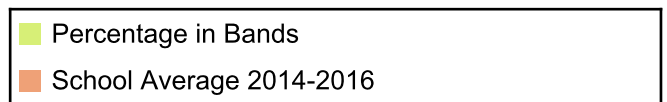
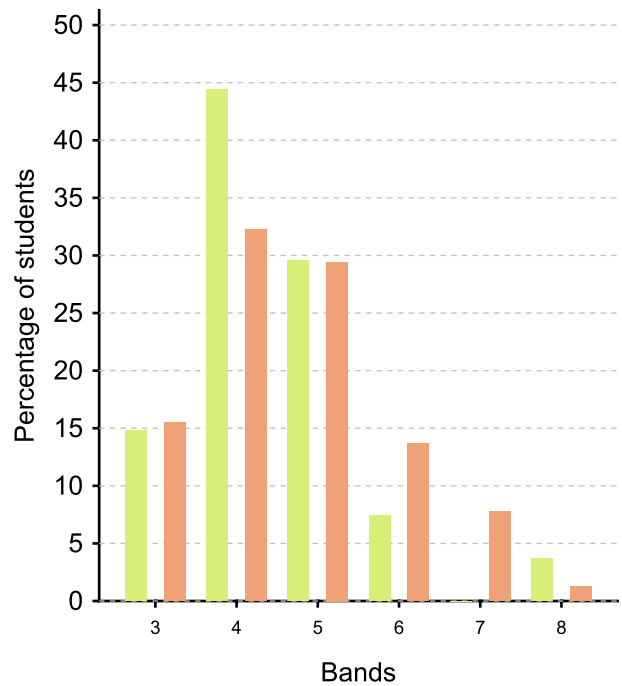
Percentage in bands:
Year 5 Grammar & Punctuation



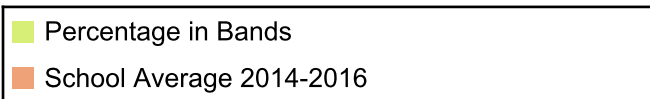
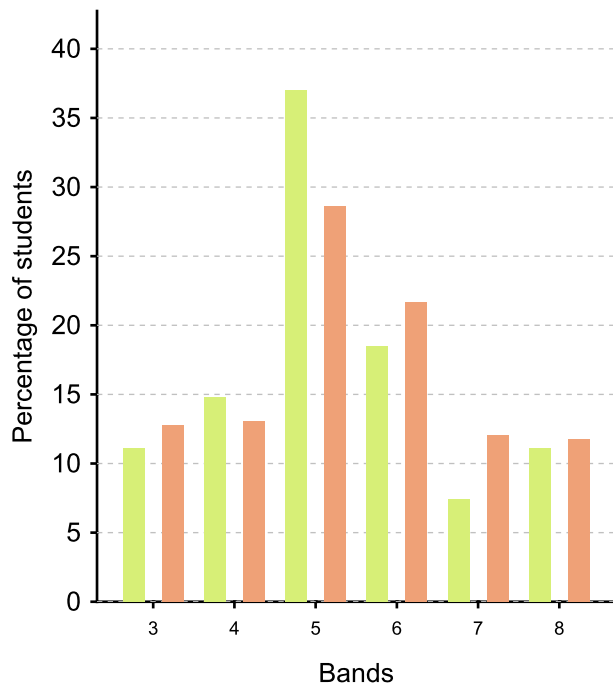
Percentage in bands:
Year 3 Grammar & Punctuation



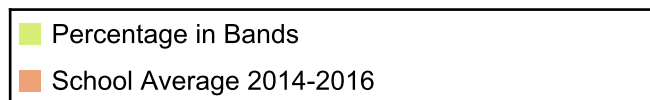
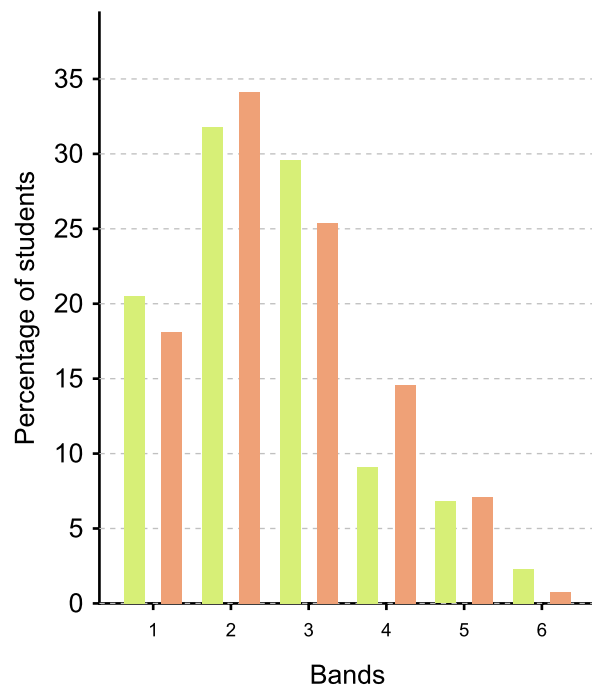
Percentage in bands:
Year 5 Reading



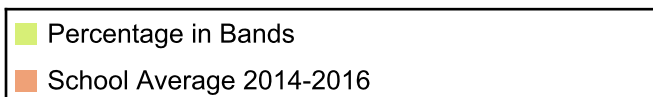
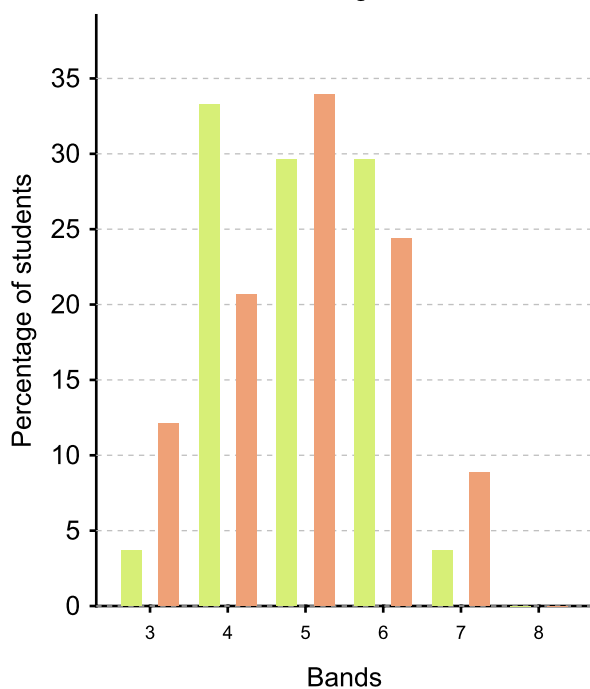
Percentage in bands:
Year 5 Spelling



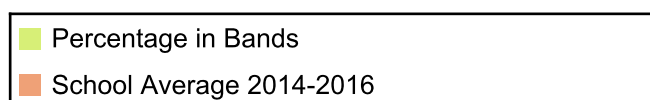
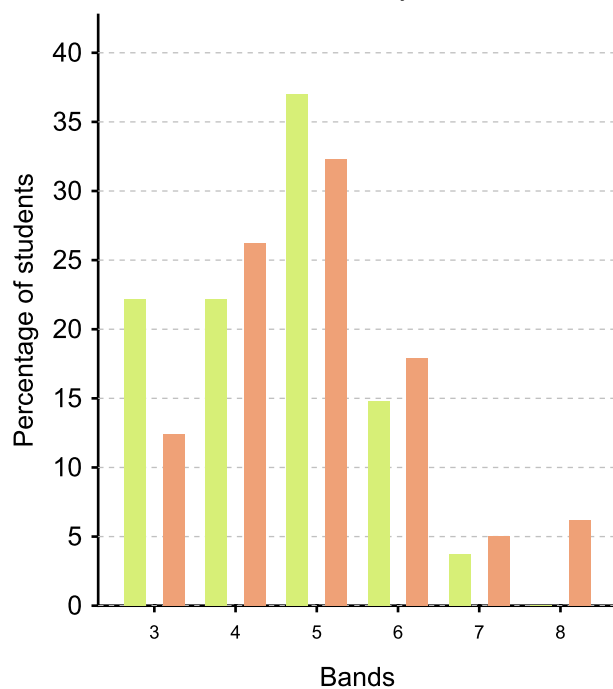
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



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

All parents had the opportunity to participate in the Parent Satisfaction Survey, 30% of parents participated and the results indicated:

- 95% of parents surveyed agree that *"parents are encouraged to contact the school to discuss concerns relating to their child"*.
- 100% of parents surveyed agree that *"the students are the schools main concern"*
- 98% of parents surveyed agree that *"the school teaches and promotes core values"*
- 100% of parents surveyed agree that *"fair discipline exists within the school"*
- 98.5% of parents surveyed agree that *"the school maintains a focus on literacy and numeracy"*

Students who were part of the Student Representative Council (SRC) had the opportunity to participate in the Student Satisfaction Survey. This represents 20% of the student population and the results indicated:

- 100% of students surveyed feel that *"school is a place they really like to go each day"*
- 95% of students surveyed feel that *"their teacher is fair to them"*
- 97% of students surveyed feel that *"learning is fun"*
- 100% of students surveyed feel that *"they are proud to be a student at Carramar PS"*
- 98% of students surveyed state that *"they enjoy what they do in class"*

Teachers were surveyed and the results indicate that:

- 100% of staff feel that there *"teaching and learning programs respond to student needs"*
- 97% of staff feel that *"the school's reporting to parents clearly communicates information to parents"*
- 100% of staff feel that *"they enjoy their teaching, are respected and valued"*



Policy requirements

Aboriginal education

Carramar PS received funding which enabled us to support students from Aboriginal and Torres Strait Islander background as well as educate others about the importance and significance of Aboriginal culture. Our key achievement was the implementation of Personalised Learning Plans for targeted students.

Multicultural and anti-racism education

Multicultural Education is an essential part of our school's curriculum. Our school recognises and values all backgrounds, religions and cultures of all students.

In 2016, approximately 84% of our students came from a language background other than English. Our main homelanguages are Arabic and Vietnamese.

The need for EALD (English as an Additional Language or Dialect) support at Carramar PS is high. The New Arrival Program which runs daily focusing on survival language to develop Basic Interpersonal Communication Skills (BICS). The program focus is on oral language, beginning reading and writing skills. Newly arrived EALD students across all stages are supported both in class and with individual support programs.

Other school programs

Bike Program

The Bike Program has continued running in partnership with South Western Sydney Cycling this year at the school. Over 100 students have learnt to ride a bike successfully whilst learning valuable road safety skills. The students have enjoyed the Bike Program.

Public Speaking

For the second year we participated in a whole school Public Speaking event. Every student prepared and presented a speech to their class. Class and then grade finalists were selected to proceed to represent the school at the Fairfield Network Stage 1 Ultimo Operational Directorate Primary Schools Public Speaking Competition. We were able to celebrate as one of our talented Year 2 students came first at this event and went on to represent our school and the Network at the Stage 1 Competition of the 2016 Ultimo Operational Directorate Primary Schools Public Speaking Grand Final. An outstanding achievement and proud moment for all concerned.

Parent Group

The Parent Group met on the first Monday of the month. Parents actively engaged in many activities to raise money for the school. This year activities included: Mother's Day and Father's Day Stall, Cake Stall, Disco, Mufti Days, Easter and Christmas Raffle.

Money raised was used to support such events as Year Six Farewell, Book Feast, purchase resources for the

school, and to co-contribute with the Year 6 students, towards the new Value Pencils at the entry to our school.

The Parent Group continued to volunteer to successfully running a Breakfast Club two days a week before school. They also met to participate in cooking workshops and Healthy Lunch workshops. The parent group look forward to continue supporting the school.

Kylie Dalton – Parent Group Representative

Student Representative Council (SRC)

This year our SRC comprised of students from Year 1 through to Year 6 who were successfully elected by their class peers. Our school leaders were also involved and proved themselves to be strong administrators during our fortnightly meetings. A formal induction ceremony was a fitting way to acknowledge their achievement and was enjoyed by all who were present.

In 2016 the SRC once again supported various events and charities. These included Jeans for Genes Day to raise funds for childhood cancer. The support of our families during these events was greatly appreciated.

Homework Club

Homework Club is a school-based initiative that was suggested by our parent group several years ago. Homework Club runs on two afternoons a week, one afternoon for K–2, and one afternoon for 3–6 students. Two staff are employed for each session. Sessions are capped at 25 students. Teachers help students with their homework tasks, students also have access to computers to assist with their work. The session ran to capacity each semester, with a waiting list. Students enrolled in Homework Club averaged 85% weekly attendance.

Playgroup

Playgroup run by Michelle Zacherl, our Community Liaison Officer, was held every Wednesday from 9.30–11.00am of the school term. An average of 7 parents per week attended the playgroup with their children. The children were able to socialise and interact with their peers; they enjoyed play dough, painting and craft. The playgroup provided a positive link between the parents the community and the school.

Book Character Day

Students, teachers and parents celebrated Book Week by dressing up as their favourite book character. Students enjoyed the day as they paraded and showed off their costume. The book character theme ran throughout the day as students participated in activities linked to books and the love of reading. Students were able to visit the hall for the Mad Hatters Tea Party and photo-booth fun. A BBQ lunch gave parents the opportunity to spend time with their children. The Fairfield Advance also ran a feature on our day on the front page of the weekly paper.

Art Show

Classes in 2016 were named after famous Australian Artists and this was the focus for our 2016 Art Show. The students researched their particular class artist and produced works in that particular style. The art show consisted of an exhibition of student works in the hall. As a fundraiser the parents had the opportunity to purchase their child's art work. Parents were invited to classrooms to watch the students participate in a set of rotational art based activities. The day then finished with a BBQ lunch and a spectacular school assembly that saw classes perform items to entertain the many parents who joined the festivities.