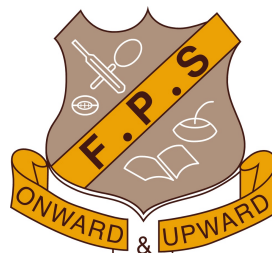


Finley Public School Annual Report



2016



3945

Introduction

The Annual Report for **2016** is provided to the community of **Finley 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.

Bruce Scott

Acting Principal

School contact details

Finley Public School

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

03 5883 1135

Message from the Principal

Finley Public School had a wonderful year with many activities undertaken by our student cohort. We once again received ongoing support from our community with the school receiving donations throughout the year from the Second Hand Shop, Men's Shed, Soroptimists, CWA and our P&C. These donations enabled the school to continue to provide a broad range of extra-curricular activities. We had three volunteers who came in on Tuesday and Thursday mornings from Rotary for the Rotary Readers program.

Sport once again featured prominently with students from Finley Public School participating in trials for AFL, Soccer and Netball. We had students involved in both District and Zone level and of course Finley Public School represented in the Paul Kelly Cup. We welcomed Robbie Mackinlay from Cricket NSW and Chris Green and Ryan Gibson from Sydney Thunder to our school as part of Cricket NSW's Regional Country Blitz. They spoke with our students and signed a few autographs. In February the school held its first ever Twilight Swimming Carnival with students representing the school at District, Zone and State level. We also had 12 students representing Finley Zone at State Athletics.

Finley Public School students participated in a variety of extra-curricular activities. We had visits from children's authors Davina Bell and Jane Goodwin. Our students participated in Excursions with K – 2 going to Melbourne Zoo, Stage 2 travelling to Phillip Island and Stage 3 going to Ballarat. Finley Public School competed once again in the NSW Primary Debating Challenge. We entered two teams in Tournament of Minds this year, one in Social Sciences and the other in the new section of Science and Technology. Year 6 with some volunteer Year 5 students participated in an Art Program where the students travelled to the Wagga Art Gallery to participate in art workshops and a Wiradjuri Language Program and visited their completed works in the Gulbulanha exhibition.

Message from the school community

Finley Public School P&C committee are a hard working small group of parents, grandparents and teachers who take time out of their busy lives to support Finley Public School. In the last 12 months the P&C have continued to operate the School Canteen, purchased liquid hand soap for the toilets, sunscreen and antiseptic spray for all class rooms, ground mats to be used at sporting events. We have continued to support the My Kitchen Garden program, School banking, the school garden beautification and worked hard around the school grounds with working bees. We have help subsidise school excursions and upon returning from all school excursions we have presented all staff & helpers with a thank you gift and this year the P&C have assisted in the Year 6 farewell. The P&C have organised the Mothers day and Fathers Day Stalls for students to purchase a gift to take home, Easter Raffle, Annual Fete and a Ladies afternoon tea, assisted at the Finley B&S ball and helped at the Show bag stand at the Finley Show.

Katy Wallis – P & C President

School background

School vision statement

At Finley Public School we aim to be a dynamic learning community who pride ourselves on achieving excellence through delivering quality teaching and learning experiences that encourage creativity, critical thinking, problem solving, collaboration and communication to ensure our students become well rounded global citizens.

School context

Finley Public School is located in a small rural town. It has a steady enrolment including a range of students from diverse backgrounds. The school receives funding to support equity groups across the school. FPS sets high expectations of all students with primary focuses on raising the Literacy and Numeracy levels of students and recognises the need to implement specific quality programs in reading and numeracy. We offer a kitchen garden program as well as many extra curricula opportunities including sport, debating, public speaking and Tournament of the Minds. Teaching and learning programs are personalised for students with an overarching goal of developing the whole child. Parents and members of the community make valuable contributions to the school's programs and the well-being of the students.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that the school will further develop a culture of collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain on-going school wide improvement in teaching practice and student outcomes.

Our self-assessment and the external validation 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

High Performing Staff

Purpose

Purpose:

Students are engaged in personalised student centred learning experiences which are delivered by quality teachers. Teachers are empowered through relevant and valuable professional learning enabling them to make evidence based and data informed decisions to improve student learning outcomes.

Overall summary of progress

In 2016 the teachers at Finley Public School continued to build the learning culture through collaboration, effective assessment and feedback and the implementation of the performance and development framework. Lesson observations are continually evolving, enabling a more focused and inclusive discussion around quality teaching. We sought to measure our success across this direction through improved student growth in Literacy and Numeracy measures, including a focus on Aboriginal students. We assessed teaching and learning programs and teacher performance and development documentation and used survey data to inform our progress around teaching and school leadership practices and processes.

Our school is starting to reflect a culture of life-long learning with staff committed to and participating in ongoing professional learning and development to maximise learning outcomes for students. Students are integral to the learning process and are given the language to discuss what they can do and what they need to do next. The leadership team have developed practices to support ongoing teacher, student and school improvement.

All of these initiatives ensured that teacher quality was progressing in line with best practice.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|--|--|---|
| All staff collaborate within and across schools to ensure consistency of curriculum delivery for differentiation and consistency of teacher judgement. | <ul style="list-style-type: none">• School wide timetables are structured so that stage teams are released at the same time to collaborate on program and lesson development and assessment of student learning.• School wide timetables are structured to allow for teachers to engage in classroom observations of peers and in team teaching opportunities.• Opportunities for staff have been created in leadership mentoring and Professional Learning to build capacity and expertise in leadership. | 0.080 QTSS staffing allocation. |
| All teachers have a negotiated Professional Learning Plan which is aligned with the Australian teaching standards and the school plan and can show strong evidence against these standards that validates achievement of learning goals. | <ul style="list-style-type: none">• All teachers have followed the Professional Development Plan process to develop goals for their own professional development. They have identified Professional Learning to engage in when working towards achieving their goals and can provide strong evidence to demonstrate progress towards or of having achieved their goals. | |
| All teachers will be fully conversant and implement all aspects of all syllabuses at a high level and all lessons embed elements of the QT framework. | <ul style="list-style-type: none">• Early Stage 1 and Stage 1 staff continued training in the implementation of TEN.• Stage 2 and Stage 3 staff continued training in and implementing TOWN.• It is evident in teaching programs that curriculum delivery is clearly linked to syllabus requirements.• Staff attended local and area Professional Learning opportunities and Teaching and Learning Forums to drive and sustain ongoing improvement in teaching practice. | \$7,000 Teacher Professional Learning Funding |

Next Steps

The next steps required for 2017 to ensure Strategic Direction 1 is successfully implemented include:

- Using evidence and moderation activities to assist teachers in diagnosing how to move students along the learning continuum;
- Renewed focus on the Australian Curriculum, with professional learning around the Geography and History syllabi;
- Continue to develop Learning Walks as an effective formative assessment strategy to determine how students are going with their learning and implications for future teaching and learning;
- Continue to utilise Mentor Teachers K–2 and 3–6, working shoulder to shoulder in classrooms to continually focus on quality teaching and learning; and
- Further refine our practices around the Performance and Development Framework, with increased opportunities provided to teachers to have feedback and coaching sessions with Mentor Teachers, Assistant Principals and Principal.

Strategic Direction 2

Future Focused Learning

Purpose

Purpose:

To develop in students the skills, knowledge, mindsets and attitudes that will equip them to be creative, resilient, confident and successful global learners, citizens and leaders.

Overall summary of progress

To wrap around the support provided for students to achieve their personal best, the school made a commitment to embed a case management approach for those students requiring intervention. Systems were refined to ensure the Learning and Support Teacher (LaST), along with Student Learning and Support Officers (SLSOs), the Learning and Support Team (LST), teachers and parents were aware of the learning adjustments and goals set for individual students and resources were allocated effectively. The result was Individual Learning Plans being reviewed on a continuous basis, informed by anecdotal observations from all stakeholders, data analysis and feedback to students. This approach has resulted in the ILP documents becoming dynamic and responsive to student learning needs. It also ensures effective communication and a consistent approach to intervention.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|--|---|---|
| All students are highly engaged in quality, relevant Key Learning Areas as evidenced in classroom observations, student and teacher feedback and monitoring of teaching programs to show differentiation. Revised, understood and implemented Learning and Support policy and Student Wellbeing policy. | <ul style="list-style-type: none">• An additional classroom teacher was employed to support academic and social programs. This has enabled students to develop deeper, long lasting relationships for academic benefit as well as allowing greater uptake of new academic concepts.• The Learning and Support Team (LST) is central to the core business of the school. It underpins the Wellbeing and Welfare practices and operates under the Positive Behaviour for Learning (PBL) framework. Aspiring Leaders were also recognised and undertook a variety of Professional Learning to develop strategies.• Staff have participated in Professional Learning on cognitive behaviours, recognising triggers of behaviours and relating back to behavioural matrix.• | \$54,500 (Equity – Socio Economic funds) \$3,000 (Teacher Professional Learning funding) |
| Revised, understood and implemented Learning and Support policy and Student Wellbeing policy. | <ul style="list-style-type: none">• Learning and Support Teacher participated in targeted Professional Learning.• Learning and Support Teacher attended area Network Meetings.• Student referral processes ensures no student is unmonitored.• Meetings held with all stakeholders to develop student IEPs and ILPs to maximise student engagement and outcomes.• It is evident in teaching programs that Personalised Learning Plans and programs are delivered, clearly linking to syllabus requirements, while catering for individual student needs. | 0.9 (Learning and Support Teacher staffing allocation) |

Next Steps

The next steps required for 2017 to ensure Strategic Direction 2 is successfully implemented may include:

- Continue data collection on PLAN every five weeks, with formal discussion and analysis every ten weeks about

student achievement against end of grade benchmarks and growth along the Literacy and Numeracy learning continuums;

- Mentor Teachers and Assistant Principals will focus professional learning during reflection time and stage meetings around writing. Effective instruction utilising the teaching and learning cycle, development of common assessment rubrics, effective feedback for teachers and students and planned intervention for students 'at risk' will lead to improved growth, more students achieving expected levels and Aboriginal achievement at least matching non-Aboriginal students; and
- Continue to embed formative assessment practices across all learning, with renewed focus on all forms of assessment to support consistent teacher judgement.

Strategic Direction 3

Innovative Learning Communities

Purpose

Purpose:

To build stronger, positive relationships as an educational community, inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices to ensure our students thrive and show growth in their learning in a supportive and mutually respected environment inside and outside of classrooms.

Overall summary of progress

We have worked hard this year to foster and create a school community that operates in a collaborative and sustainable manner and we are seeing the benefits of this through many aspects. Our school welcomes a variety of community groups that add to the diversity and opportunities provided to our students and their families. Parenting workshops and Rotary reading volunteers have contributed to increased student engagement and wellbeing as evidenced in attendance and behaviour data as well as student and parent surveys.

We have continued to refine our approach to Positive Behaviour for Learning and this year our Wellbeing and Discipline Procedures were reviewed to better communicate processes across the learning community. Teachers, students and parents have been busy in the Kitchen Garden and the produce is often used to cook up a tasty treat after the hard work is done.

Our Kindergarten transition program again gave preschool children the opportunity to spend a few afternoons during Term 3 in our school, getting to know the teachers and students at Finley Public School and becoming familiar with the new learning environment. The pre-school students enjoyed opportunities to create artworks, play musical instruments, explore the Kitchen Garden and to make some new friends. We look forward to continuing with this Program and extending our connections with Biralee Preschool in 2017.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|--|---|--|
| School community members have a clear understanding of the school's strategic directions and practices and there is a noticeable increase in participation of community members to achieve educational priorities. | <ul style="list-style-type: none">• Parent workshops were facilitated. These workshops concentrated on Literacy and Numeracy concepts and how these important Key Learning Areas can be supported at home. As a result we have had increased support from the community towards educational process and a greater acknowledgement and understanding of assessment procedures. | \$1,000 (Socio Economic Funding) |
| Positive and respectful relationships across the school community are observed and feedback provided showing a productive learning environment. | <ul style="list-style-type: none">• The schools Kindergarten transition program again ran in 2016. The program runs over two terms (Term 3 and 4). Throughout this program we had approximately 20 students attend. This allows a smoother transition into Finley Public School for both students and parents.• Special events that took place throughout the year to encourage community support and involvement. Some activities included: Welcome family BBQ/Open day at the start of 2016. NAIDOC Week activities. Proud and Deadly Award presentation. ANZAC Day recognition. Harmony Day and picnic lunch. | \$2,000 (Socio Economic Funding) \$1,000 (Socio Economic Funding) |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|---|---|-------------------------------|
| Positive and respectful relationships across the school community are observed and feedback provided showing a productive learning environment. | School concert where approximately 300 community members attended. Mother's and Father's Day celebrations and stalls.. | |

Next Steps

The next steps required for 2017 to ensure Strategic Direction 3 is successfully implemented may include:

- A key focus for 2017 will be to align the directions from the Finley Community of Schools on-going plans with the Finley Public School plan, including a comprehensive and effective transition processes and practices to further contribute to student learning, wellbeing, leadership and engagement;
- Continue to focus community attention on attendance through wellbeing procedures, effective communication, acknowledging outstanding attendance and providing information and regular updates to parents;
- Review the PBL strategies for students who are repeatedly making inappropriate decisions and investigate opportunities for boys education initiatives;
- Further embed the My Kitchen Garden concept into classroom teacher programs and see evidence of teachers utilising the garden in cross-curricular activities to maximise its use;
- Look at opportunities to engage authentically with the parent/ carer community around education, wellbeing, school systems and leadership to further develop feedback and inform school evaluation and planning processes; and
- Explore ways in which more parents and the wider community can access digital communication that showcases our school programs and initiatives effectively.

| Key Initiatives | Impact achieved this year | Resources (annual) |
|--|---|---|
| Aboriginal background loading | <ul style="list-style-type: none"> All students have an Individual Learning Plan (ILP) and are making progress on the Literacy and Numeracy Continuums. Funding was used to employ SLSO to assist with implementation of ILPs and programs to support students particularly in Literacy and Numeracy. Student Assistance funding provides students access across all school experiences. A portion of funding was used to track student attendance patterns as well as investigating strategies to encourage increased attendance. | \$14,641 |
| Low level adjustment for disability | <ul style="list-style-type: none"> All students requiring adjustments and accommodations are catered for within the school. Twenty students were referred for learning support this year, in addition to students on recurring monitoring. In 2016, 30 students required adjustments to cater for a disability: 25 students required supplementary levels of adjustment, 3 required substantial and 1 required extensive levels of adjustment. Employment of a School Learning Support Officer to support students in mainstream classrooms with timetables developed according to student need. | \$115,432 (\$23,613 flexible funding, \$91,819 staffing entitlement) |
| Socio-economic background | <ul style="list-style-type: none"> Funds were allocated to support student attendance at Stage Excursions. Funds were also allocated to support student attendance at Stewart House for 2 weeks and at local Aspire Me camps in Visual Arts, Drama, the School Spectacular and to support students representing school at zone and state level sporting events. Effective resourcing to support Professional Learning and Literacy, Numeracy and Wellbeing. | \$38,143 |
| Kitchen Garden Program | <ul style="list-style-type: none"> The implementation of our Kitchen Garden Program continues to welcome extended family members and interested community members as volunteers to assist with weekly lessons. The implementation of our Kitchen Garden Program continues to develop new connections within local community organisations. Funds were also used to build resources to continue this worthwhile program. | \$5,000 |
| Ongoing Numeracy PL | <ul style="list-style-type: none"> Differentiated Numeracy lessons are collaboratively written and stored for future use. Lesson observation and feedback to teachers has resulted in refined teaching and learning experiences in Numeracy. Further Professional Learning and implementation of TEN in the K-2 classrooms. Further Professional Learning and implementation of TOWN in the 3-6 classrooms. | \$5,000 |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2013 | 2014 | 2015 | 2016 |
| Boys | 106 | 104 | 90 | 87 |
| Girls | 117 | 126 | 115 | 109 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2013 | 2014 | 2015 | 2016 |
| K | 94.4 | 94.4 | 92.5 | 92.2 |
| 1 | 96.2 | 94 | 93.3 | 91.6 |
| 2 | 95.5 | 95.9 | 91.9 | 92.5 |
| 3 | 92.4 | 95 | 93.7 | 93.1 |
| 4 | 94.7 | 93.6 | 92.8 | 94.6 |
| 5 | 94.7 | 94.8 | 92.9 | 93.7 |
| 6 | 95.5 | 94.8 | 91.1 | 90.6 |
| All Years | 94.9 | 94.7 | 92.7 | 92.7 |
| 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

The school encourages all students to attend on a regular basis, however if issues arise regarding attendance, the following processes are in place.

- The parents are contacted verbally, with follow up written correspondence detailing the concerns relating to the student's attendance;
- Weekly letters are sent to parents who have not explained their child's absence from school;
- Department of Education and school attendance guidelines are explained;
- The student's attendance is closely monitored.; and
- Referral to the school counsellor is also a strategy utilised if appropriate.

If attendance patterns did not improve, the matter is referred to the HSLO (Home School Liaison Officer).

The school's HSLO and Attendance Officer also worked closely together during this time to help improve these results.

Workforce information

Workforce composition

| Position | FTE* |
|---------------------------------------|------|
| Principal | 1 |
| Assistant Principal(s) | 2 |
| Classroom Teacher(s) | 6.64 |
| Teacher of Reading Recovery | 0.42 |
| Learning and Support Teacher(s) | 0.9 |
| Teacher Librarian | 0.4 |
| School Administration & Support Staff | 2.41 |
| Other Positions | 0.38 |

*Full Time Equivalent

Finley Public School has a staff that is committed to providing relevant and engaging learning programs or all of the students. The school had 11.88 teaching staffing entitlement in 2016, which included two executive staff, nine classroom teachers and specialist support staff. The school also contributed funds to maintain nine classes.

The teaching staff was supported by a School Administrative Manager, one School Administrative Officer and one part-time General Assistant.

The school has employed up to five temporary School Learning Support Officer (SLSO) positions. These temporary positions were on a part-time work load.

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

In 2016 there was one Indigenous employee working at Finley Public School.

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 | 30 |

Professional learning and teacher accreditation

The priority areas for Professional Learning throughout 2016 were linked to our targets, Literacy and Numeracy. Staff continued to work in Stage groups to collaboratively plan lessons and assessments in order to plot and track students on the Literacy and Numeracy Continuums, facilitating whole school tracking for students from Kindergarten through to Year 6. This information is used by the school's Learning and Support team when determining resource allocation.

Our Literacy focus was the investigation of the Continuum and PLAN data to inform teaching as well as L3. TOWN training was also a priority. These teachers in-serviced the whole staff.

Staff also undertook extensive training across a wide variety of activities during 2016. These included:

- L3– both on-going and new staff training;
- LAST/ESES training;
- Collegiate meetings for the school Principal
- Targeted Early Numeracy (TEN);
- Taking off with Numeracy (TOWN);

Staff Development Days and Afternoon Teacher Professional Learning activities included:

- CPR, Emergency Care, Anaphylaxis training;
- Child Protection;
- Professional readings relating to the 'new educational landscape';

The School had one new scheme teacher working towards Board of Studies Teaching and Education Standards (BoSTES) accreditation. While 5 of our new scheme teachers were maintaining accreditation at Proficient level.

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

Financial summary

The information provided in the financial summary includes reporting from <date> to 31 December 2016.

| | 2016 Actual (\$) |
|---------------------------------------|------------------|
| Opening Balance | 323 764.35 |
| Revenue | 1 959 140.09 |
| (2a) Appropriation | 1 885 372.76 |
| (2b) Sale of Goods and Services | 1 177.34 |
| (2c) Grants and Contributions | 67 731.10 |
| (2e) Gain and Loss | 0.00 |
| (2f) Other Revenue | 0.00 |
| (2d) Investment Income | 4 858.89 |
| Expenses | -1 978 666.58 |
| Recurrent Expenses | -1 978 666.58 |
| (3a) Employee Related | -1 823 083.64 |
| (3b) Operating Expenses | -155 582.94 |
| Capital Expenses | 0.00 |
| (3c) Employee Related | 0.00 |
| (3d) Operating Expenses | 0.00 |
| SURPLUS / DEFICIT FOR THE YEAR | -19 526.49 |
| Balance Carried Forward | 304 237.86 |

Funds carried forward will be expended on updating educational resources in both Literacy and Numeracy.

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 | 1 454 216.75 |
| Base Per Capita | 10 924.72 |
| Base Location | 19 512.47 |
| Other Base | 1 423 779.55 |
| Equity Total | 168 215.87 |
| Equity Aboriginal | 14 640.67 |
| Equity Socio economic | 38 143.04 |
| Equity Language | 0.00 |
| Equity Disability | 115 432.16 |
| Targeted Total | 209 527.15 |
| Other Total | 51 363.44 |
| Grand Total | 1 883 323.20 |

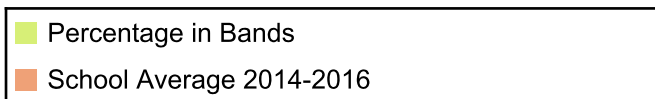
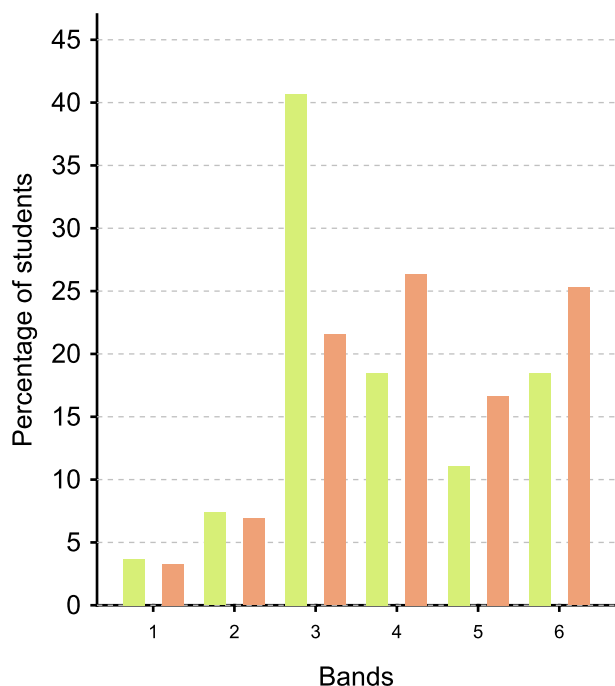
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

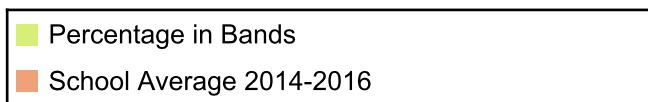
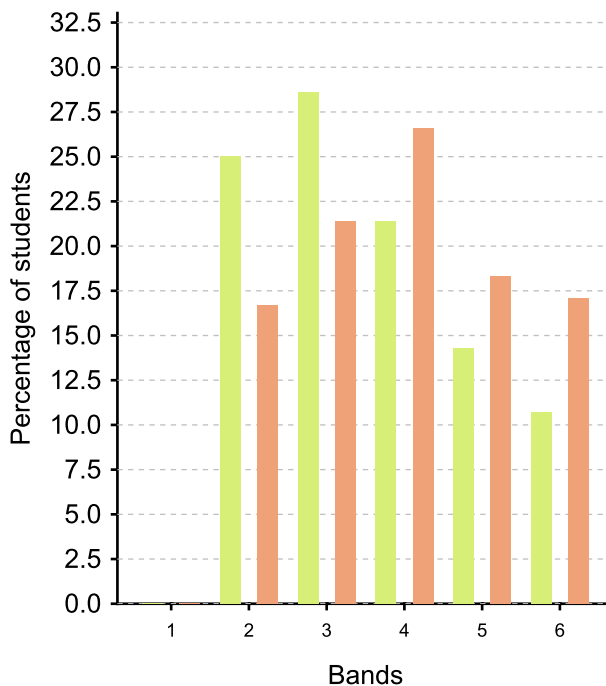
NAPLAN

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.

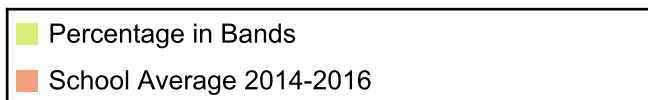
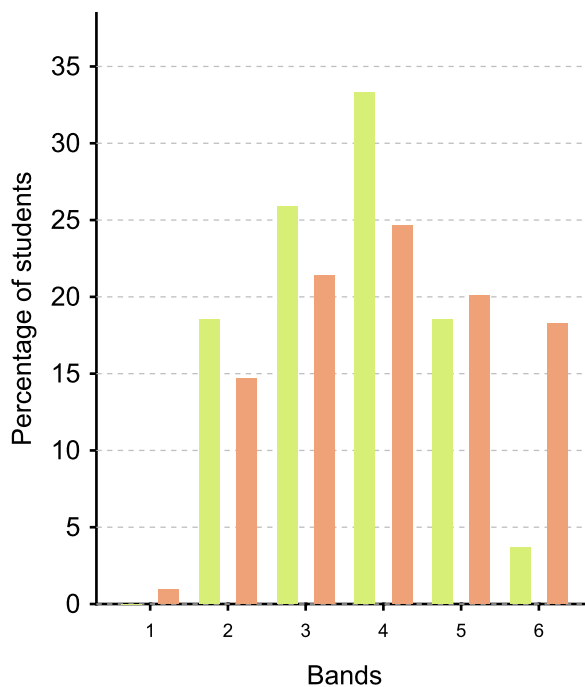
Percentage in bands:
Year 3 Grammar & Punctuation



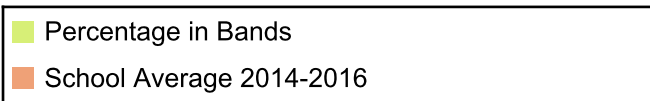
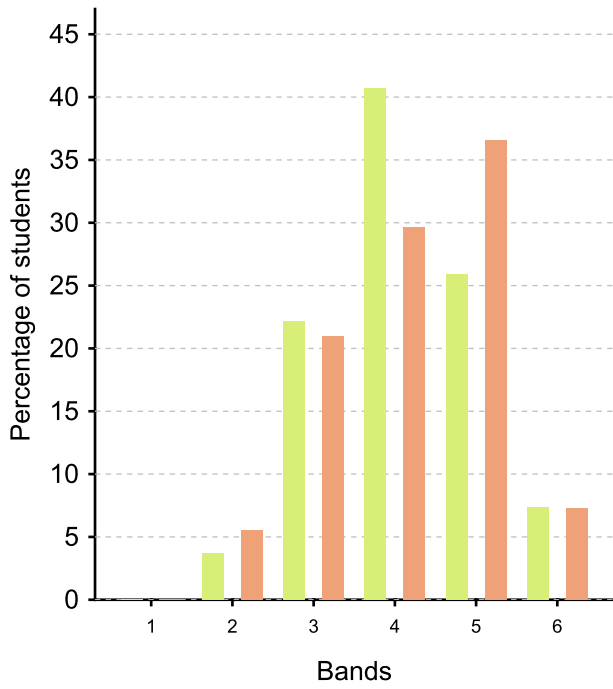
Percentage in bands:
Year 3 Reading



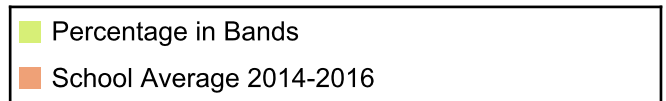
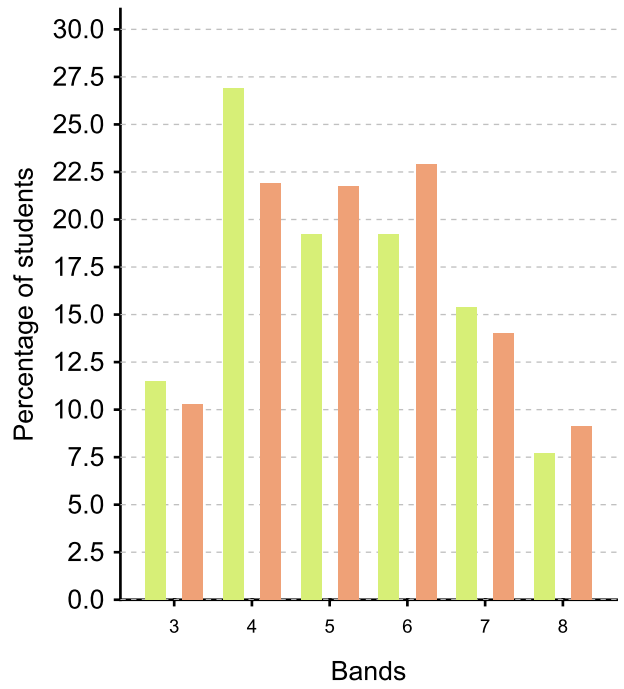
Percentage in bands:
Year 3 Spelling



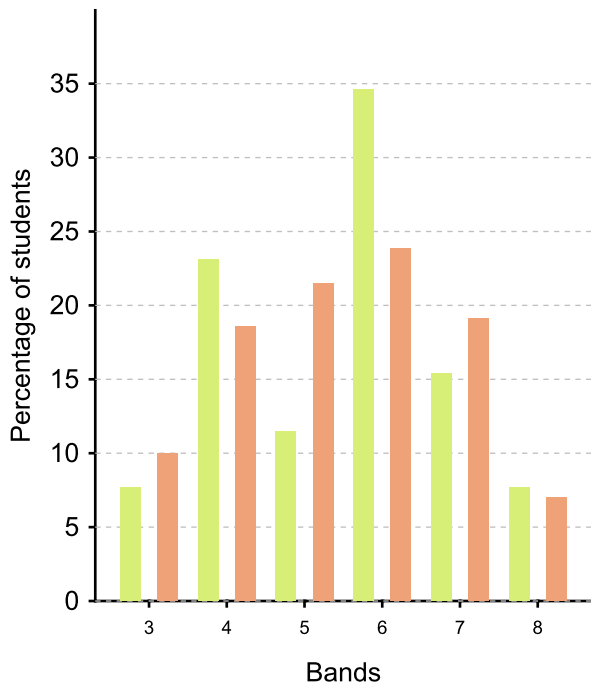
Percentage in bands:
Year 3 Writing



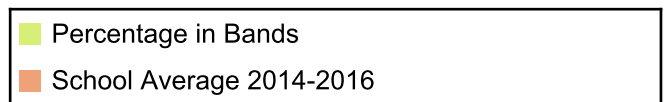
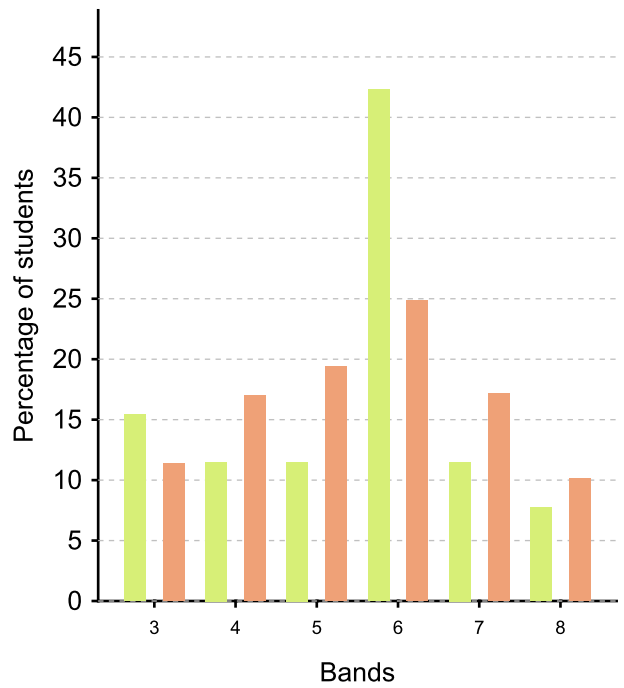
Percentage in bands:
Year 5 Reading



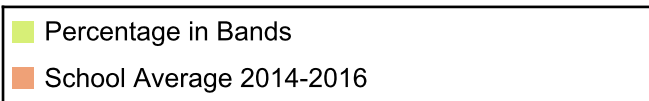
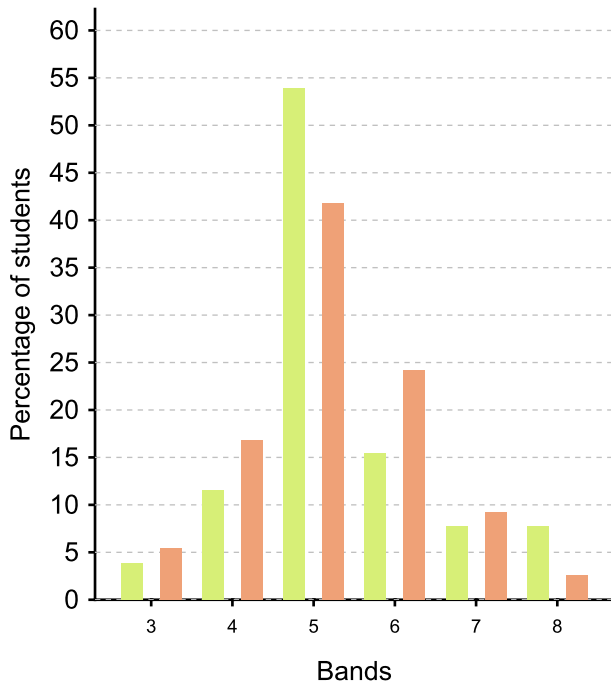
Percentage in bands:
Year 5 Grammar & Punctuation



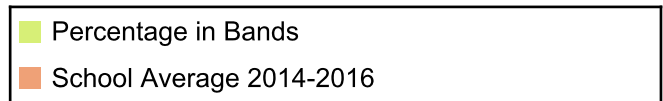
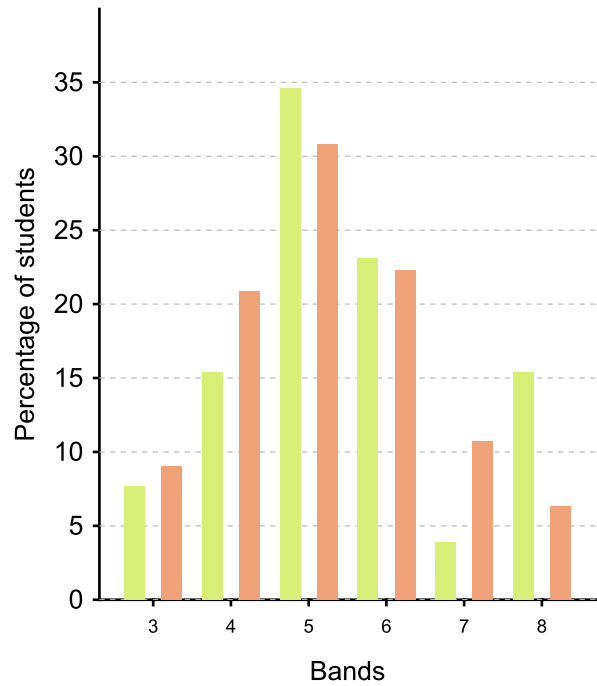
Percentage in bands:
Year 5 Spelling



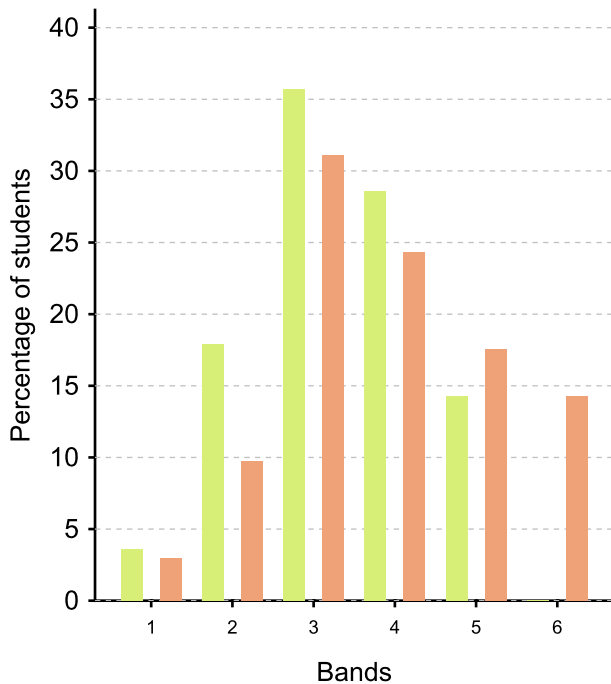
Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



Percentage in bands:
Year 3 Numeracy



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Their responses are presented below.

Students

Students in Years 4 to 6 participated in the *Tell Them From Me* Surveys at the beginning of 2016. Following are the collated responses from our students in the areas of Student Outcomes and School Climate.

Social-Emotional Outcomes included:

- 92% of students participated in sports at school;
- 76% have a high sense of belonging;
- 90% of students have positive relationships;
- 97% value school outcomes;
- 65% have positive homework behaviours;
- 90% feel they had positive behaviour at school;
- 87% indicated they were interested and motivated;
- 100% said they try hard to succeed; and
- 13% were not confident in Literacy and Numeracy.

Drivers of Student Outcomes

Students at Finley Public School:

- 8.1 out of 10 felt classroom learning time is effective;

- 8.2 out of 10 felt classroom instruction is relevant;
- 8.3 out of 10 felt the classroom instruction is well organised;
- 30% feel they have been bullied;
- 7.2 out of 10 feel they have someone at school who constantly provide them with encouragement;
- 6.8 out of 10 feel there are clear rules and expectations for classroom behaviour; and
- 8.4 out of 10 feel teachers emphasise academic skills and hold high expectations for all students to succeed.

Due to the limited numbers of parents responding to the survey, the *Tell Them From Me* organisation was unable to produce accurate data.

Teachers

The Focus on Learning Survey is a self-evaluation tool for teachers and schools which is based on two complementary research paradigms. One is 'effective schools' research which has identified the most important correlates of student outcomes. The questions in the survey are grouped to assess eight of the most important *Drivers of Student Learning*. The research on classroom and school effectiveness has consistently shown these factors to be strong correlates of student achievement.

The second paradigm, related to dimensions of classroom and school practices, is based on the learning model followed by the Outward Bound program. This is hailed as an effective model of teaching as participants are presented with tangible, challenging goals; the training entails a series of activities that lead participants to achieving those goals in incremental steps; there is constant feedback from trainers and peers; and the staff help participants overcome personal obstacles such as fear or a lack of perseverance. The Outward Bound model is described in John Hattie's book, *Visible Learning* (Routledge, 2008), which builds upon Carl Bereiter's model of learning and the taxonomy for learning, teaching and assessment set out by Lorin Anderson, David Krathwohl and Benjamin Bloom.

Eight Drivers of Student Learning

The results for the Eight Drivers of Student Learning are shown in the first set of charts. The scores for the Likert format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement, 10 indicates strong agreement, and 5 is a neutral position (neither agree nor disagree).

School Leadership: 8.2

Teacher Collaboration: 7.9

Student Learning Culture: 8

Data Informs Practice: 7.5

Up to Date Teaching Strategies: 7.6

Technology: 7.4

Inclusive School: 8.1

Parent Involvement: 7.4

Four Dimensions of Classroom and School Practices

Challenging and Visible Goals: 7.8

Planned Learning Opportunities: 7.9

Quality Feedback: 7.4

Overcoming Obstacles of Learning: 7.9

Policy requirements

Aboriginal education

Our school is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education and training.

Finley Public School promotes respect for the unique and ancient culture of the Aboriginal people in the following ways:

- Acknowledging the traditional custodians of the land in all assemblies; and
- Integration of Aboriginal perspectives across Key Learning Areas that are designed to educate all students about Aboriginal perspectives and culture.

To build on Aboriginal education in our school, staff members of Finley Public School have, in collaboration with the local High School, initiated the formation and continuation of a local Aboriginal Education Consultative Group to inform our school's Aboriginal education policies, programs and initiatives in 2016.

External agencies have been engaged to support student wellbeing. Cultural awareness programs with high community engagement were evident in our celebrations for NAIDOC week and all Indigenous students have Individual Learning Plans, which have been collaboratively developed between school and home.

Multicultural and anti-racism education

At Finley Public School we value the diverse multicultural nature of Australian society and celebrate the rich diversity of nationalities represented at our school.

Multicultural perspectives are integrated across all Key Learning Areas. Units of work are linked to the achievements of outcomes through the study of countries, cultures and world events.

Students of non–English speaking backgrounds are targeted with an appropriate learning intervention program which is directly linked to classroom activities.

Our school has and will continue to engage and welcome parents and community members from culturally and linguistically diverse backgrounds to allow our students further understanding.

Finley Public School has a trained Anti–Racism Officer who played a positive role throughout 2016, ensuring the school community was informed and that practical programs were in place to support all children’s learning.

- Behaviour Intervention Plans (BIPs) developed by LaST, Classroom Teachers and Counsellors to support students with challenging behaviours;
- Eligible students accessing Reading Recovery; and
- All staff having contributed to the school’s “Student with Disability Collection 2016” survey.

Other school programs

Best Start

Best Start is an assessment and teaching tool that allows Kindergarten to Year 2 teachers to assess the knowledge and skills that children have in Literacy and Numeracy. Teachers plot students’ growth and development on a Literacy and Numeracy continuum.

Finley Public School advocates Best Start as it involves an in–depth assessment when students first begin in Kindergarten and includes on going assessments throughout the K – 2. This assessment was developed by the early learning experts in the Department of Education and gives teachers across New South Wales, a common set of high quality assessment tools and professional training. The information gathered enables the establishment of explicit literacy and numeracy programs that cater for all students and allows for a personalised teaching program to help each individual student to move successfully along the continuum.

Learning and Support Team

The school has an effective Learning Support Team (LST) to assist students with high needs in learning, behaviour, attendance or disability. The LST team meets regularly to discuss the needs of students identified through the school’s referral procedures.

Learning support is provided through:

- Professional learning for staff on the Disability Standards, developing Personalised Learning Support Plans (PLPs) and school procedures on referring students of concerns;
- Developing teaching programs that include personalised teaching and learning activities;
- Individual Learning Plans (ILPs) for students identified as needing additional assistance. These are regularly updated and revised;
- Teachers assessing, recording and tracking student progress using the PLAN software and discussing students of concern within stage teams and specialist support staff;
- Student Learning Support Officers (SLSOs) providing support to students with additional learning needs, health issues and those students needing further support to access school events;