

# St Marys South Public School

## Annual Report



2016



4279

## Introduction

The Annual Report for 2016 is provided to the community of St Marys South 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.

Mr H.Vassila

Principal

### School contact details

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## School background

### School vision statement

To develop outstanding citizens who:

- are creative
- are innovative
- are critical thinkers
- can communicate and collaborate effectively.

### School context

St Marys South Public School is located 40 kilometres west of the Sydney CBD on the fringe of the picturesque Penrith Valley. The school provides a wide range of teaching and learning programs and opportunities for students within spacious, well maintained grounds and comprehensive facilities. Our school has a current enrolment of 298 students.

Our school community celebrates its rich diversity of students deriving from cultural backgrounds such as Aboriginal and Torres Straight Islanders, Arabic, Bengali, Dari, Filipino, Greek, Gujarati, Hindi, Kurdish, Macedonian, Maori, Portuguese, Punjabi and Samoan. More than 90% of our students were born in Australia.

Our school community is supportive of school initiatives. The school community places a high priority on ensuring that our children receive the best possible education for their future success.

The school staff consists of a strong mixture of experienced teachers and some new scheme teachers within their first five years of teaching. The majority of the teaching staff is permanent with five teachers on temporary contracts due to leave arrangements or permanent teachers fulfilling other duties.

The school has very a strong relationship with the Colyton Learning Community where collaboration and innovative learning practices are shared, developed and celebrated.

## 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.

The continuous emphasis on evaluation using both quantitative assessment data and qualitative teacher judgement is strengthening the school learning culture. The use of the data, judgement and reflection within the context of the Excellence Framework has led to the following general conclusions.

1. Within the Learning Elements the school is generally Sustaining and Growing.
2. Within the Teaching Elements, overall the school is considered to be at the Sustaining and Growing stage.
3. Within the Leading Elements the school is generally described as working at the Sustaining and Growing stage.

The following statements summarise the key findings of the evaluative process.

### Learning

- There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities.
- Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning.
- The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment.
- Quality teaching and professional practice are evident in every learning environment, providing students with

- opportunities to connect, succeed and thrive that are relevant to their stages of learning and development.
- Curriculum provision is enhanced by learning alliances with other schools and organisations. The school actively collects and uses information to support students' successful transitions.
- Teachers involve students and parents in planning to support students as they progress through the stages of education.
- There are systematic policies, programs and processes to identify and address student learning needs.
- The school has aligned staff processes and school systems for collecting, analysing and reporting local and external data on student and school performance.
- Assessment data to monitor achievements and gaps in student learning are used extensively to inform planning for particular student groups and individual students.
- The school has developed explicit processes to collect, analyse and report internal and external student and school performance data.
- Student reports contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents.
- The school has analysed school performance data and a range of other contextual information and is aware of trends in student achievement levels.
- Parents have an understanding of what their children are learning and receive regular information to support progression to the next level.

The school:

- achieves good value-added results, and
- around 20 per cent of students achieve at high levels of performance on external performance measures.
- Students are showing higher than expected growth on internal school performance measures.

### Teaching

- All classrooms are well managed, with well planned teaching taking place, so that students can engage in learning productively, with minimal disruption.
- Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices.
- Teachers incorporate data analysis in their planning for learning.
- Assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement.
- Teachers take responsibility for changes in practice required to achieve improved school performance and are using data on a regular basis to monitor the effectiveness of their own efforts.
- Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice.
- Processes are in place to provide formal mentoring or coaching support to improve teaching and leadership practice.
- The school identifies expertise within its staff and draws on this to further develop its professional community.
- Teachers collaborate within and across stages and faculties to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement.
- School-wide and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development of all staff.
- There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas.
- Teachers are actively engaged in planning their own professional development to improve their performance.
- Teachers demonstrate currency of content knowledge and teaching practice in all their teaching areas.

### Leading

- Parents and community members have the opportunity to engage in a wide range of school-related activities.
- The school community is positive about educational provision.
- The school is committed to the development of leadership skills in staff and students.
- Links exist with communities of schools, other educational providers and other organisations to support the school's programs.
- There is broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community.
- Staff are committed to, and can articulate the purpose of each strategic direction in the school plan.
- Monitoring, evaluation and review processes are embedded and undertaken routinely.
- Clear processes, with accompanying timelines and milestones, direct school activity towards effective implementation of the school plan.
- The school uses evidence-based strategies and innovative thinking in designing a school plan that delivers ongoing improvements in student outcomes.
- Physical learning spaces are used flexibly, and technology is accessible to staff and students.
- Succession planning, leadership development and workforce planning are designed to drive whole-school

improvement.

- Longer-term financial planning is integrated with school planning and implementation processes. The use of school facilities is optimised within the local community, to best meet the needs of students and the local community.
- Practices and processes are responsive to school community feedback.

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

### COMMUNICATION

#### Purpose

To improve overall literacy and numeracy outcomes for all students enabling them to be creative, innovative and critical thinkers who can communicate and collaborate effectively.

#### Overall summary of progress

Our continued priority on improving the overall literacy and numeracy outcomes of all students has enabled us to achieve significant progress in this strategic direction. As a result of our targeted focus on reading, spelling and comprehension strategies, most students met or exceeded their expected target. Throughout 2016 research-based programs, Focus on Reading and Words Their Way, have sustained implementation through ongoing teacher professional learning, collaboration and reflection.

Our Kindergarten and Year 1 teachers have continued to build their capacity through engaging in professional development in the research-based L3 (Language, Learning and Literacy) intervention program. Teachers deliver a rigorous teaching and learning cycle, using data-driven practice, to implement explicit instruction and quality literacy learning experiences to improve student reading and writing strategies involving small groups of three to four students. Year 1 results in Reading indicate students progressing at least one cluster marker on the continuum since the beginning of the year.

This year our school strengthened its focus on numeracy with the delivery of targeted and focused professional development to enable staff to confidently and competently teach NSW K–6 mathematics syllabus content. This included the implementation of the state wide initiative Mathematical Building Blocks For Numeracy and TOWN (Taking Off With Numeracy). These programs supported teachers to deliver best practice in instruction and assessment to cater for individual students in their classrooms underpinned by the Numeracy Continuum. These programs will continue to be pivotal to teacher professional development in 2017. Through further training and support an increase in the effective use of mathematics journals in all classrooms 2–6 was achieved. Additional mathematics resources were purchased to support learning and teaching through embedding the use of practical activities and concrete materials to improve student understanding of mathematical concepts.

One Assistant Principal trained in Quality Teaching Rounds processes through the University of Newcastle to lead the initial phases of implementation.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
22% of Year 3 and 20% of Year 5 students achieving proficiency standard in NAPLAN Reading.	NAPLAN results for the past 3 years show significant improvement in year 3 Reading performance.  2014 15% at proficiency level  2015 32% at proficiency level  2016 37% achieved proficiency standard.  21% of Year 5 students achieved proficiency standard in 2015 up from 9% in 2014	Resources to fund literacy and numeracy program include staffing, release from face to face teaching and the purchase of reading books and external consultation.  \$76 280
50% of students achieving at or above expected growth in Reading.	The following NAPLAN results show a significant improvement of student performance with following percentages represent at or above expected growth.  2013 – 48%  2014 – 51.2%	As above

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
50% of students achieving at or above expected growth in Reading.	2015 – 56.7% 2016 – 56.7%	
37% of Year 3 and 24% of Year 5 students achieving proficiency standard in NAPLAN Spelling.	The following NAPLAN results show commendable progress to achieving this improvement measure  Year 3 Spelling  2014 – 33%  2015 – 35%  2016 – 33%  Year 5 Spelling  2014 – 28%  2015 – 27%  2016 – 15%	
Teaching programs show evidence of implementing professional learning in classrooms including TEN, TOWN	Staff capability survey indicated that after receiving professional development in reflective journals, 100% of students are using journals within their classrooms.  Addition professional learning in the Mathematics Building Blocks and in better understanding the progression of learning as described in the numeracy continuum have seen a significant increase in the explicit teaching of core mathematics concepts by all teachers and this is reflected in their teaching learning programs.	\$5 800  Includes teacher release and the purchase of teaching/learning resources

## Next Steps

Engagement of teachers in collaborative planning to develop quality learning and teaching programs that embed NSW Syllabus outcomes to ensure students gain effective skills and strategies to succeed in learning and in life.

Sustained delivery of professional development in Focus on Reading, Mathematical Building Blocks for Numeracy and Taking Off With Numeracy to deepen teacher knowledge of evidence-based practice to effectively teach NSW Syllabus content.

Introduction and building of professional learning communities to implement Quality Teaching Rounds as a researched-based performance and development strategy to enhance teacher knowledge and practice of the Quality Teaching model.

All teachers contributing to the active reading and numeracy data walls to foster data-driven, formative assessment and visible learning practices.

Investment in external training in the Language, Learning and Literacy (L3) intervention program to upskill two Kindergarten teachers with effective strategies for teaching foundational early literacy skills to nurture our early learners.

Appointment of two Deputy Principal, Instructional Leaders Literacy and Numeracy as part of the Early Action for Success strategy to improve teacher effectiveness and overall student performance of those at risk of not meeting minimum standards in literacy and numeracy.



## Strategic Direction 2

### STUDENT ENGAGEMENT

#### Purpose

To ensure that every student within our care feels safe, supported and valued. Encouraging active engagement in meaningful, challenging learning experiences that significantly improves educational outcomes for all students.

#### Overall summary of progress

Our continued priority on improving the overall student engagement and wellbeing within St Marys South Public School has enabled us to achieve significant progress in this strategic direction. Improving student engagement and student wellbeing within the school was a target for 2016. Evidence of our achievements include data collected in teacher, student and parent surveys regarding their understanding of PBL and its effectiveness within the school. Establishing and providing a timetable to award students demonstrating PBL behaviours. Providing teachers with explicitly stated lessons to teach school rules. Establishing a whole school approach to rewarding positive behaviours by using Step Up awards and a tradeup system for student incentive. A step out system was developed to provide students the opportunity to seek support in teaching students to monitor their own inappropriate behaviour.

The school welfare document was reviewed and updated to include policy and procedures to include detention and suspension, the Positive Behaviour for Learning framework and the role of the Learning and Support Team. Teachers were supported in preparing PLP's for Aboriginal students and students with adjustments for learning by the Learning Support Team.

Two staff members attended Bounce Back professional development for implementation in our school and are continuing to build capacity through engaging in continued professional development to build resilience in the students in our school. Teacher and student surveys were conducted to measure the effectiveness of the initial stages of the program and to ascertain future directions for its success. Ninety-two year three to six student responses were submitted and the data analysed. The results indicated that 50.9% of students demonstrated a strong sense of self and respond positively and adaptively to challenges they may encounter. Therefore 40.1% of students require ongoing explicit instruction in social and emotional learning to enhance wellbeing and engagement across the school cohort. Nine teacher surveys were submitted and data analysed. The results indicated that 62% of teachers found the resources easily accessible and adaptable to teaching and learning programs. When asked about programming for teaching and learning activities, 100 % of teachers reported that they are implementing lessons into Circle Time sessions and as the need arises throughout the day and school week. When measuring the use of Bounce Back language among the student population 87.5% teachers reported through anecdotal evidence that students are making connections and using the language of Bounce Back to discuss problems, and on occasions peer tutoring is occurring.

During 2016 St Marys South Public School continued to place major emphasis on improving student engagement and learning through the Transition to School, Early Intervention Program, Transition to High school, CLC Sport and the Chaplaincy program.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
80% of staff, students and parents able to communicate the core school rules.	Anecdotal evidence suggests that 60% of students, staff and parents are able to communicate the core school rules.	N/A
Increase in student attendance to 94%	Overall student attendance has seen a slight decrease to 92.1%. This can be attributed to a small number of students experiencing significant number of unexplained absences or extended periods of leave. The school is working with families and the Home School Liaison Officer to improve student attendance further.	N/A
100% of teachers incorporating an Indigenous perspective into their teaching practice and programs.	All teaching staff received professional learning in the 8 Aboriginal Ways of Aboriginal Learning and are incorporating their learning into classroom practice.	\$1 100



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of teachers incorporating an Indigenous perspective into their teaching practice and programs.	This Aboriginal pedagogy framework is expressed as eight interconnected pedagogies involving narrative-driven learning, visualised learning processes, hands-on/reflective techniques, use of symbols/metaphors, land-based learning, indirect/synergistic logic, modelled/scaffolded genre mastery, and connectedness to community.	

## Next Steps

In 2017, the Student Engagement team will continue to work to enhance the overall engagement and wellbeing for all students. The following strategies will be undertaken to further implement the school plan:

Continue to reinforce the PBL principles that underpin the St Marys South Public School core rules, SAFE, RESPECTFUL, LEARNER, to ensure consistent expectations for positive student behaviour across the community.

Provide ongoing professional learning and support in the teaching of Bounce Back. Strengthen teaching practice by collaborative lesson sharing and lesson observations. Continue to conduct online assessments to monitor student resilience strategies and adopt a whole school approach to language use consistent with the principles of Bounce Back.

Develop Student Behaviour Management Plans in consultation with the Learning Support team and classroom teacher to effectively minimise harm and support students at risk. Clearly communicate intervention strategies outlined to all personnel involved with the student's education.

Continue to utilise the Step up and Step Down behaviour management system adopting a systematic approach to monitoring its effectiveness through the collection of data.

Analyse Electronic Student Administration System (EBS4) data each term to determine trends in student behaviour and adapt support mechanisms to ensure a proactive approach to behaviour management.

Continue to communicate student achievement through the newsletter and school assembly to encourage student engagement.

## Strategic Direction 3

### COMMUNITY PARTICIPATION

#### Purpose

To build a quality learning community that values strong community partnerships that increase learning opportunities for all students and establish lifelong learners.

#### Overall summary of progress

Our continued priority on improving the overall community participation within our school has enabled us to achieve significant progress in this strategic direction area. Improving parent participation within the school was a significant target for 2016. This was achieved by inviting our community members to be involved in a 'community feedback survey' undertaken in Term Two. Thirty-four responses were collected altogether and the data analysed. The results indicated that 51% of parents were interested in attending information sessions held once a term. Four morning information sessions were offered including 'Words Their Way', 'Focus on Reading', 'BounceBack' and 'Nutrition'. Providing information sessions with parents has enabled them to develop a deep understanding of their child's education.

Parents were also invited to participate in parent teacher interviews and P & C meetings. Parents of students on Personalised Learning Plans (ATSI, Learning Support and Out of Home Care students) were invited for frequent meetings with teachers to discuss and evaluate the plans.

During 2016 St Marys South Public School continued to place major emphasis on improving the communication with the school and community. The school has continued to use the school Facebook page effectively posting items on a regular basis. Data shows that page views have increased by 90% from 2015. We have also reached 232 likes with a rating of 4/5 stars. The school website was also updated to include new information and new school images. Data from the website is monitored on a weekly basis. Fortnightly newsletters have once again been a success with regular updates informing parents of upcoming events.

We have effectively explored and established business and community partnerships in 2016. We resumed our partnership with Western Sydney University with five students completing their professional experience 1. We also participated in the Colyton Learning Community sporting initiative. A successful partnership with Greening Australia was established and maintained throughout the year with three tree planting sessions taking place. Year 6 students participated in the Colyton High School Science Transition Program.

The school provided opportunities and experiences that promote and foster positive and accepting attitudes towards a culturally diverse community including the Easter Parade, Harmony Day, Koori Day, Open Day celebrations, Book Week Parade, Education Week, Colyton Showcase, Talent Quest and Christmas Concert. A new chaplain was appointed for a three year term. His role has focused on providing support to targeted students and groups throughout the year.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase of parent participation in school activities.  Parent surveys show an increase in their ability to support student learning at home.  Parent, staff and student surveys indicate support of positive school culture, inclusivity and respect.	Parents were invited to attend regular P&C meetings on Thursday mornings from 9:30am. An increase in parent participation at the beginning of the year was noted.  Parents were provided with a community feedback survey at the beginning of Term two. Results were evaluated and reflected on.  Parents were invited to four parent information sessions this year including 'BounceBack', 'Nutrition', 'Words Their Way' and 'Focus On Reading'. Parents were also invited to attend a 'Meet the Teacher' session at the beginning of Term 1, 2016. Reports were sent home at the end of Semester one and two. Parents were invited to attend parent teacher interviews at the end of Semester One.	\$1 650

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Increase of parent participation in school activities.</p> <p>Parent surveys show an increase in their ability to support student learning at home.</p> <p>Parent, staff and student surveys indicate support of positive school culture, inclusivity and respect.</p>	<p>Whole school assembly times were changed to Wednesday 2:15pm every fortnight. School images on the school website were changed and further updated information was added to the school website. Continued to use the School Facebook page to update community members on a regular basis. Handed out effective notes, newsletters and assembly invites.</p> <p>Partnership with WSU continued with five practicum students attending St Marys South Public School throughout the year. Colyton learning community school initiatives were continued effectively including: CLC sport, Showcase and the Colyton High School science transition program. Connected with Ability Links, Mission Australia and Greening Australia. Conducted 'Tell them from me survey'.</p> <p>The starting school playgroup program was offered once again in Term Three and Four from 9:30–11:00am. Approximately 18 students attended regularly with parents. Parents were also offered playgroup on the school premises run by the 'Little Angles Group' on Friday mornings from 9:00–11:00am.</p> <p>Special events were provided including; Easter Parade, Harmony Day, Koori Day, Book Week celebrations, EducationWeek Open Classrooms, Christmas Concert and Talent Quest.</p> <p>A new chaplain was appointed for a three year term. His role has focused on providing support to targeted students and groups throughout the year.</p>	

## Next Steps

In 2017, the Community Participation team will continue to provide information sessions for parents and caregivers. The effectiveness of these initiatives will be evaluated through a parent information survey to be conducted in Term 2, 2017. Data derived from this survey will identify directions for 2017 onwards.

The school website and Facebook page will continue to be updated throughout 2017. A timetable will be developed to ensure all classes have the opportunity to share learning experiences through the Facebook page. A parent survey will be designed and distributed regarding effective parent communication within our school community. Data collected will be analysed and recommendations will be acted on during 2017.

Relationships will continue to be developed with outside agencies. Mission Australia will introduce the new PPP program and past programs will continue. Relationships with Western Sydney University will continue to develop with a number of practicum placements occurring in 2017. Connections with the Colyton Learning Community will also continue as St Marys South will participate in a wide range of initiatives including CLC Sport, Showcase and High School Transition programs.

In 2017, the Community Participation team will place significant emphasis on promoting our culturally diverse school community by providing students the opportunity to attend a range of special events. These will be specifically designed to ensure St Marys South promotes and fosters positive and accepting attitudes towards others.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>Allocated funds have been used to employ an Occupational Therapist to support student learning. The program included a detailed analysis of students' needs, the development and delivery of programs and the delivery of teacher professional learning to support Aboriginal students.</p> <p>Funds were also used to allow teachers to develop personalised learning programs in consultation with students, parents and carers.</p> <p>One teacher was also funded to be trained as a facilitator for the delivery of the 8 ways of Aboriginal learning program.</p>	\$11 956
<b>English language proficiency</b>	Staffing allocation was used to employ a Learning Support teacher to assist in reading and ESL programs. Flexible funding was used to employ an additional SLSO to support student learning where needs arose.	<p>0.6 Staffing allocation</p> <p>\$7 250 Flexible funding</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	The staffing allocation was supported with school funds to facilitate teacher Professional Development Plans. This included professional observations and feedback, internally, and externally and teacher identified professional learning.	0.227 staffing allocation
<b>Socio-economic background</b>	<p>Flexible funding was used to support the school reading programs including the employment of an additional day of library tuition and additional in class guided reading support. Additional reading resources such as levelled reading books. purchased</p> <p>The school also used the flexible funding to support school planning days, every 5 weeks, to allow for analysis of student learning, planning for student learning and facilitation of professional learning.</p>	<p>0.3 Classroom Teacher</p> <p>Flexible Funding \$109 834</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	136	141	142	144
Girls	149	149	178	159

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	91.4	94.2	94.7	93.5
1	93.4	91.6	93.5	93.5
2	91.3	94.3	92	93
3	94.6	92.8	93.4	90.4
4	94.4	93.8	92.1	92.1
5	90.2	94.1	93.3	90.8
6	93.3	92.7	93.9	90.4
All Years	92.7	93.4	93.3	92.1
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

School attendance is a critical part of educational success. St Marys South Public School, in partnership with families, is responsible for promoting regular attendance of all students. Parents are legally responsible for attendance of their children. Electronic roll marking is fully implemented within the school. This assists in recognition of patterns of absences. All significant absences are referred to the Learning Support team for follow up, with a focus on students who were late or who developed a pattern of partial attendance. Both class and school reward systems are in place to improve attendance and regular information about attendance is included in our newsletters.

Attendance awards were issued in 2016. Students who have no more than three days off are rewarded with an attendance certificate at the end of the year. A booklet of absence notes, produced by the school, was sent home as a way of recording absences. These also enabled parents/carers to keep a record of student absences.

### Class sizes

Class	Total
KO	22
KH	21
1/2V	25
1W	22
1M	22
2H	25
2/3D	27
3L	30
4S	30
4/5C	29
5/6S	28
6T	28

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	10
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.6
Teacher of ESL	0.6
School Administration & Support Staff	2.92
Other Positions	0.41

\*Full Time Equivalent

In 2016, no members of the workforce identify as being of Aboriginal or Torres Islander decent.

### Workforce retention

2016 has seen the appointment of a new Assistant Principal through merit selection. The successful candidate commenced work in Term 2, 2016. A relieving Assistant Principal position was created with the substantive person taking leave. This position was filled internally for the remainder of the year.

### 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	35

### Professional learning and teacher accreditation

All staff are regularly engaged in sustained and high quality professional learning sessions which focus on teaching practices and strategies to enhance student outcomes. Professional learning is facilitated by external providers and internal staff members with expertise in specific areas.

All professional learning is linked to the school plan and include:

20 staff participating in whole day professional learning sessions during our school development days. Staff participated in individual professional development opportunities as well as staff meetings and stage meetings.

A focus on refining the English and mathematics syllabus implementation led to a number of staff attending external professional learning courses. Additionally, four staff members were trained in L3 Early stage 1 or Stage 1.

School funds were utilised to allow professional learning to occur within stage groups with a focus on analysing student data to identify student needs and inform planning.

The average expenditure per teacher on professional learning was \$1900. The total school expenditure on teacher professional learning was \$25 806. Approximately 70% of teacher professional learning funds were used for professional learning in literacy and numeracy and approximately 10% of TPL funds were spent on quality teaching and syllabus implementation.

### 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.

	2016 Actual (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	613 065.68
(2a) Appropriation	581 451.52
(2b) Sale of Goods and Services	3 021.53
(2c) Grants and Contributions	28 062.19
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	530.44
<b>Expenses</b>	-214 480.62
Recurrent Expenses	-214 480.62
(3a) Employee Related	-134 102.31
(3b) Operating Expenses	-80 378.31
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	398 585.06
<b>Balance Carried Forward</b>	398 585.06

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.

### Financial summary equity funding

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

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	2 003 888.22
Base Per Capita	17 364.55
Base Location	0.00
Other Base	1 986 523.67
<b>Equity Total</b>	375 351.55
Equity Aboriginal	12 079.25
Equity Socio economic	147 804.94
Equity Language	73 930.39
Equity Disability	141 536.97
<b>Targeted Total</b>	11 200.01
<b>Other Total</b>	76 933.45
<b>Grand Total</b>	2 467 373.24

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 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	613 065.68
(2a) Appropriation	581 451.52
(2b) Sale of Goods and Services	3 021.53
(2c) Grants and Contributions	28 062.19
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	530.44
<b>Expenses</b>	-214 480.62
Recurrent Expenses	-214 480.62
(3a) Employee Related	-134 102.31
(3b) Operating Expenses	-80 378.31
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	398 585.06
<b>Balance Carried Forward</b>	398 585.06

### Financial summary equity funding

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

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	2 003 888.22
Base Per Capita	17 364.55
Base Location	0.00
Other Base	1 986 523.67
<b>Equity Total</b>	375 351.55
Equity Aboriginal	12 079.25
Equity Socio economic	147 804.94
Equity Language	73 930.39
Equity Disability	141 536.97
<b>Targeted Total</b>	11 200.01
<b>Other Total</b>	76 933.45
<b>Grand Total</b>	2 467 373.24

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.

As a priority area, our school focus on enhancing student reading outcomes through evidence-based practice is reflected in our NAPLAN results. Our expected growth in reading from year 3 to 5 has improved from a low of 41.7% in 2012 to a high of 56.7% in 2015 and 2016. A higher percentage of boys made expected growth.

74.4% of Year 3 students achieved at or above Band 3 (above National Minimum Standard) in NAPLAN Reading, 52.4% above expected target. There has been solid improvement in the percentage of students in the top two bands from 15% in 2014 to 37% in 2016, which is higher than the Statistically Similar Group (SSG).

67.7% of Year 5 students achieved at or above Band 5 (above National Minimum Standard) in NAPLAN Reading, 15.3% above expected target. The percentage of students in the bottom two bands in reading in year 5 has improved from 22% in 2013 to 33% in 2015 and 32% in 2016.

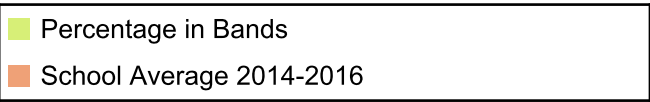
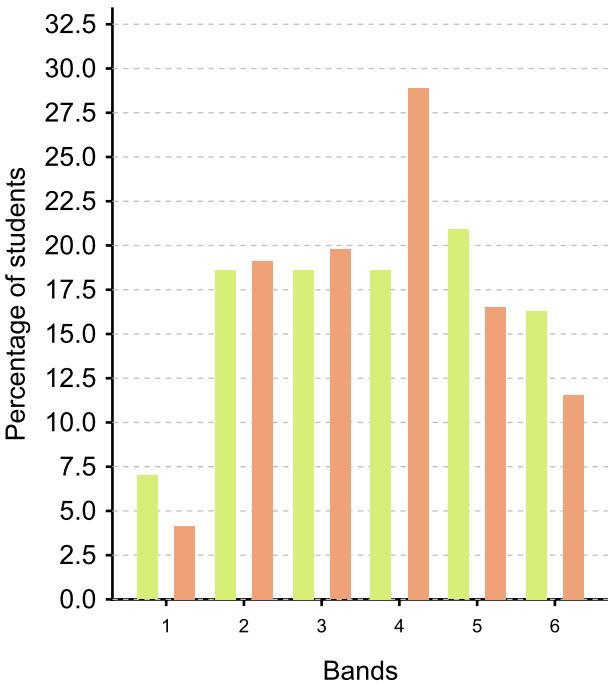
93% of Year 3 students and 88.2% of Year 5 students achieved at or above National Minimum Standard in Reading.

Through the delivery of researched-based approaches, 100% of Year 3 students and 91.2% of Year 5 students achieved at or above the National Minimum Standard in Spelling.

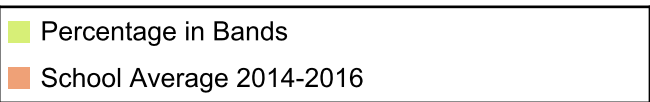
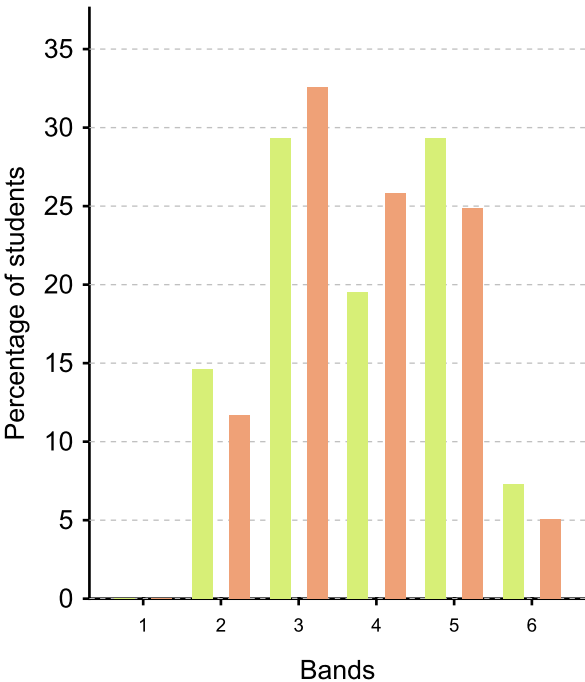
The percentage of students in the bottom two bands in writing in Year 3 has increased by 10% between 2015 and 2016. There have been no students in the lowest bands since 2013. The percentage of students in the top two bands reached a high of 37% in 2016. The percentage of students in the top two bands in writing in year 5 has plateaued around 6% which is down from 16% in 2015. This is comparable to the SSG result of 8%.

Grammar and Punctuation is an area for improvement for 2017.

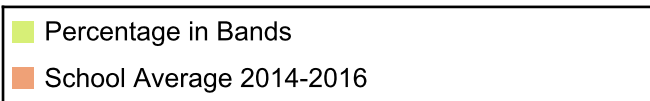
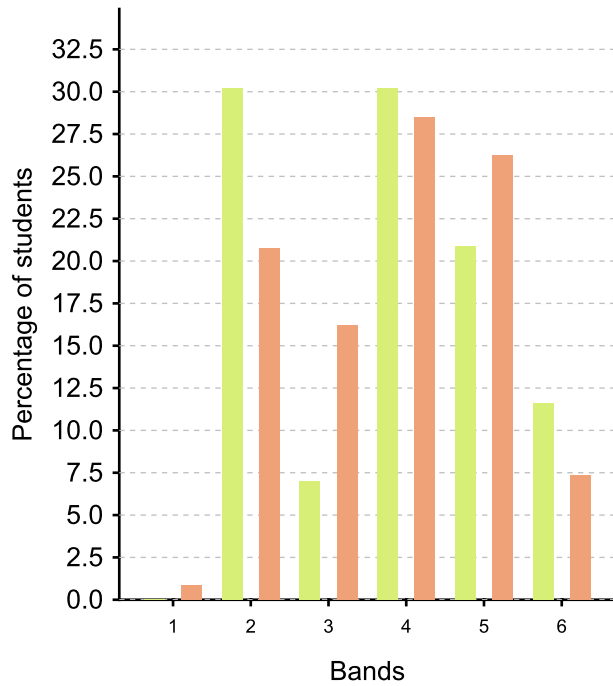
Percentage in bands:  
Year 3 Reading



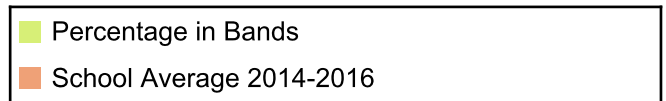
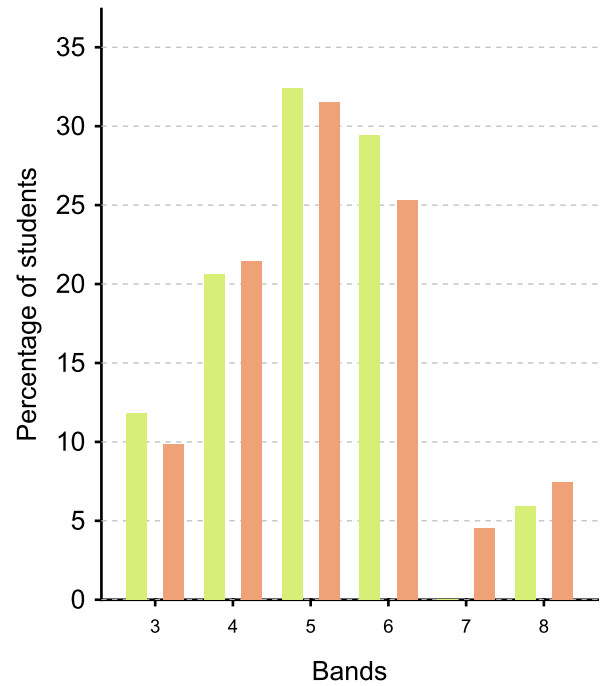
Percentage in bands:  
Year 3 Writing



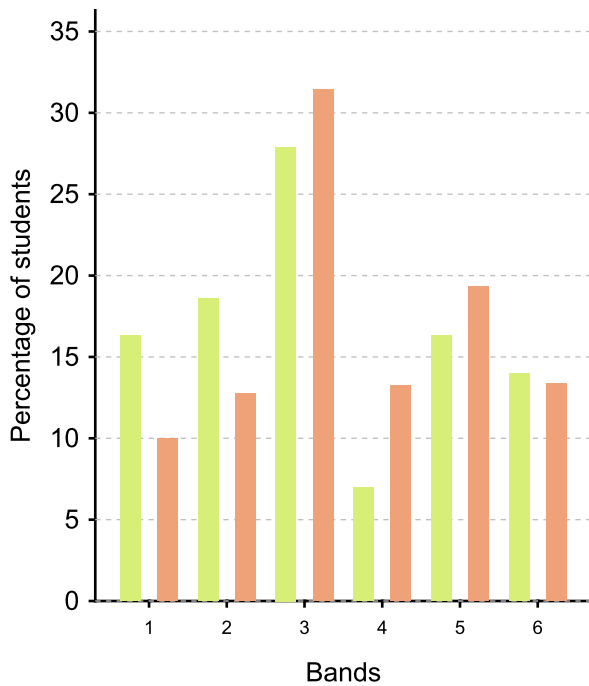
**Percentage in bands:**  
Year 3 Spelling



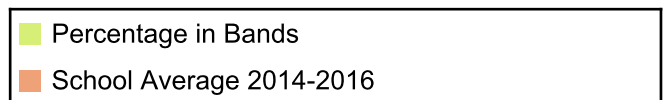
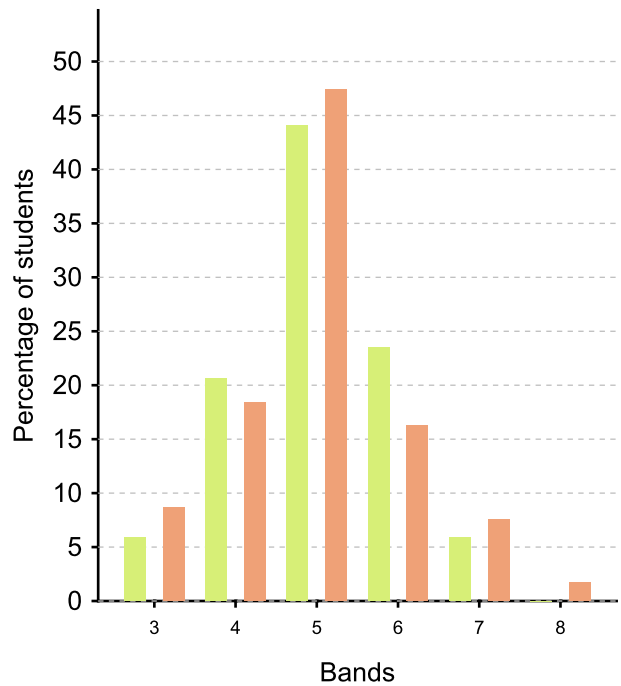
**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 3 Grammar & Punctuation

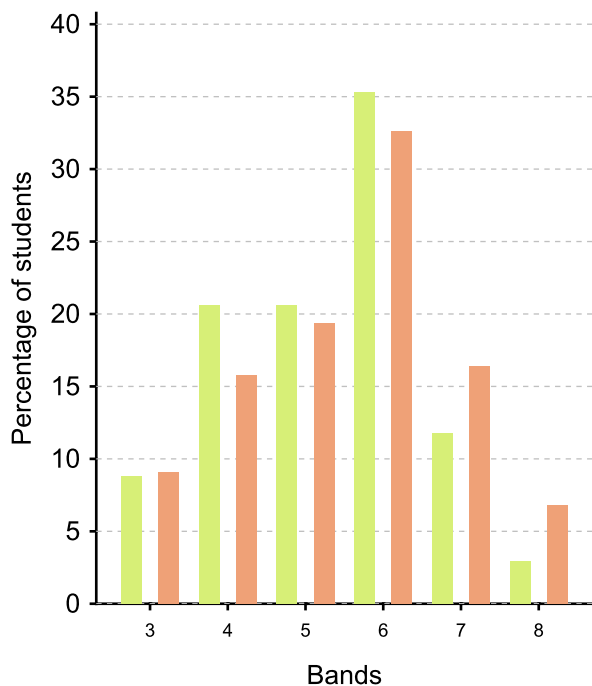


**Percentage in bands:**  
Year 5 Writing



### Percentage in bands:

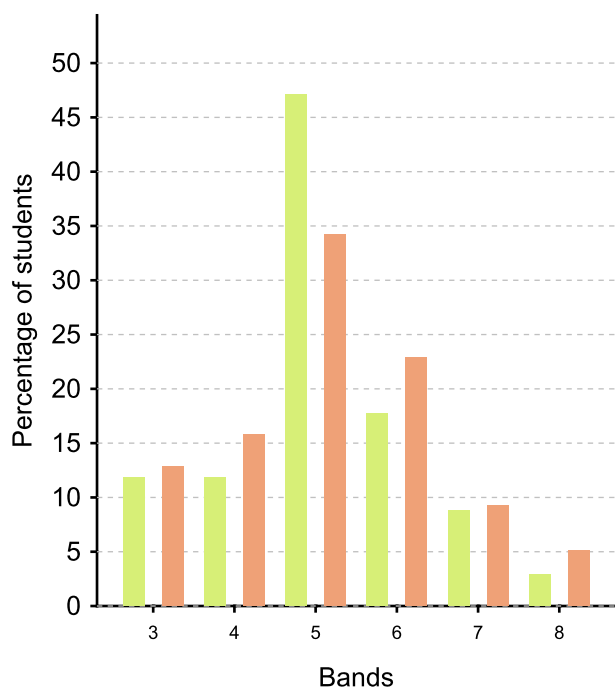
#### Year 5 Spelling



Percentage in Bands  
School Average 2014-2016

### Percentage in bands:

#### Year 5 Grammar & Punctuation



Percentage in Bands  
School Average 2014-2016

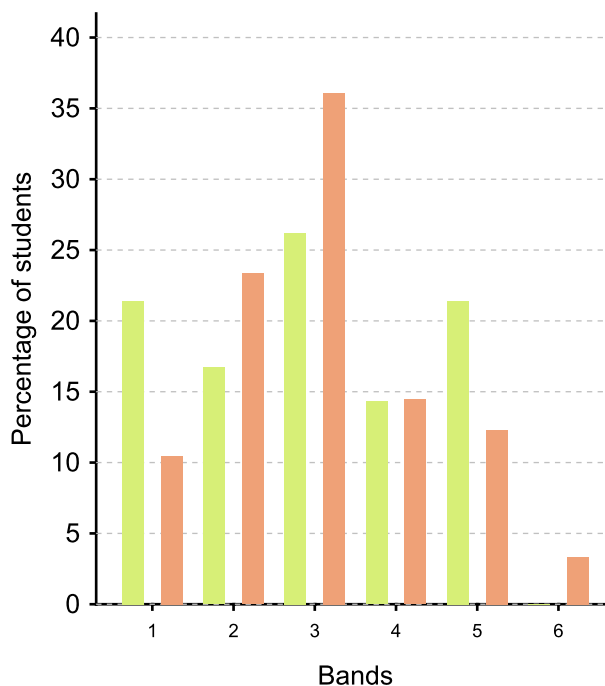
In Year 5 Number, Patterns and Algebra, student performance was 15.5% above State in Band 5 (above National Minimum Standard)

In Year 3 Data, Measurement, Space and Geometry student performance was below that of State. In Year 5 Data, Measurement, Space and Geometry, student performance was 5.5% above State in Band 5 (above National Minimum Standard).

Our school will continue its focus on Mathematics in 2017 with an emphasis on numeracy, data and measurement skills and strategies to support students to work mathematically and be efficient and effective problem solvers.

### Percentage in bands:

#### Year 3 Numeracy

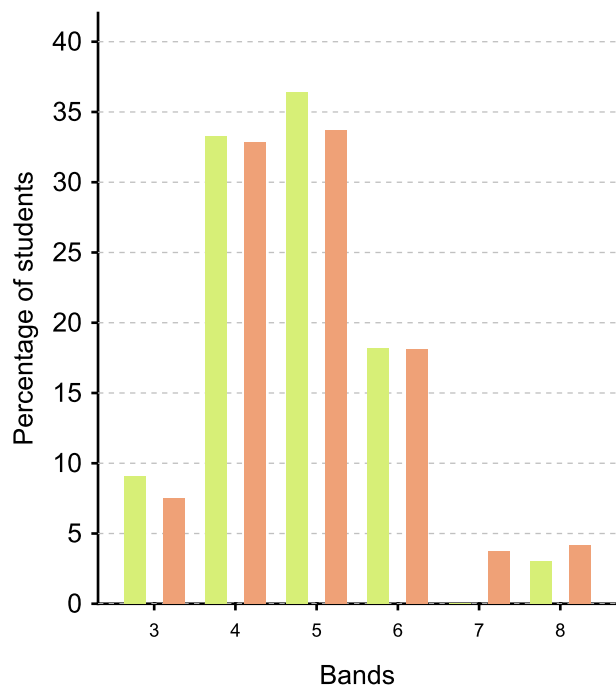


Percentage in Bands  
School Average 2014-2016

In Year 3 overall Numeracy, student performance was 61.4 . In Year 5 overall Numeracy, student performance was 60.8%

In Year 3 Number, Patterns and Algebra, student performance in Band 4 (above National Minimum Standard) was 4.3% above State.

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link My School and insert the school name in the Find a school and select GO to access the school data.

## 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.

In 2016, the school sought the opinions of students about St Marys South Public School to ascertain how they feel about their life in primary school using an agreement percentage.

All students feel that our school is a place where they really like to go each day, where teachers take an interest in helping them with their work and listen to what they have to say.

96% of students feel that our school is a place where they are a success as a student and get on well with other students in their class.

88% of students agreed that our school is a place where other students are very friendly. 98% agreed that our school is a place where they enjoy what they do in class and is a place where they feel proud to be a student. All students agreed that learning is important to them and that it prepares them for their future.

## Policy requirements

### Aboriginal education

Aboriginal Perspectives are embedded in the curriculum and taught to all year levels. Students have participated in authentic learning experiences and learnt about the role of the indigenous population as the first Australians and Aboriginal history and culture.

All teaching staff participated in professional learning in the 8 ways of Aboriginal learning to develop better engagement opportunities for Aboriginal students.

St Marys South Public school employed an occupational therapist to support the learning development of Aboriginal and Torres Strait Islander students. The occupational therapist observed student learning habits and developed programs to assist student learning. Classroom teachers and school learning support officers were provided with professional learning to implement the learning strategies to identified students.

The Learning and Support team assisted in developing and implementing Personalised Learning Plans for all Aboriginal and Torres Strait Islander students in consultation with students and parents/carers.

### Multicultural and anti-racism education

Multicultural education and the value of cultural diversity are promoted through the curriculum, through values education and anti-racism awareness.

Students and staff are regularly reminded about the importance of treating each other with dignity and respect and that discrimination and racism will not be tolerated.

Staff and students celebrated Harmony Day on 21 March with a number of teacher led activities designed to foster cultural awareness and understanding.