

Emu Heights Public School

Annual Report



2016



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Introduction

The Annual Report for **2016** provides the community of **Emu Heights Public School** with an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made through the provision of high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from the school's self-assessment that reflect the impact of key Strategic Directions and associated expenditure (including equity funding) for improved learning and the benefit of all students.

The annual report also describes the school's high quality practices across the three domains of the School Excellence Framework of learning, teaching and leading. For more information about the School Excellence Framework please visit:

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

Kerri Rooney

R/Principal

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Message from the Principal

'Education is the passport to the future, for tomorrow belongs to those who prepare for it today.' Malcolm X

Nestled in the foothills of the Blue Mountains, Emu Heights Public School enjoys beautiful, spacious grounds in a park-like setting. Our school is highly regarded and is well-respected for its warm and friendly atmosphere, family values and the provision of high quality teaching and learning programs.

Throughout 2016, we have continued to provide a challenging curriculum focused on literacy, numeracy and ICT, as well as a wide range of activities for our students to develop and demonstrate personal excellence across all academic, social, sporting and cultural domains.

This has been made possible by our growing school family which works tirelessly together to make Emu Heights Public School a very special place where students feel they belong, are inspired to make a difference and are well-equipped for our ever-changing, technological and global workforce.

This report celebrates and acknowledges the passion and commitment our school has for providing rich and authentic educational opportunities in a caring and supportive environment.

Specifically, we pride ourselves on being a school family that:

- Prioritises achievement in literacy and numeracy, is future focussed and places a high priority on the development of 21st Century Skills. Testament to our success in this area, are our strong NAPLAN results in Literacy and Numeracy, the expanding range of technology available to our students and the highly-evaluated success of our Stage 3 STEM and Project Based Learning programs.
- Embraces and caters for individual talents through the provision of a broad range of extra-curricula opportunities in performance (choir, dance, instrumental programs and our annual talent quest), Visual Arts, Debating and Public Speaking made available through our many school programs and our membership of the Glenmore Park Learning Alliance.
- Learns and plays together through participation in activities such as camps, sporting events, surf life-saving instruction, CARES bike safety initiative, as well as a variety of excursions and practical educational programs.
- Cares about and supports one another, prioritises student well-being and a sense of belonging through our student welfare programs including our Student Representative Council, Kindy Orientation / Buddy program, Peer Support,

Year 6 Transition program, Crunch and Sip, Personal Development, Health and Physical Education programs, and our Student Welfare Framework which focusses on the priorities of being *Safe, Respectful Learners*.

- Lives our school motto *Happiness by Helping*, not only by caring for and supporting one another but also for those who may not be as fortunate. We achieve this through initiatives such as fund-raising for world peace programs as part of our *Harmony Day* celebrations, *Making Our Maths Count for Others* program, donating 10% of our fundraising efforts to local charities, supporting community kitchens with our fresh garden produce, our *Disco for Others* and many student initiated stalls which all help us contribute to making a difference in the lives of others.
- Welcomes parental involvement and the support of our P&C who are the very fabric of our school. We are truly blessed to have so many parents and volunteers assist with in-class and sporting programs. In addition, our P&C, and its various subcommittees consistently support our school programs and an ever-increasing number of community organisations that offer their time and talents in support of our students.
- Encourages our students to live up to our ethics of being *Safe, Respectful Learners*, set personal learning goals and strive to reach their personal best.
- Has an outstanding team of dedicated, highly qualified teaching staff, supported by equally committed administration personnel, all of whom work together collaboratively and supportively, care about our students, display a strong sense of community, have high expectations and exhibit a willingness to contribute above and beyond normal expectations.

2017 also promises to be rich in opportunity and achievement through:

- The continuation of our high emphasis on Literacy and Numeracy.
- The embedding of STEM and Project Based Learning into teaching programs K-6.
- Extension our WiFi network, further integration of ICT across the curriculum and the enhancement of our fleet of mobile technologies with 15 additional laptop computers being made available to students.
- The provision of access to a broad range of extra-curricular opportunities within the school and as part of our affiliation with local schools and the Glenmore Park Learning Alliance.
- Increasing the number of hours we employ School Learning Support Officers to support classroom programs by a further 20%.
- Guiding students through the processes of setting and working towards the achievement of personal learning goals.
- Utilising the LMBR Student Welfare system to better track and monitor classroom and playground behaviour, attendance and punctuality.
- Enhancing students' understanding and appreciation of Aboriginal heritage through closer links with our Aboriginal Education Group AEG.
- Boosting production from our vegetable garden through projects from The Kitchen Garden Classroom Program.
- Hosting the *Interrelate* personal development program.

We will also be continuing the many projects which are already such a wonderful part of life at Emu Heights Public School including:

- Taking Year 5 & 6 to Old Mogo Gold Rush Town, Minnamurra Falls, Nowra Treetops Park and Shoalhaven Zoo (Term 1), Stage 1 to Penrith Lakes (Term 3) Year 4 to The Great Aussie Bush Camp (Term 4) and all our children on other special curriculum related excursions.
- Continuing our extra curricula programs in Music, Dance, Debating and Public Speaking.
- Offering a wide variety of opportunities to learn and participate in a range of sporting, fitness and well-being programs.
- Building our school values and culture through our leadership programs, special celebrations and supporting those less fortunate.

This report highlights what can be achieved through the combined dedication and determination of enthusiastic, committed staff and supportive parents who work in partnership to create a place where students *Belong* to the present, are *Equipped* for the future and are *Inspired* to make a difference.

Kerri Rooney

R/Principal

School background

School vision statement

Our school vision is best defined by 3 tenets of *Belonging, Equipping and Inspiring*.

By this, we mean our goal is to create a learning environment where students, parents, guardians and the community feel they belong and are equipped with 21st Century knowledge, understandings, skills and values to bring about change in their own lives and the lives of others.

Our vision is to provide a warm, safe, caring and engaging learning environment which is rich in opportunity, celebrates effort and achievement, builds respect and resilience and equips students to realise the potential they have to become lifelong learners who bring about positive change in the 21st Century and beyond.

- Belonging to the present
- Equipped for the future
- Inspired to make a difference

School context

Nestled in the foothills of the beautiful Blue Mountains west of Sydney, Emu Heights Public School enjoys beautiful, spacious grounds in a well-maintained park-like setting.

Opened in 1972 with a student population of just 69, the school has grown to become a modern centre of learning with outstanding programs and resources utilising advanced technology and is currently enjoyed by 335 students.

The School's Index of Community Socio-Educational Advantage ICSEA as calculated by the Australian Curriculum & Reporting Authority shows an average socio-education spread of 24% in the lowest quartile and 14% in the highest quartile.

Data from the 2015 Australian Education Development Index determined that school based assessments in language indicate an average of 20.6% of students entering Kindergarten experience difficulty with communication issues, and 42% have difficulty with gross and fine motor skills.

As a result Literacy, Numeracy and physical skill development receive priority across all Key Learning Areas.

Information and Communication Technology (ICT) skills are embedded in teaching and learning through the use of interactive whiteboards in all classrooms. A modern computer lab, iPad and laptop fleets, as well as the introduction of coding further enhance students' learning opportunities in ICT.

The school's performance in NAPLAN assessments is consistently at or above that of statistically similar schools.

Effective student welfare is achieved through positive teaching, clearly defined expectations around student welfare procedures and discipline, and close community relationships.

Our students consistently demonstrate a positive, co-operative approach to learning and in their interactions with each other.

We pride ourselves on a caring atmosphere developed in-part through a range of programs and extra-curricular initiatives in sport, dance, music, debating, choir, recorder and student welfare.

One of the many outstanding features of our school is its dedicated and committed staff, and their harmonious working relationship with each other, the students and the community.

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 future directions to be pursued.

In 2016, the school undertook self–assessment using the School Excellence Framework. This 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.

This year, the school continued to grow in terms of both its understanding of the School Excellence Framework and its value in refining school practice, programs and priorities. As part of the review of the school's annual plan, progress in the achievement of milestones was examined in the areas targeted in our 2015 analysis..

In the *Learning* domain, an increased focus was placed on students setting and achieving personal goals, and early intervention practices to improve attendance and punctuality. In addition, more explicit strategies to improve student performance, particularly with gifted and talented students, as well as enhanced transition procedures were identified as highly successful in supporting the design and delivery of quality teaching and learning programs.

In the domain of *Teaching*, the introduction of *STEM* using Project Based Learning pedagogies with Stage 3 students and enhanced collaborative practices were highly evaluated as successful strategies for increasing student engagement, supporting meaningful integration of technology and the developing 21st Century skills.

Our goal to broaden leadership capacity and expertise was achieved through the establishment of new roles linked to the school plan. The number of new community partnerships, with both community groups and businesses, increased significantly particularly as result of the implementation of STEM units. The introduction of new management systems and procedures as part of the school's implementation of the Learning Management and Business Reform (LMBR) program was a significant achievement by the School Administrative Manager.

Our self–assessment process will assist the school to refine its strategic directions and priorities identified in the 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

BELONGING: Strong, Supportive Relationships

Purpose

Purpose: To develop strong, safe, supportive relationships and learning environments

At Emu Heights Public School we aim to:

- Develop strong foundations for holistic development & achievement that cultivates individual potential and life-long learning.
- To build strong, positive relationships as an educational community and develop, enhance and maintain a genuine sense of ownership and belonging for students, staff and community.

Learning will take place in environments that are safe, welcoming, caring, respectful of others and rich in opportunity. These environments will be supported through the involvement of parents and the broader educational community. We will celebrate individual and collective effort and achievement, promote a love of learning and develop, within our students, the personal qualities of respect, cultural understanding, tolerance, responsibility, self-control and resilience.

Overall summary of progress

In 2016, we continued to embed our strategic direction of 'Belonging' with achievements that resulted in::

- Enhanced positive learning cultures.
- Improved attendance and punctuality.
- New high school transition procedures.
- Higher emphasis on personal goal setting.
- Significant grounds improvement.
- Well informed and engaged community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
New Student Welfare Policy written, ratified by the P&C and embedded into school routines through explicit teaching of 'Safe, Respectful Learner' principles and behaviours.	Parents continued to develop an increased knowledge and understanding of the new Student Welfare Policy and Procedures. Over 280 parents attended Class Information Evenings. The provision of child supervision during these events was highly appreciated.	\$0
Site enhancements completed. All aspects of the school's physical environment supports students' welfare and provides for safe, responsible play options.	Site enhancements including the restoration of the soft pour area, the resurfacing of the school netball court to create a multi-purpose play area and significant work to address the findings of the school's 2016 Arborist's Report were completed.	<ul style="list-style-type: none"> • \$14 000 grant • \$14 000 School site improvements • \$22 000 to implement arborist's report (\$10 000 asset grant and \$12 000 school funds)
100% of Stage 2&3 students participate in a teacher guided interview to develop and document individual learning goals and plan strategies to achieve their goals.	<p>A variety of strategies, including teacher guided intervention, were utilised to develop and document Individual Learning Goals. The percentage of students who set and achieved personal learning goals increased significantly (Years 1-6) in 2016, as did the percentage who set out and achieved more than one learning goal.</p> <p>The quality of these goals was greatly enhanced by new in-school transition procedures implemented at the beginning of the school year. 85% of teachers indicated that these procedures significantly informed their teaching and learning.</p>	\$0

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
	<p>A variety of strategies, including teacher guided intervention, were utilised to develop and document Individual Learning Goals. The percentage of students who set and achieved personal learning goals increased significantly (Years 1–6) in 2016, as did the percentage who set out and achieved more than one learning goal.</p> <p>The quality of these goals was greatly enhanced by new in–school transition procedures implemented at the beginning of the school year. 85% of teachers indicated that these procedures significantly informed their teaching and learning.</p>	
100% of students with learning difficulties are identified and have appropriate adjustments implemented and documented as part of NCCD.	96 students were identified as meeting the criteria for inclusion in the Nationally Consistent Collection of Data (NCCD) for students with disability. Each student's learning needs were considered and appropriate adjustments implemented.	\$0
New protocols to address anticipated impacts of NDIS are developed and implemented.	Completed in 2015	\$0
Student profiles and IEPs for students with disability are developed and documented in a common format and reflect innovative strategies that cater for students' needs.	Individual Learning Plans were developed for 62 students with supplementary to substantial learning needs using a commonly agreed format which detailed related teaching and learning strategies.	\$3080 for teacher release to develop and document related plans.
Parents have an improved understanding of curriculum and school policies, and an increase in community engagement in school activities is evident.	<p>The weekly newsletter, updated website, School ENews app and accommodating school administration staff were identified as being highly significant in the school's successful communication strategies.</p> <p>Eleven new associations with a variety of community groups, organisations and businesses with local expertise were established to support teaching and learning programs.</p>	\$345 annual subscription to ENews
50% reduction in absences for students with attendance issues.	When compared against 2015 attendance statistics, a 7% reduction in overall student absences was achieved during 2016. Half of the students identified as having a pattern of poor punctuality significantly improved their on–time arrival at school.	\$0
90% of students respond positively to school culture questions in Primary School Life Survey.	Stage 3 students surveyed utilising questions from the 'Primary School Life Survey,' indicated 94% agreement to all statements.	\$0
SEF mapping indicates growth in related achievement levels.	2016 implementation of our school plan and achievements indicated growth in the SEF domain, particularly those related to Learning Culture, Effective Classroom Practices and Student Well–Being.	\$0

Next Steps

- Utilise teacher guided interventions, further develop students' achievement of personal learning goals.
- Improve parents' understanding of the new syllabus and how to support their children's learning.
- Further reduce absences for students with poor attendance and punctuality concerns.
- Complete site enhancements in Block H and F.
- Utilise LMBR Synergy Program to more effectively record and monitor student welfare issues, behaviour and attendance.
- Enhance students' understanding and appreciation of Aboriginal culture through closer links with indigenous community groups.



Strategic Direction 2

EQUIPPING: Successful, Engaged Learners

Purpose

Purpose: to develop successful engaged learners

At Emu Heights Public School we aim to:

- Build engaging learning environments rich in opportunity, acknowledgment, respect & resilience.
- Equip our students for a constantly changing world through their engagement in explicitly designed, but differentiated, teaching and learning experiences. These experiences will focus on the development of high expectations and achievement in Literacy and Numeracy as well as supporting students to develop the knowledge, skills and understandings to be 21st Century learners, leaders and global citizens.

Students at Emu Heights Public School will become confident, passionate and engaged learners who set personal learning goals, are critical and creative thinkers, possess 21st Century ICT fluencies and have excellent Literacy and Numeracy skills.

Overall summary of progress

In 2016, our focus to increase differentiation in teaching and learning programs received significant support through the successful application to be a part of the Science Technology Engineering and Mathematics (STEM) program. This program, and associated professional learning, greatly enhanced the understanding and application of Project Based Learning principles, particularly among Stage 3 students.

In addition, new units of work to support the introduction of the History and Geography Syllabus documents were developed.

Further advancements resulted from the explicit teaching of areas identified through the previous year's NAPLAN analysis, combined with across grade writing analysis using the NAPLAN marking criteria and the continuation of extensive remediation programs in Literacy and Numeracy. These projects also utilised our Learning Support Teachers and School Learning Support Officers to assist with the delivery of teaching and learning programs and proved to be a significant strategy that resulted in strong NAPLAN results and student achievement.

Our Reading Recovery Program also continued to support and enhance the skills of students in reaching targeted reading levels.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Differentiated teaching and learning programs reflect best practice, are increasingly data driven, well-resourced and meet the needs of all students in Literacy, Numeracy and 21st Century learning practices.	Differentiated teaching and learning, particularly in Literacy and Numeracy were embedded in all teaching programs and were supported by significant expenditure on the employment of SLSOs.	\$16384.36
Numeracy assessment tasks and challenging strategies that provide increased diagnostic data are developed and implemented.	TEN program successfully implemented and continued to support student achievement in Mathematics.	\$0
Percentage of students achieving the top 2 bands in all areas of NAPLAN are equal to or exceeds state average.	<p>A four-year average for the number of students in the top 2 NAPLAN bands in Year 5 Reading increased by 4.75% and Numeracy by 4.25%.</p> <p>In 2016, the number of Year 5 students achieving the top 2 bands in NAPLAN reading was 46% of students compared to 38% of the State and in Numeracy 34% of students achieved the top two bands (Bands 7 & 8) compared with 30% of the State.</p>	\$6 600 for extra programs

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
	In Year 3, the number of students in the top two bands in Reading was 59.% compared to 38% in the State, and in Numeracy, 51.8% of students achieved the top two bands (Bands 5&6) compared to 38.7% in the State.	
School average in all areas of NAPLAN is equal to or exceeds national average.	School average in all areas of NAPLAN Literacy and Numeracy for both Year 3 and Year 5 students were above national average.	\$0
Growth in NAPLAN Literacy and Numeracy is equal to or exceeds expected growth.	<p>75% of Year 5 students achieved a mid to high growth in NAPLAN Numeracy.</p> <p>80% of Year 5 students achieved mid to high growth in NAPLAN Reading.</p> <p>71% of Year 1 students achieved RR level 18 or higher while a further 26% achieved RR level 15–17 level.</p> <p>65% of Year 2 students achieved RR level 26 or higher while a further 29% achieved RR levels 23–26.</p>	Additional half day LST \$9240
Units of work to support the implementation of the new History / Geography Syllabus are collaboratively developed and shared.	Units of work to support the History and Geography syllabus documents have been collaboratively developed, evaluated, shared and implemented K–6.	\$3285.74
TPL in STEM/ PBL is conducted and Inquiry–based project learning units are developed and shared as part of the Stage 3 STEM project.	<p>Project Based Learning was introduced to all Stage 3 students through the implementation of the STEM program.</p> <p>Stage 3 teachers attended a two day professional learning conference and completed significant professional learning enhanced collaborative practice resulted in the development, implementation and evaluation of four units of work.</p> <p>These units of work, and associated professional learning, were shared with EHPS staff, Blue Mountains Principals and other schools in our learning community.</p> <p>Two of our teachers and four students also presented their units of work at the 2016 State STEM Conference.</p>	\$10 000 STEM Grant
Differentiated teaching and learning and inquiry based project learning strategies are increasingly incorporated into classroom practice.	STEM and PBL was introduced to remaining staff at the end of 2016 and professional learning to support the embedding of these practices K–6 will continue in 2017 to meet this target.	\$0
ICT infrastructure and resources effectively support teaching and learning programs.	<p>The school's Apple Mac server was upgraded.</p> <p>WiFi capability extended.</p> <p>52 additional iPads (4 for each class) were purchased. 92% of teachers indicated that these additional resources significantly supported teaching and learning programs.</p>	\$ 5000 \$26 200

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
	Interactive Whiteboards, in every learning space, continue to support teaching and learning programs.	
SEF mapping indicates growth in related achievement levels.	2016 evaluation of the School Plan indicates growth, particularly in the SEF domains of Effective Classroom Practice, Student Performance Measures, and Learning and Development as a result of this strategic direction.	\$0

Next Steps

- Utilise our school's Operational Funding to increase the allocation of School Learning Support Officer time available for all classes by 22%.
- Continue to develop our understanding of Project Based Learning with all classes K–6 in Term 2, 2017 and implement PBL units and strategies relative to the students' stage in Term 3, 2017.
- Establish appropriate timetable to conduct team teaching sessions to support students' and teachers' understanding of computer coding.



Strategic Direction 3

INSPIRING: Positive, Innovative Community Leaders

Purpose

Purpose: To develop positive, innovative community leaders

At Emu Heights Public School we aim to:

- Model and build quality leadership that results in efficient management, growth and professional development.
- To promote, develop and sustain a dynamic professional team of staff in all aspects of school operations. The school will have high quality leadership and capacity is embedded in all aspects of school operations that align with DOE policies, maximises effectiveness and realises potential. This goal will bring about positive and lasting individual and corporate growth for our staff and students.

Staff will be supported through explicit, targeted and innovative professional learning to improve their collective capacity to support, inspire and meet the educational, social and emotional needs of our students and provide a wide range of opportunities to maximise potential.

Overall summary of progress

In 2016, we continued to embed our strategic direction of 'Inspiring' with achievements that resulted in:

- Increased teacher involvement in project and program leadership roles.
- New transition procedures to better identify and cater for Gifted and Talented students, and additional opportunities to cater for their needs.
- The achievement of our two-year plan to increase the number of iPads available for teaching and learning.
- New Department of Education, Finance, Administration and Library computer systems, successfully deployed with minimal disruption to school routines.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Procedures to identify and enhance the learning of G&T students are implemented effectively.	New in-school transition procedures introduced at the commencement of the year, equipped teachers with more explicit knowledge of students' needs, giftedness and talents.	\$0
Staff share innovative practice and have PDPs that support the achievement of school priorities, aligned with the SMP and APST to guide professional learning and demonstrate reflective practice.	All teachers have Performance and Development Plans that include school plan priorities. In 2016, teachers' goals related to the introduction of the new Geography Syllabus, STEM, Literacy and Numeracy and the identifying and catering for students' learning needs.	\$12 168
Increased leadership opportunities for staff and students are supported and embraced resulting in successful achievement of project and program outcomes.	New leadership roles and responsibilities were identified and successfully filled, including that of a mentor for a new beginning teacher. Two classroom teachers and one Assistant Principal also successfully completed extended periods relieving as either Relieving Assistant Principal or Relieving Principal. Year 6 student leaders attended the Glenmore Park Learning Alliance Leadership workshop.	\$0
Enrichment, extra curricula and transition programs exist through strong learning alliances which	As part of our membership of the Glenmore Park Learning Alliance, new extra-curricular opportunities were made available to our students	\$1677.17

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
enhance students' engagement and learning opportunities.	through the collaborative development and delivery of the Mathematics, Leadership, and Enriching the Learner programs.	
New DoE Learning Management and Business Reform software and associated TPL, organisation and procedures implemented.	The LMBR software package was successfully deployed, as was the new OLIVER Library system.	New Technology / Admin Release / Admin Overtime \$12 000
SEF mapping indicates growth in achievement levels.	2016 evaluation of our School Plan indicates growth, particularly in the elements of the SEF Leadership Domain specifically; School Planning, Implementation and Reporting, School Resources, and Management Practices and Processes.	

Next Steps

- A plan to incorporate greater teacher reflection to inform PDP's and subsequent Professional Development has been drafted to broaden the scope for support increased teacher collaboration professional dialogue and sharing of best practice.
- 15 laptop computers, and additional Wi-Fi hubs to improve internet connectivity, will be purchased to establish a mobile computer lab to further support teaching and learning and the implementation of STEM and Project Based Learning.
- Expand and continue to develop extra-curricular programs in Physical Education possibly through a Sporting Schools Grant.
- Continue to embed and capitalise on the new LMBR software to record and track student welfare issues and attendance.



Key Initiatives	Impact achieved this year	Resources (annual)
Low level adjustment for disability	<p>Funding was utilised to support the implementation of Individual Learning Plans for 62 students through the employment of School Learning Support Officers for 13 hours a week.</p> <p>Teachers highly evaluated the level of support and deemed this initiative significant in achieving the developmental goals targeted in IEPs.</p>	\$22 895
Quality Teaching, Successful Students (QTSS)	<p>QTSS funding enhanced professional practice through the implementation of evidence-based strategies to improve the quality of classroom teaching through lesson observations, feedback, collaboration, mentoring and reflective practice.</p>	\$10474.25
Socio-economic background	<p>Funding was utilised to employ School Learning and Support Officers for 8 hours a week to support the school's Literacy programs. NAPLAN data indicated that 55% of targeted Year 5 students achieved mid / high growth in Reading.</p> <p>Funding was also utilised to support students' participation and access to a range of cross-curricula learning experiences.</p> <p>To support our Anti-Bullying Policy, a performance of "Bully No More" was made available to all students.</p> <p>To support greater curriculum differentiation, 20% of funds were also utilised to support the purchase of 4 iPads for each class.</p>	<p>\$13 440</p> <p>\$300</p> <p>\$1500</p> <p>\$5364</p>
Support for beginning teachers	<p>Funding was utilised to provide additional release for one beginning teacher and a mentor.</p> <p>Release to attend professional development in a range of areas as part of the teacher's Induction and Professional Development Plan was also provided.</p> <p>All professional development goals were successfully achieved.</p>	<p>\$13 377</p> <p>\$1760</p>
Aboriginal background loading	<p>During 2016, funding from the Norta Norta and Aboriginal Background Funding was combined to engage a School Learning Support Officer to assist with the implementation of Literacy focused programs for indigenous students on Personalised Learning Plans.</p> <p>The increased individual support was also one factor in improving the attendance of several students on the program.</p>	\$5738
English language proficiency	<p>The implementation of our Literacy and Numeracy Support program with the assistance of SLSOs resulted in 100% of EALD students achieving consolidation level on the EAL/D progression.</p>	\$3273

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	177	181	185	177
Girls	140	141	150	153

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.3	96	96.9	95.5
1	95.5	96.4	93.9	94.7
2	95.4	96.3	96.1	94.4
3	97.4	96.8	96.1	94.5
4	96.2	96.7	96	95.5
5	96.4	95.9	94.9	94
6	94.5	96.3	94.7	95
All Years	96	96.3	95.7	94.7
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

Class sizes

Class	Total
KG	21
K/1G	22
1B	21
1WB	23
2B	22
2/3W	28
3/4H	30
3S	26
4M	26
4/5F	27
5C	24
5/6R	28
6M	25

Management of non-attendance

Attendance rates continue to be above the state average.

Student non-attendance is monitored through roll marking and followed up by class teachers and an Assistant Principal.

Requests for explanation of unexplained absences are sought from parents if they have not been received within 7 days of the absence.

School attendance reviews are conducted each term by stage supervisors.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	11.05
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Administration & Support Staff	2.92
Other Positions	0.12

*Full Time Equivalent

In 2016, the school had one Aboriginal staff member.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

Professional learning and teacher accreditation

All teachers, and where appropriate, casual teachers and administration staff, participated in our 2016 Professional Learning programs, staff meetings and courses relevant to their positions..

This included:

DEPARTMENT OF EDUCATION PROGRAMS

- Mandatory Child Protection Training
- Mandatory CPR and face to face Anaphylaxis Training
- Mandatory Code of Conduct Training
- LMBR training
- OLIVER Training
- National Disability Data Collection Program
- Working With Children Check – Policy Introduction

SCHOOL SPECIFIC PROGRAMS

- TPL conducted as part of weekly afternoon staff meetings
- STEM / PBL training
- Refinement of our new Student Welfare Policy & Behaviour Matrix and explicit lessons to support our Safe Respectful Learners theme
- Analysing writing using NAPLAN criteria.
- Target Early Numeracy (TEN)
- Developing new History units
- Introduction to the new Geography syllabus
- Developing new Geography units
- CyberSmart and strategies to support students' safe use of the Internet
- Review of school NAPLAN performance
- Review of school performance against the School Excellence Framework
- BOSTES teacher accreditation processes
- Technology and school specific software
- LMBR computer systems
- Incorporating Maths and Movement
- 8 Ways Of Knowing – training in Aboriginal pedagogy
- Rugby League coaching accreditation
- Sharing successful strategies
- A range of opportunities provided through the Glenmore Park Learning Alliance including sessions on the introduction of the new History and Geography Syllabus documents

Total expenditure on Teacher Professional Learning in 2016 was \$14 447.91

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.

This summary covers funds for operating costs to 31/8/2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	121 635.59
Global funds	207 067.00
Tied funds	142 216.00
School & community sources	143 465.00
Interest	2 525.00
Trust receipts	4 568.00
Canteen	0.00
Total income	621 476.59
Expenditure	
Teaching & learning	
Key learning areas	35 557.00
Excursions	49 785.00
Extracurricular dissections	54 511.00
Library	1 155.00
Training & development	2 921.00
Tied funds	105 569.00
Short term relief	30 145.85
Administration & office	41 912.65
School-operated canteen	0.00
Utilities	21 643.45
Maintenance	44 312.04
Trust accounts	4 418.90
Capital programs	0.00
Total expenditure	391 930.89
Balance carried forward	229 545.70

The information provided in the financial summary

includes reporting from 1st September 2016 to 31st December 2016.

School and community Sources: This refers to funds collected by the school for textbooks, extra curricular programs, excursions, camps, sport, student welfare programs and school fundraising.

Tied funds: refers to funds received for specific programs, e.g. Professional Learning, technology, support for students with significant learning needs, funding for programs as outlined in Key Initiatives and government data collection programs such as NCCD and AEDI.

Balance Carried Forward includes:

- A compulsory asset replacement fund of \$30 000.
- Funds for unpaid orders and accounts for December 2016 of \$4 597.
- Balance of the tied accounts totaling \$32 069.07 for 2017 projects including technology upgrade and priorities outlined in 'Next Steps' pages.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	289 710.60
(2a) Appropriation	238 387.29
(2b) Sale of Goods and Services	94.00
(2c) Grants and Contributions	50 735.76
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	493.55
Expenses	-188 792.62
Recurrent Expenses	-188 792.62
(3a) Employee Related	-73 039.30
(3b) Operating Expenses	-115 753.32
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	100 917.98
Balance Carried Forward	100 917.98

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.

- Expenditure in relation to site maintenance in 2016 included \$22 770 for tree maintenance
- Balance Carried forward of \$100917 includes funds for rolled over invoices, anticipated tree maintenance costs and saving for the upgrade of technology and interactive whiteboard replacement when sufficient funds are available.

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	2 152 711.28
Base Per Capita	18 114.54
Base Location	0.00
Other Base	2 134 596.74
Equity Total	123 925.95
Equity Aboriginal	5 738.64
Equity Socio economic	20 604.32
Equity Language	3 273.38
Equity Disability	94 309.62
Targeted Total	27 210.00
Other Total	48 254.08
Grand Total	2 352 101.32

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

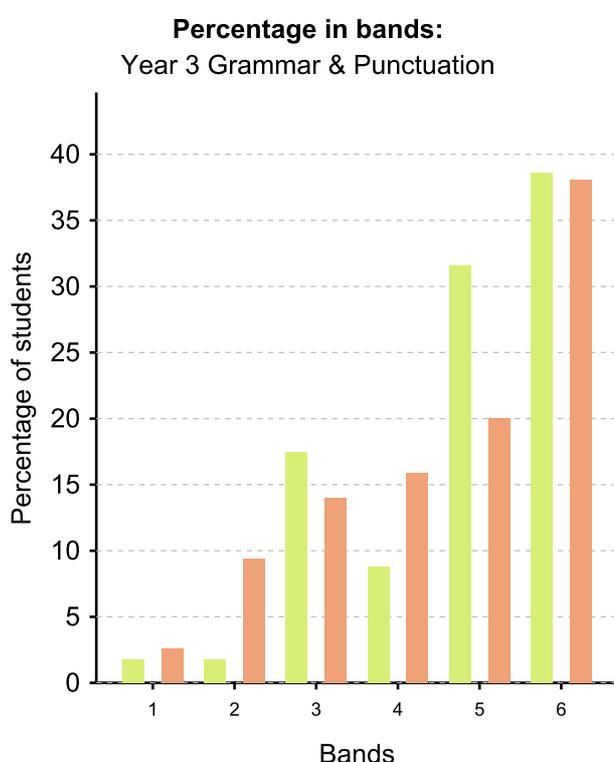
NAPLAN

In the National Assessment Program, the results across the Years 3 and 5 Literacy and Numeracy assessments are reported on a scale from Band 1 to Band 8. In Year 3 Bands 1 – 6 apply and in Year 5 Bands 1 – 8 apply.

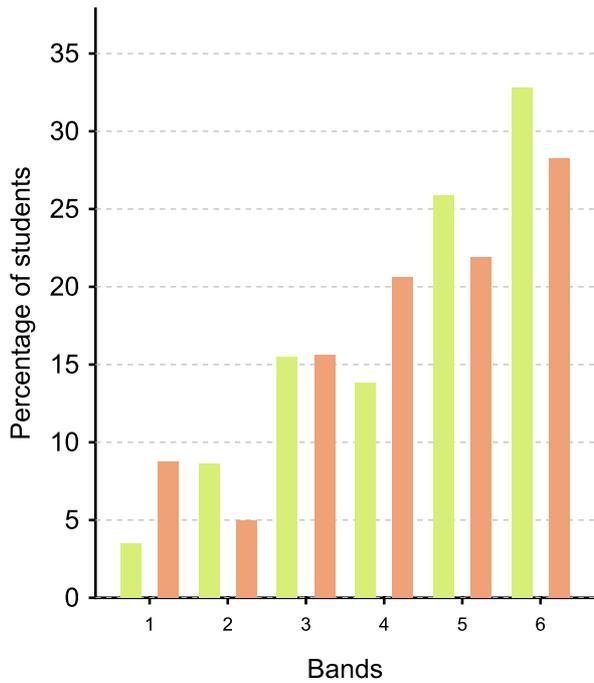
The achievement scale represents increasing levels of skill and understanding demonstrated in NAPLAN assessments.

NAPLAN – Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

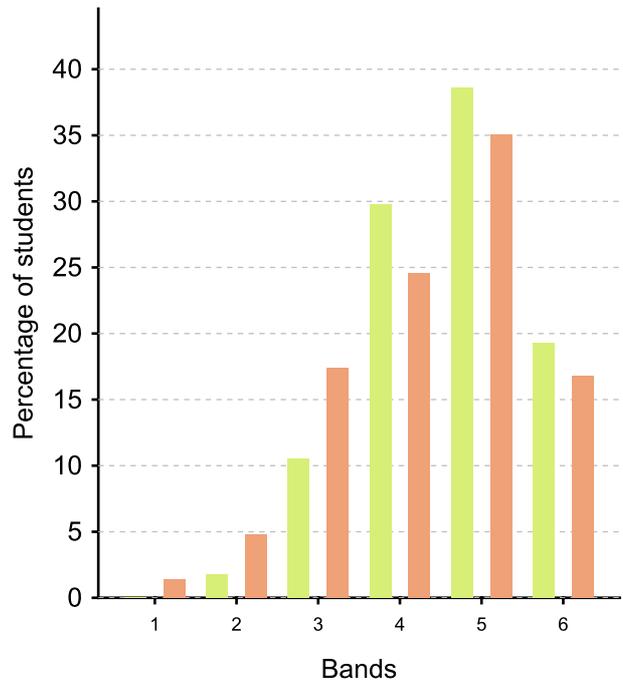
The school continues to achieve above state averages in NAPLAN Literacy assessments.



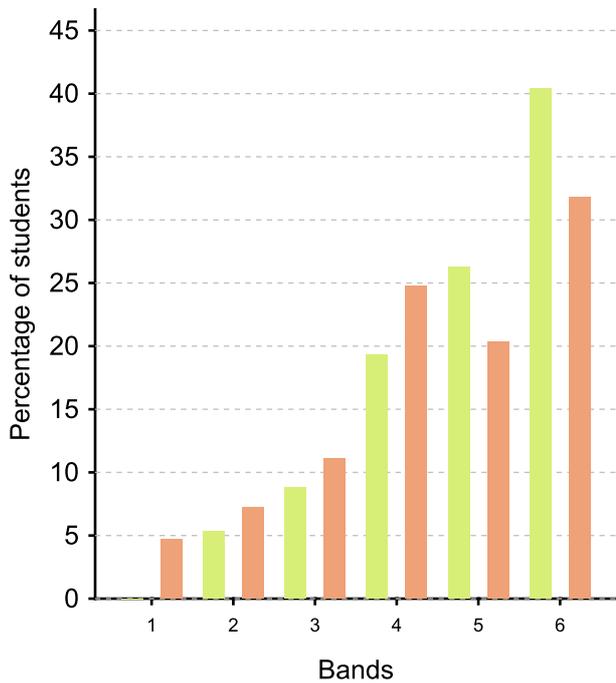
Percentage in bands:
Year 3 Reading



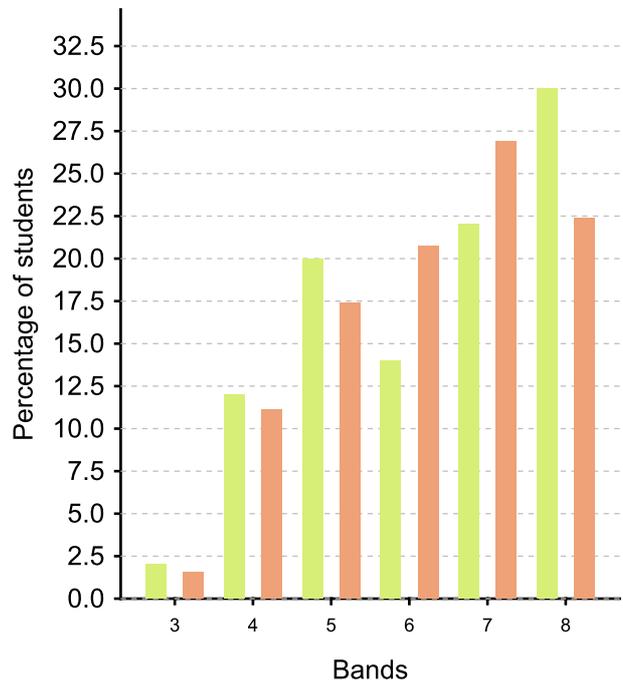
Percentage in bands:
Year 3 Writing



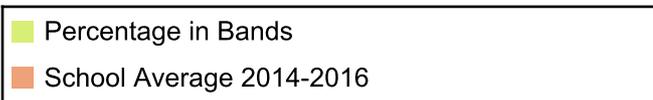
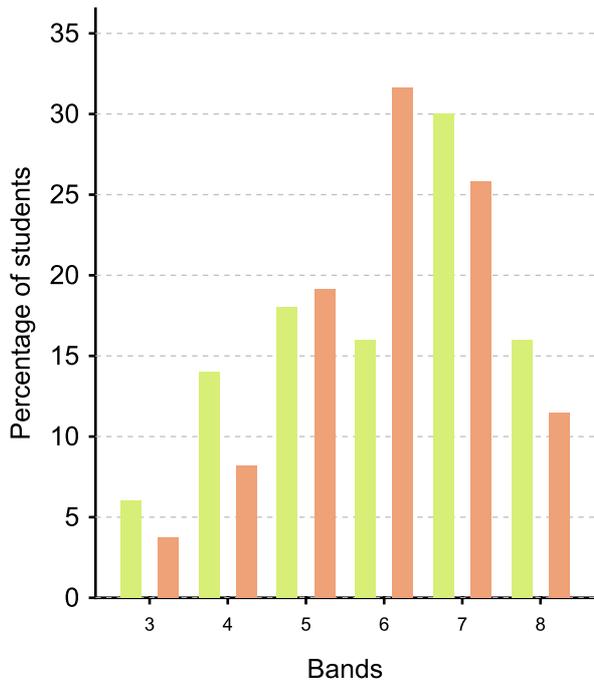
Percentage in bands:
Year 3 Spelling



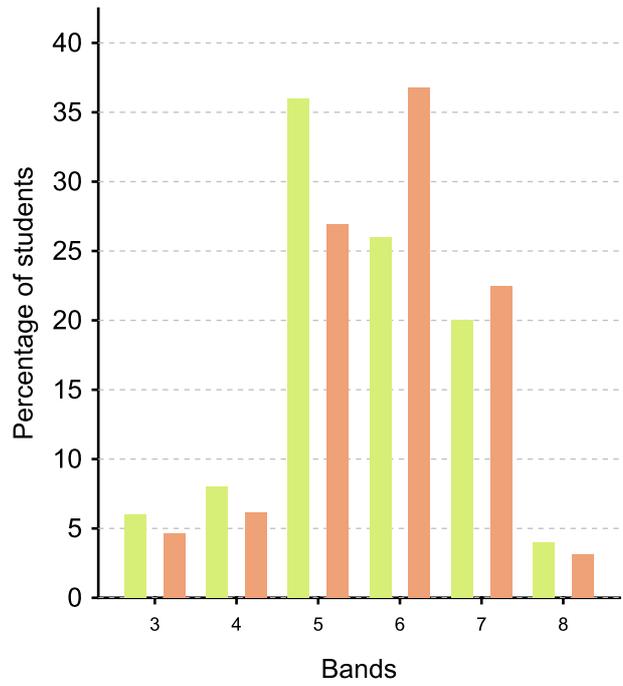
Percentage in bands:
Year 5 Grammar & Punctuation



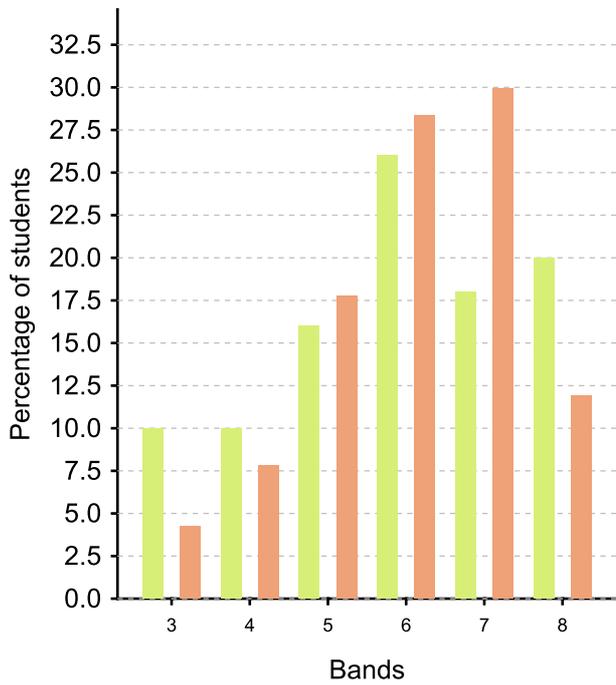
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



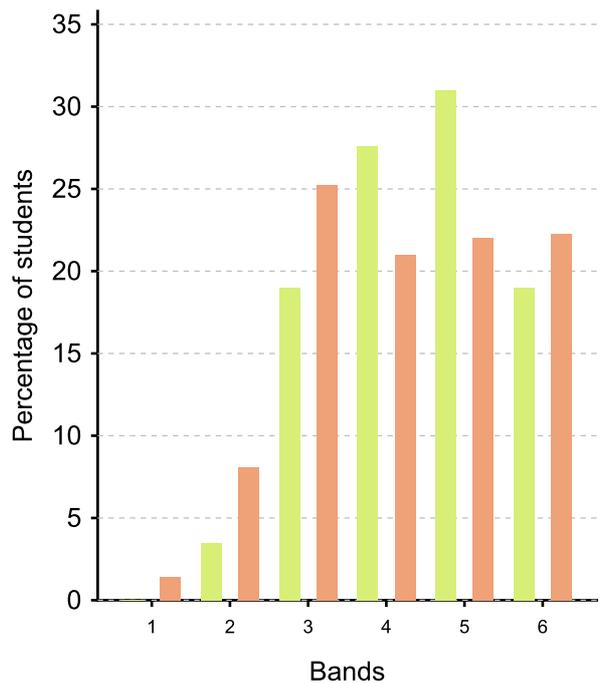
Percentage in bands:
Year 5 Spelling



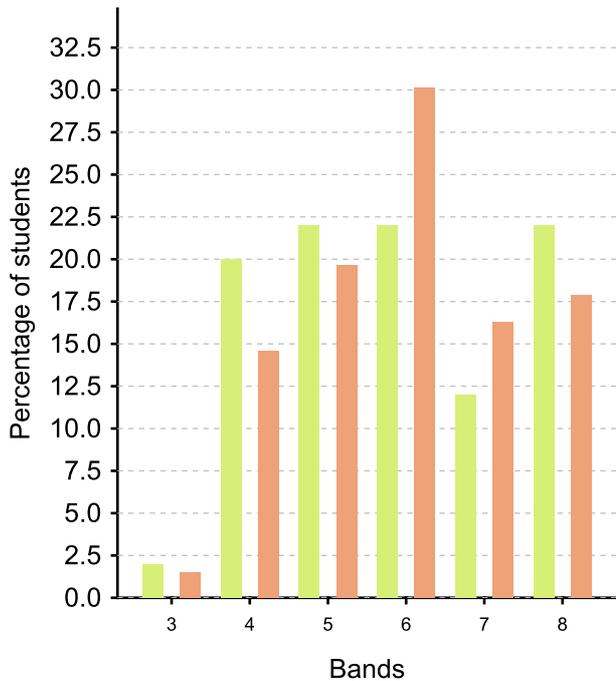
NAPLAN – Numeracy (including Number and Algebra, Measurement and Geometry, and Statistics and Probability).

The school continues to achieve above state averages in NAPLAN Numeracy assessments.

Percentage in bands:
Year 3 Numeracy



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 <http://www.myschool.edu.au> and insert the school name in the Find a School option and select GO to access the school data.



Parent/caregiver, student, teacher satisfaction

In 2016, the school sought feedback from parents, students and teachers about the school in a variety of ways.

These included:

- Parent forums as part of our monthly P&C meetings.
- A parent survey as outlined in Strategic Direction 1.
- Informal surveys conducted after significant

school events.

- Questionnaires and invitations for feedback in our weekly newsletter.
- Teacher surveys and evaluations as part of our school management plan review.
- Evaluations as part of our work implementing the School Excellence Framework.
- Student forums particularly through our SRC.
- Surveys conducted following GPLA student initiatives which indicated that the student Mathematics, Leadership and Enrichment programs were highly evaluated and were also used to obtain parent feedback relating to GPLA activities.

In addition, we conducted our biannual Primary School Life Survey with all Year 6 students. This anonymous survey asks students to indicate their agreement or disagreement on a 5 point scale about their experiences at school.

All statements start with the phrase 'My school is a place where'. The following percentages indicate student agreement:

... Teachers help me to achieve my best – 100%

... I like to go each day – 95%

... Teachers are fair – 93%

... I know I can cope with the work – 92%

... The work is a good preparation for high school – 96%

... Learning is fun – 89%

... I feel proud to be a student – 100%

... People trust me – 97%

... I get on well with other students – 100%

In 2017, our SRC will have a greater leadership role in conducting these surveys and analysing the results. In addition, the school will also participate in the 'Tell Them From Me' surveys.



Policy requirements

Aboriginal education

Aboriginal perspectives are incorporated in an authentic and meaningful way as part of the Learning Across the Curriculum content in all subject areas to enable students to gain a greater knowledge and understanding of Aboriginal history, culture and issues.

The 'Acknowledgement of Country' is addressed at the beginning of weekly assemblies and special events, and the daily flying of the Aboriginal flag continue to be a physical symbol of our commitment to increase students' understanding and appreciation of Aboriginal heritage.

Personal Learning Plans which focused on the achievement of agreed learning goals were developed and implemented for all Aboriginal students.

From 2017, students will be involved in a range of teaching and learning activities to further enhance their understanding of, and respect for, Aboriginal culture and heritage through the introduction of NAIDOC week celebrations.



Multicultural and anti-racism education

The number of families where a language in addition to English is spoken at home remained consistent at 6.06% in 2016.

We actively promote opportunities for students to participate in learning experiences that explore our diversity and shared Australian culture.

Multicultural perspectives are incorporated in a meaningful way as part of the 'Learning Across the Curriculum' content in all syllabus documents.

Specific cultural studies are incorporated into our HSIE curriculum and supported through studies of literature, music, art and writing to enhance the students' understanding and tolerance of cultural diversity. Harmony Day celebrations conducted in 2016, reinforced these messages and are an annual event at our school.

Other school programs

ACHIEVEMENT IN THE ARTS, SPORT AND OTHER ENRICHMENT PROGRAMS

Thanks to our teachers and supportive school family, our students enjoy a wonderful range of special learning opportunities and extra-curricular programs that support and enhance the outcomes of the English and Creative Arts syllabus documents.

In 2016, these included:

- Public Speaking.
- Debating.
- Writer's Festival.
- Operation Art.
- Cool Kids Program.
- The senior choir performed at the Western Sydney PULSE Concert at the Sydney Opera House.
- The junior choir performed at the Penrith Valley Performing Arts Festival.
- Performances by our combined choirs at the Penrith RSL ANZAC Service and Primary Presentation Night.
- Three recorder ensembles performances involving 22 students at the Festival of Instrumental Music at the Sydney Opera House and other school events.
- Three dance group performances, involving over 90 students, at the Nepean Blue Mountains Dance Festival and various other school events.
- Our Year 6 dance group also performed at the Penrith Valley Performing Arts Festival.
- One student was selected as a member of the Pulse Dance Ensemble and the School Spectacular Performance.
- All 335 of our students participated in the production of 'Twist, Shake, Rattle and Roll' performed during Education Week to over 450 parents and friends
- Opportunities for all to sing, dance, perform and act as part of our school Talent Quest.
- K-2 Concert and Primary Presentation Night attended and enjoyed by over 500 parents and friends.

All of our students participate in a range of weekly fitness, sport and special programs.

These programs combine with class Personal Development, Health and Physical Education learning activities to provide a rich variety of opportunities for students to improve their wellbeing, sporting skills and physical fitness to enhance the outcomes of the PDHPE syllabus.

In 2016, these included:

- Free sporting clinics for students in a range of sports including Cricket and AFL.
- Walk Safely to School Day involving 80% of students.
- Surf Safety Program run by Terrigal SLSC involving all Stage 3 students.
- Penrith Cup Gala Days which allow an increased number of students the opportunity to participate

in inter-school sporting competitions in T-Ball, Touch Football, Soccer, Netball, AFL and Basketball.

- The CARES Bike and Road Safety Program involving all Year 4 and Year 6 students.
- Life Education Workshops attended by 98% of students.
- The two week Learn to Swim Program completed by 60 students.
- Premier's Sporting Challenge completed by the vast majority of our students..
- School Swimming, Cross Country and Athletics Carnivals, as well as the K-2 Sports Carnival, had excellent participation rates.
- 25 students represented the school at the District Swimming Carnival and 5 of those went on to represent our school at the Regional Swimming Carnival.
- 35 students represented the school at the District Athletics Carnival and 6 of those went on to represent the school at the Regional Athletics Carnival.
- 48 students represented the school at the District Cross Country Carnival and 5 went on to represent the school at the Regional Cross Country Carnival.
- Over 35 children participated in the after school 'Auskick' Clinics.

OTHER SCHOOL ACHIEVEMENTS

- Six students participated in the Penrith Valley Public Speaking Competition
- Four students participated in the Blue Mountains regional heats of the Premier's Spelling Bee with one student placing second in Year 5.
- Four students participated in the Blue Mountains Public Speaking Competition and a further 4 students participated in the Penrith Valley Public Speaking Competition.
- Continued success of our debating squad; This program, conducted by parent Carolyn Potter, involved two teams competing in the Premier's Debating Challenge. One team narrowly missed out on moving through to the zone finals. The debaters also had the opportunity to take part in a debating workshop run by the DoE Arts Department
- Year 4 Great Aussie Bush Camp and Year 5 & 6 Canberra and Snowy overnight excursions.
- All Year 5 & 6 students were involved in the 'Transition Tasters Program' with Nepean Creative and Performing Arts High.
- Year 6 students attended Nepean Creative Arts High School to be introduced to the Reconciliation Art Challenge and related activities.
- Excellent results in ICAS competitions including: Technology: 2 Distinctions, Writing: 1 High Distinction & 7 Distinctions, Spelling: 5 Distinctions and English: 2 Distinctions.
- Increased use of our video conferencing and virtual excursions including the launch of the Premier's Reading Challenge.
- Eight part Parenting Ideas series published through our weekly newsletter to support parents with challenging issues.

- One student was awarded the Rotary Club Primary School Community Service Award.
- Highly evaluated school transition programs including 'Littlies in the Library' mornings, Year 6 Buddy Program, Big School Tours and Kindergarten Orientation evenings and mornings.
- The continuation of our Crunch 'n' Sip time in all classes to encourage students to eat fresh fruit and vegetables every day at school.
- The continuation of our Writing Coaches Program focusing on the development of specific writing skills with Stage 2 and 3 Students through a team teaching approach.
- A variety of special days to celebrate particular learning themes including Pirate Day and Teddy Bears' Picnic.
- Easter Celebrations including the school's annual Eggstravaganza and Peddlers' Parade which support the school's Creative Arts program.
- The continued development of the school's vegetable garden 'The Patch' and environmental area. In 2016, a wonderful variety of vegetables were grown as part of the school's STEM initiative which were proudly donated to Penrith Community Kitchen and consumed by students as part of Crunch 'n' Sip.
- Celebrating World Maths Day with special projects including the Maths Multiplication Maniacs Competition, whole schools Maths investigations and 'Making Maths Count' BBQ in support of local charities as detailed below.
- Living the school's school motto 'Happiness by Helping' through a variety of student initiatives including; 'Sophie's Spirit' Relay for Life Team, Year 6 'Disco for Others' and 'Making Maths Count BBQ' on World Maths Day, Barnado's Christmas Appeal, and Penrith Community Kitchens. Through these and other initiatives including the school's annual 'Athon', over \$3100 was raised for various charities including Wesley Youth Services \$1760, Mama Lana's Community Kitchen \$926 and Penrith Community Kitchen \$463.
- Literacy Week celebrations featuring author and literature studies, special literature displays and a free workshop by author Susan Berran.
- Countless special days, events and programs that supported teaching and learning in unique ways including visits to the Maritime Museum, Calmsley Hill Farm, Blue Mountains National Park, Arms of Australia Inn, Canberra and Perisher Valley to name a few.

PARENT AND COMMUNITY INVOLVEMENT

We often say one of the many great features of our school is the way staff and parents work together to create new programs and events in addition to the many current projects and initiatives that support students' learning. Throughout 2016, some examples of this wonderful support included:

- An active and supportive P&C which provided outstanding support and advice. In addition to its fundraising efforts, parents coordinated outstanding programs including: running the

school canteen, student banking programs, monthly book club and the school uniform shop. These initiatives not only provided greatly valued services to our students and parents but a wealth of resources and funds to support classroom teaching and learning. Their commitment of time and energy to ensure the success of these programs by their coordinators and fabulous team of volunteers is greatly appreciated by our school family.

- Association with community groups including St Marys Rugby Leagues Club which donated two sets of football jumpers and hundreds of dollars of sporting equipment to the school. Bunnings North Penrith helped us build a new garden and supplied the plants, and Lower Blue Mountains Rotary continued their support of our Leadership and 'Books in Homes programs as well as assisting with one of our STEM projects which focused on Food for Sustenance. Other STEM projects also gained considerable community support from Panthers on the Prowl Program which supported our fitness lessons and one of our STEM projects on movement. Civic Furniture and Modern Teaching Aids also provided considerable support and resources for another of our STEM projects on 21st Century Learning.
- Community involvement in the care of our vegetable garden and guidance of our young, keen future farmers by our resident pop, 'Poppy Buttercup' (Peter Ward).
- Over 250 parents joining us for Meet the Teacher Evenings.
- Involvement of over 40 parents every week in classroom reading, writing, numeracy, technology, creative arts and sport programs.
- Enthusiastic parent support in conducting special events, carnivals and theme days.
- Community advertising in our school newsletter by local businesses which in 2016, raised over \$1760 to support the production of our weekly newsletter.

It is again fitting that this report concludes with this brief summary of just some of the ways our school family works so enthusiastically and passionately together to continue to build a wonderful learning environment for children to Belong, be Equipped and be Inspired.