

Woongarra Public School

Annual Report



2016



4637

Introduction

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

In preparing this report various sources of evidence were considered in order to evaluate the progress being made across the school and the expectations identified in the School Excellence Framework. This included:

- School Plan 2015-2017
- Milestones 2015, 2016
- *Focus on Reading: The Journey So Far* - a school level evaluation report
- *Bump It Up Across the School* - data analysis and new strategic plan to address the Premier's Priorities
- NAPLAN results and analysis 2015-16
- PLAN data for Literacy and Numeracy continuums K-6
- Learning and Support Team records
- Internal assessment data
- Teaching and learning programs, including assessment and reporting documentation
- Classroom observation records
- *Tell Them From Me* student surveys 2015-16 and comparative analysis
- *Focus on Learning* teacher surveys 2015-16 and comparative analysis
- Family School Partnerships Framework reflection tool and matrix
- Business Intelligence reports
- School Excellence Framework Self-assessment Survey (SEF S-aS)
- School Excellence Framework Reports for Student Attainment, Equity Groups, Value-added and Attendance
- Professional Learning schedules and records 2016

I am proud of the achievement of our students in 2016 as we continue to improve and excel in academic, sporting and cultural endeavours. I am proud of the work we do to implement and embed our well-planned strategies and programs across the school. I am proud that our improvement efforts align with the high expectation of the School Excellence Framework and remain firmly focused on supporting students to the best of our ability.

Our students have a strong sense of belonging. They are keen to learn and participate in the range of educational opportunities provided at the school. They are well-behaved, happy and respectful learners. Positive parent and community partnerships support student learning and demonstrate the shared commitment to the success of our students and school. We should all be proud of the work we do together for our students.

I certify that the information provided in this report is the result of rigorous self-assessment and provides a genuine account of the school's achievements.

Leonie Clarkson

Principal

School contact details

Woongarra Public School

63-73 Mataram Rd

Woongarra, 2259

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

woongarra-p.school@det.nsw.edu.au

4392 7493

School background

School vision statement

Our school exists for our students. Our vision is to provide high quality educational opportunities for every student to achieve his / her potential within a culture of respect, responsibility and high expectations. We aim to develop confident and creative individuals, with the personal resources for future success and wellbeing.

School context

Woongarrah Public School is located in the Wyong Shire on the Central Coast of NSW. The school opened in 2005 as one of the first nine schools in NSW constructed under the Public Private Partnership (PPP) whereby a private consortium provide facilities management for the school over a 30 year period. 2016 marks the 12th year of this partnership.

In 2016, the enrolment of 494 students, included 39 Aboriginal students and 27 students with a language background other than English. Students were organised in 19 classes and supported by a Principal, 4 executive and 34 teaching, support and office staff.

The school has a renowned reputation in the wider community for outstanding commitment to student wellbeing and inclusive education. Personal excellence, high expectations and motivating students to achieve their best are significant aspects the school culture. The school provides a range of opportunities to explore and extend learning experiences so that students can achieve in a variety of academic, sporting, cultural and social activities. A genuine commitment to evidence-based continual improvement is a forte.

Respectful and positive partnerships with parents, carers and the community ensures that the school is well positioned to provide quality programs for students in a happy, safe and tolerant learning environment.

The school is a proud member of the Wadalba Schools Learning Community, a group of local schools focused on providing quality K-12 education.

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.

In the domain of Learning, our efforts have primarily focused on curriculum and learning, wellbeing and maintaining strong student performance measures. The 2016 Report on Student Outcomes and School Climate indicates levels of social, intellectual and institutional engagement consistently above state norms for NSW Public Schools. Ratings for drivers of student outcomes such as effective learning time, relevance, rigour, advocacy at school and expectations for success are above state norm and increasing over time. There is collective responsibility for student learning and success, with positive and respectful relationships across the school community. A strategic and planned approach to support individual learning needs within an inclusive framework is evident and well-developed policies, programs and procedures are used to identify, address and monitor student learning needs. Curriculum programs and teaching practices develop the knowledge, understanding and skills of all students, using evidence-based teaching practice such as L3, Focus on Reading and inquiry based learning. A renewed focus on extra curricula learning has provided new opportunities to support student development.

The school achieves good value-added growth, sustaining and growing between K-3, Years 3-5 and Years 5-7. Students are performing at high levels on internal and external performance measures, with an average of 32% of students in Years 3 and 5 in the top two proficiency bands for 2015-16. The performance for equity groups is comparable to the performance of all students in the school.

Our major focus in the domain of Teaching has been on collaborative practice to support teacher learning and development. Explicit systems for collaboration allow teachers to work together within stages to plan units of work to

ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement. Teams meet regularly in stage teams, at least four times each term. A school wide classroom observation strategy was fully implemented in 2016. This ensures the provision of feedback, the modelling of effective practice and continual improvement in teaching practice. Resultant changes in teacher practice and increased syllabus knowledge has ensured high levels of student learning and engagement. This is evident in survey data that indicates that factors contributing to engagement such as quality instruction, teacher student relationships, classroom learning environment and teacher expectations remain highly rated by students, teachers and parents. Mentoring and coaching support is provided to ensure the ongoing development of teachers requiring accreditation, early career teachers, aspiring and current leaders and teachers experiencing difficulty. The Quality Teaching, Successful Students staffing allocation further enhanced this practice in 2016 with the allocation of additional executive release time to support teachers.

In the domain of Leading, our priorities have been around sustained and measurable whole-school improvement via strong leadership and effective management systems, structures and processes. The leadership team has been successful in leading the initiatives outlined in this report, building the capabilities of staff to create positive and respectful relationships, productive learning environments, high levels of engagement and high expectations for behaviour, achievement and success. A commitment to shared leadership and the development of leadership capacity is evident; all staff have purposeful roles based on professional experience and professional development goals. The school plan continues to reflect the values of the school community who share commitment towards the achievement of our strategic directions. Monitoring, review and self-evaluation processes occur regularly, milestones are monitored every five weeks. Data analysis informs the school's goals and progress. Strategic financial management maximises the use of available resources. The Learning Management and Business Reform was deployed successfully via a school implementation team who made key decisions regarding school budgeting processes, developed and implemented a training plan for staff to become familiar with new workflow and ensured effective communication during deployment, further demonstrating effective management systems, structures and processes.

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

Quality Curriculum

Purpose

To implement new NSW Syllabuses for the Australian Curriculum in a timely and effective way, using evidence-based teaching practices for 21st century learners.

Overall summary of progress

The whole school plan to implement the new syllabus documents for history, geography, science and technology has been fully implemented using an odd and even year cycle. All teaching and learning programs in these subjects are now based on the new syllabus outcomes, content, concepts, skills and understandings. Students are engaged in historical, geographical and scientific inquiry processes.

All teachers K-6 have completed the Focus on Reading Phase 1 program. Teachers reported that the main impact was the change in pedagogy via increased understanding of how to teach reading and improve comprehension skills. Key changes in classroom environment, planning, teaching practice and student reading behaviours is evident in all classrooms.

The introduction of the Premier's Priorities has resulted in a *Bump It Up Across the School* plan for 2016-2019. This plan includes a focus on students achieving in the middle bands of NAPLAN.

Extra-curricula offerings to meet the needs of students and the wider school community continue to be provided.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of teachers are implementing whole school scope and sequence for the new syllabuses in history, science and geography.	The second year of the odd and even year scope and sequence plan was implemented successfully in 2016. Teachers collaborated in teams to develop and implement the even year units of work and to ensure that all stage outcomes and content were being met within the two year cycle. A school-level evaluation of geography was conducted this year and will inform ongoing improvement, just as a similar history evaluation completed in 2015 has done.	\$10000 Equity funding
100% of teachers have completed the necessary training to implement Focus on Reading practices and pedagogy.	30 teachers (100% of 2015 + 6 new 2016) from K-6 have completed Phase 1, comprising 1385 hours of professional learning targeted to this school priority. Improvement in all 30 elements of the Focus on Reading School Evaluation Matrix has been achieved.	\$11212 Literacy and Numeracy funding \$10000 Equity funding
Increased proportion of students in the top two NAPLAN bands in reading and numeracy from 31% in 2016 to 35% by 2019.	This is a new target in 2016. 32% of students in Years 3 and 5 achieved in the top 2 bands, meeting the target of 1% increase per year for 2016-2019.	\$3000
A comprehensive program of extra-curricula activities for students is provided.	91 extra-curricula activities were offered to students across all years, incorporating sporting, academic, performing arts, cultural, community and charitable events. Surveys indicate a 15% increase in student participation in extra curricula activities from 41% to 54%.	School and community funds

Next Steps

2017 will be a year of refinement and improvement of the trial units of work for history, geography and science based on findings and recommendations from school-level evaluation of the first two-year cycle. Lesson study and collaborative practice will support this process.

Years 3-6 teachers will commence Focus on Reading Phase 2 training which includes action research projects in all classrooms in Years 3-6.

K-2 teachers will complete the Mathematics Building Blocks For Numeracy program.

Our goal to meet the Premier's Priority is to replicate the success of our results from 2015 -2016 and again increase the percentage of students in the top 2 bands in Years 3 and 5 combined by 1% each year. A strategic plan is in action.

Extra curricula activities will continue to be offered to meet school community needs and expectations.

Strategic Direction 2

Quality Teaching and Leadership

Purpose

To develop our capabilities as learners, teachers and leaders through focused, collaborative, evidence-based professional learning and reflective practice at an individual and collective level.

Overall summary of progress

The Performance and Development Framework for teachers was fully implemented in 2016. The work completed in 2015 to establish school wide systems for classroom observation and feedback provided a successful package to drive ongoing improvement in 2016. Teachers observed each other's practice, allowing teachers to learn from each other and contributing to both improvement their own practice and and shared responsibility for student outcomes.

Processes are in place to provide support for teachers at all levels of their career through a structured cycle of performance and development. A decision to use the increased QTSS staffing allocation to release a Lead teacher to work 1-1 with teachers requiring accreditation was a highly successful extension of existing coaching and mentoring practices and an effective use of this extra resource.

The School Excellence Framework provides the road map for continual school improvement. Self-assessment at the end of 2016 indicates that the school is Sustaining and Growing or Excelling in all 14 elements of the Framework.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of teachers have Performance Development Plans with goals that reflect the Australian Professional Standards for Teachers and map a path for continual improvement..	This has been achieved. 100% of teachers have a Performance Development Plan that is based on the Australian Professional Standards for Teachers. All teachers set goals, completed mid year reviews, and participated in self-reflection and evaluation of the professional goals articulated in their Performance Development Plans. As a result, 100% of teachers meet the Australian Professional Standards for Teachers.	Professional learning funds of \$21 536 were fully expended to support this strategic direction.
Evaluation of professional goals as articulated in Performance Development Plans will indicate success in moving towards or achieving superior standards of practice.	All teachers achieved one or more professional learning goals and reported improvement in practice as a result. Of the 128 goals set by teachers, 54% were fully achieved and 46% achieved and ongoing into 2017 as a work in progress.	
All teachers undertaking accreditation are successful in completing or maintaining the process.	14 teachers undertaking or maintaining accreditation at Proficient. Effective school initiative to use QTSS staffing allocation to provide a Teacher Accredited at Lead with time to work with teachers requiring accreditation to provide differentiated support. All teachers required to undertake or maintain accreditation were successful.	0.2 QTSS staffing allocation
100% of staff participate in lesson observations.	100% of teachers (31) participated in 79 formal lesson observations to support the modelling of effective teaching, constructive feedback and continual improvement in teaching practice. A <i>Visit Other Teacher</i> (VOT) observation strategy was initiated with positive feedback from staff.	

Next Steps

Continue to use the VOT observation strategy to support teachers to observe and learn from each other, as a component of the whole school observation strategy.

Leadership team engagement with *Franklin Covey All Access Pass* training, tools and resources, including *7 Habits of Highly Effective People* and Leadership e-learning courses.

Introduce Performance Development Framework for non-teaching staff.

Strategic Direction 3

Personalised Learning Progressions

Purpose

To provide high quality, equitable, personalised and differentiated learning that enables every student to reach his / her full potential, strive for excellence and achieve personal best.

Overall summary of progress

A successful approach to early intervention, inclusion, differentiated learning, transition and teacher professional learning has enabled us to achieve significant results for students within this strategic direction. Individualised planning and support occurs for students with physical, cognitive, social / emotional, mental health or sensory disabilities, students requiring additional learning support, students with health care needs, Aboriginal students, students with English as an additional language, language disorders and low reading levels. In addition, teachers are using a variety of strategies to include all students in individual goal setting, self-reflection and feedback using visible learning strategies, data walls and the literacy and numeracy continuums. This is creating a personalised learning culture for every student at the point of need.

Levels of consultation with parents increased after a change in timing for parent/ teacher meetings to early Term 1. Teachers and parents participated in 414 parent-teacher meetings, representing 85% of all students, including 93 students with disabilities or additional learning needs and 39 personalised learning plans for Aboriginal student. School resources have been allocated strategically to provide time for this level of planning and consultation to occur.

The Learning and Support Team has continued to work effectively to prioritise resources, monitor impact and support students and teachers. School-level evaluation, L3, Multilit and speech program data indicates that intervention programs are having a significant impact on student learning, particularly for equity groups. Students are improving and progressing at expected levels. Teachers have a clear understanding of the Disability Standards for Education and were well supported by a team of five dedicated and skilled School Learning Support Officers in 2016.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Nationally Consistent Collection of Data process shows that the learning needs of all students with a disability are accommodated, documented and communicated to parents.	257 students supported via Learning and Support Team processes. 101 Individual Education Plans implemented, reviewed and evaluated in 2016 for students with a disability, with NCCD records and evidence indicating 100% compliance. Improved documentation to include data, evidence and impact records.	\$ 127249 Integration Funding Support
PLAN data demonstrates the progress of each student with one year's growth for one years learning across the literacy and numeracy continuums.	All teachers K-6 record progress against the continuums at least twice each year using PLAN. Data is used to identify and prioritise intervention programs, with 44 new referrals for additional support in 2016. All students are showing growth on the literacy and numeracy continuums. A-E data correlation of 84% of students achieving at a satisfactory level or above in English and 85% in Mathematics. Focus on Reading training continued to support teachers to progress students along the learning continuums (See also SD1) with 81% of students at expected levels for Reading and 65% for comprehension.	\$4733 English language proficiency funding \$34473 Low level disability funding \$15600 Equity funding for speech therapist

Next Steps

Support more teachers to use visible learning strategies to include students in setting learning goals and tracking

learning progressions.

Continue to build the capacity of teachers to unpack continuum markers to identify explicit teaching strategies, share examples of student learning and plot work samples against the continuums.

Improve personalised learning plans for Aboriginal students with a more explicit focus on achievement data.

Expand program of activities and events for parents and carers to further develop positive partnerships in learning.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Funding was used for a significant new initiative whereby an Aboriginal Elder was employed to 1 day per week to provide Aboriginal cultural and language classes. All Aboriginal students K-6 participated in weekly lessons to further understand the importance of their identity, culture and extended family connections. This initiative also provided teachers with support and advice to provide a culturally relevant curriculum using local expertise.</p> <p>39 personalised learning plans (100%) were developed and implemented by teachers, students and parents and all students are making progress across literacy and numeracy continuums. Comparative performance of Aboriginal students in Year 3 and Year 5 NAPLAN is unavailable this year due to small cohorts, however the Schools Excellence Framework reports indicate that the school continues as <i>Excelling</i> in this area.</p> <p>Whole school events including Sorry Day, Reconciliation Week and NAIDOC Week, as well as Ngara AECG initiatives such as the Ngara Choir and Assembly of Excellence provided new opportunities for leadership for Aboriginal students, support for transitions and recognition and celebration of Aboriginal student's performance.</p>	\$22 212
English language proficiency	<p>All teachers learnt how to use the EAL/D Learning Progressions to assess English language proficiency which has resulted in greater understanding and a more accurate annual EAL/D survey.</p> <p>A professional learning package was designed and delivered to five teachers, identified via a process that included analysis of student data against EAL/D learning progressions. Staff capacity was developed by learning about EAL/D pedagogy and practice, including understanding EAL/D learners, supporting EAL/D learners in the classroom and effective assessment and feedback. Teachers were supported to use links to the ESL scales in the English K-6 syllabus support to plan a pathway for each individual student. The training package can be re-used in future years to support more teachers to meet emerging needs.</p>	\$4733
Low level adjustment for disability	<p>See Strategic Direction 3</p> <p>All students requiring adjustments and learning support are catered for within class programs and other whole school strategies that are coordinated by the Learning and Support Team. Funding was used to employ a School Learning and Support Officer to</p>	<p>\$34473</p> <p>Strategic Direction 3</p>

Low level adjustment for disability	<p>assist students with Reading via the MultiLit program and to provide release for 1 day per week to coordinate Learning and Support. 247 students (52%) have active files that are used to maintain records and evidence of intervention and impact on learning outcomes.</p> <p>Individual Education Planning, Review Meetings each semester and the Nationally Consistent Collection of Data are used to engage teachers in professional dialogue about how to cater for the varied needs of students and the impact of adjustments to support individual learning.</p>	<p>\$34473</p> <p>Strategic Direction 3</p>
Quality Teaching, Successful Students (QTSS)	<p>The QTSS staffing allocation was combined with other staffing allocations to provide executive release for Assistant Principals. This extra time was used for mentoring and coaching practices to provide constructive feedback to individual teachers on lesson delivery, programming, assessment and classroom management. An increase in allocation in Semester 2 was used to provide a Teacher Accredited at Lead with time to meet with teachers requiring accreditation to provide individualised advice and support in meeting requirements. Ten teachers utilised this support.</p>	<p>0.163 staffing allocation (Semester 1), increasing to 0.363 (Semester 2)</p>
Socio-economic background	<p>Engagement of a Speech Therapist for 1 day per week supported students and their teachers with speech and language needs. All teachers participated in a professional learning session from the speech therapist. Team teaching and demonstration lessons further improved teacher capacity to support students. Data shows a 41% increase of Kindergarten students in the highest basic language concepts band from 30% to 71%.</p> <p>Additional release was provided for an Assistant Principal to lead the implementation of new syllabuses and for two lead trainers to support Focus on Reading pedagogy in classrooms (Strategic Direction 1).</p>	<p>\$34308</p>
Support for beginning teachers		

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	248	259	251	253
Girls	278	254	226	237

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.4	96.4	95.5	94.6
1	94.7	95	94.7	93.7
2	96.1	95.9	95.1	94.8
3	95.6	95.6	93.7	94.1
4	94.7	95.6	95.1	93.4
5	95.3	94.7	94.8	94.5
6	95.1	94.8	93.8	93.4
All Years	95.4	95.5	94.6	94.1
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

The attendance rate of 94.1 remains above the state attendance rate. This is consistent with previous years.

Class sizes

Class	Total
HB8	20
HB7	22
HB6	21
HB5	21
HB9	22
HB10	22
HB13	24
HB12	25
HB11	24
HB1	30
HB2	29
HB3	27
HB4	28
HB21	30
HB19	29
HB18	29
HB22	27
HB16	29
HB15	28

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Classroom Teacher(s)	16.6
Teacher of Reading Recovery	0.82
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	3.78
Other Positions	0.18

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. Woongarra Public School has two Aboriginal teachers.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	80
Postgraduate degree	20

Professional learning and teacher accreditation

The school received \$21 536 for Professional Learning in 2016. Funds were used to facilitate professional learning and development for both teaching and non-teaching staff to meet the needs of students, the priorities of the school and career development goals.

Focus on Reading training remained a strategic priority in 2016. All staff K-6 (30 teachers) completed a combined total of 1385 hours of face-to-face professional learning with significant changes to teaching practice and student reading behaviours evident as a result (see Strategic Direction 1). Teachers in Years 3-6 will complete Phase 2 training in 2017.

Five school development days were conducted. These days were used for mandatory training requirements such as Child Protection, Emergency Care, Anaphylaxis and CPR. Time was also allocated to Focus on Reading, new syllabus implementation and collaborative practice.

Local accreditation networks provided effective support for 14 teachers requiring and maintaining accreditation. A school-level, differentiated program of support was provided at an individual level using QTSS staffing allocation. One teacher achieved Accreditation at Proficient and two teachers completed Maintenance requirements.

Staff are supported at all levels of their career through a structured cycle of performance and development. Every teacher has a Performance and Development Plan and all teachers engaged in planning their own professional development to improve performance (see Strategic Direction 2)

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

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

The first table covers funds from 1 December 2015 - 15 May 2016, prior to changing to a new finance system. This summary does not involve expenditure areas such as permanent teacher salaries, buildings and major maintenance.

Income	\$
Balance brought forward	370 969.00
Global funds	117 222.00
Tied funds	142 351.00
School & community sources	89 801.00
Interest	3 684.00
Trust receipts	7 430.00
Canteen	17 260.00
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	25 586.00
Excursions	48 313.00
Extracurricular dissections	16 746.00
Library	5 478.00
Training & development	90.00
Tied funds	128 478.00
Short term relief	42 775.00
Administration & office	20 423.00
School-operated canteen	21 332.00
Utilities	12 191.00
Maintenance	2 312.00
Trust accounts	12 747.00
Capital programs	0.00
Total expenditure	0.00
Balance carried forward	0.00

	2016 Actual (\$)
Opening Balance	0
Revenue	846 678
(2a) Appropriation	778 679
(2b) Sale of Goods and Services	32 264
(2c) Grants and Contributions	33 163
(2e) Gain and Loss	0
(2f) Other Revenue	0
(2d) Investment Income	2 571
Expenses	-468 805
Recurrent Expenses	-468 805
(3a) Employee Related	-325 002
(3b) Operating Expenses	-143 803
Capital Expenses	0
(3c) Employee Related	0
(3d) Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	377 872
Balance Carried Forward	377 872

The Principal is accountable for the management of the school's finances which includes planning to maximise the operation of the school within financial resources, appropriate allocation of existing resources to areas of need and financial management practices which meet departmental and legislative requirements.

The Finance Committee consists of the Principal, School Administrative Manager and two staff representatives. The committee monitors income and expenditure and financial management procedures. All decisions are documented.

The intended use of funds carried forward include unpaid casual salaries, unpaid invoices, provision for asset replacement and a strategically planned provision for staffing initiatives in 2017 to support the 2015-2017 school plan.

	2016 Actual (\$)
Base Total	2 984 733
Base Per Capita	25 489
Base Location	0
Other Base	2 959 243
Equity Total	187 544
Equity Aboriginal	22 212
Equity Socio economic	34 307
Equity Language	4 733
Equity Disability	126 291
Targeted Total	124 630
Other Total	209 007
Grand Total	3 505 916

School performance

NAPLAN

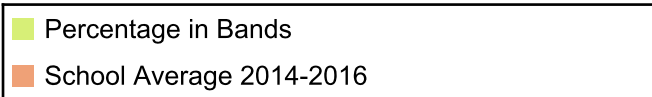
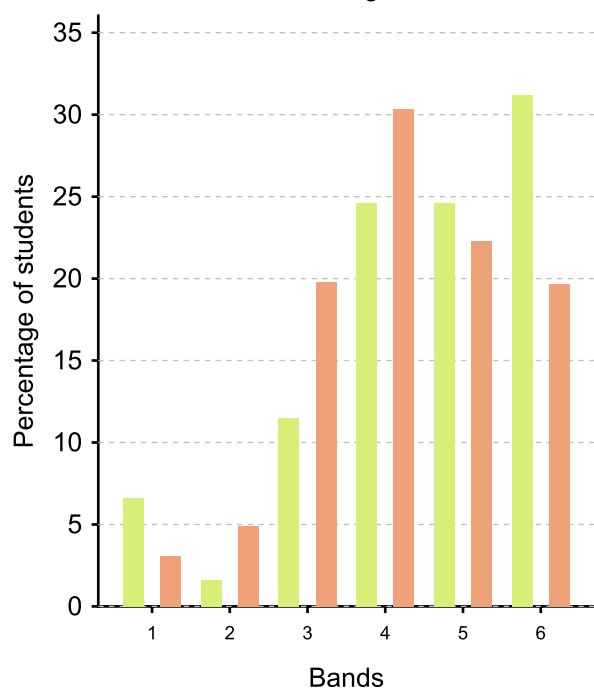
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

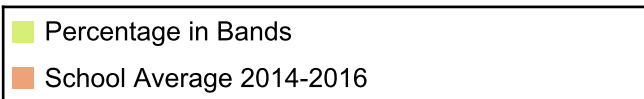
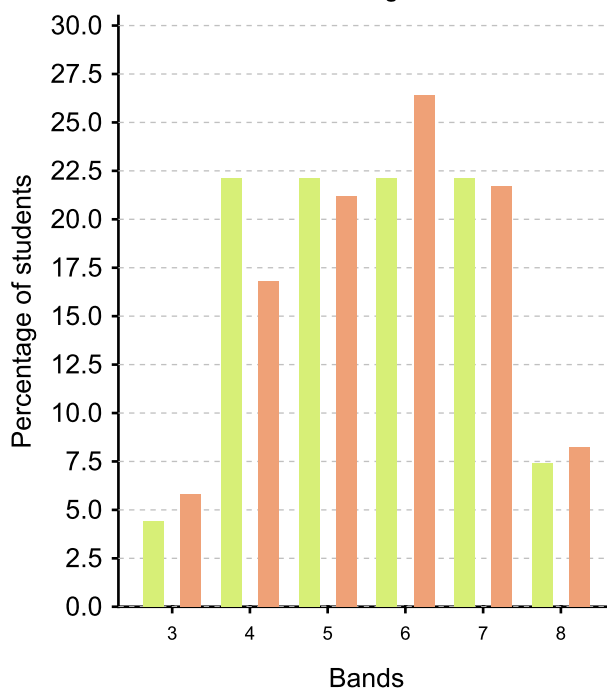
The percentage of students in Year 3 in the top 2 bands has increased for reading, writing and numeracy, with a significant increase in reading from 37% to 56% . The percentage of students in Year 5 in the top 2 bands has remained on par with 2015 results.

In 2016, in accordance with the Premier's priorities: Improving education results, schools are required to report on their student performance for the top two NAPLAN bands in reading and numeracy. In 2015-16, 32% of students achieved the top two bands. This has increased by 1% from 31% in 2014-15.

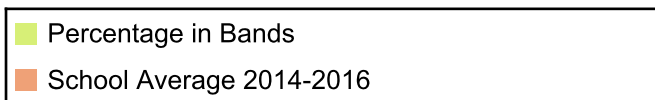
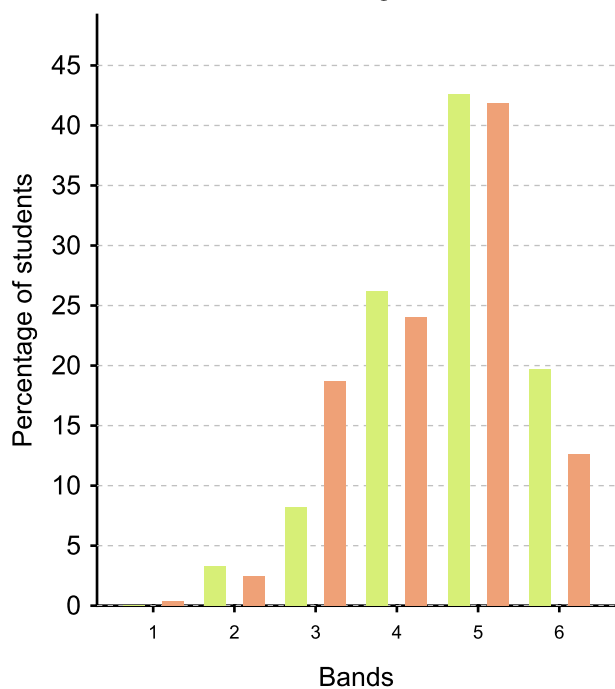
Percentage in bands:
Year 3 Reading



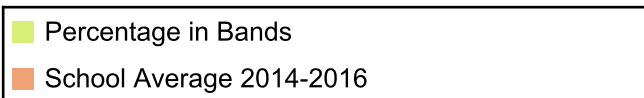
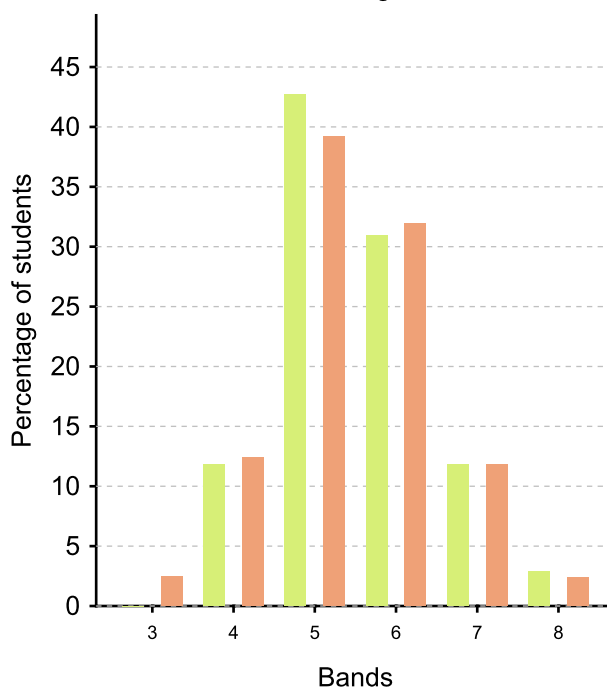
Percentage in bands:
Year 5 Reading



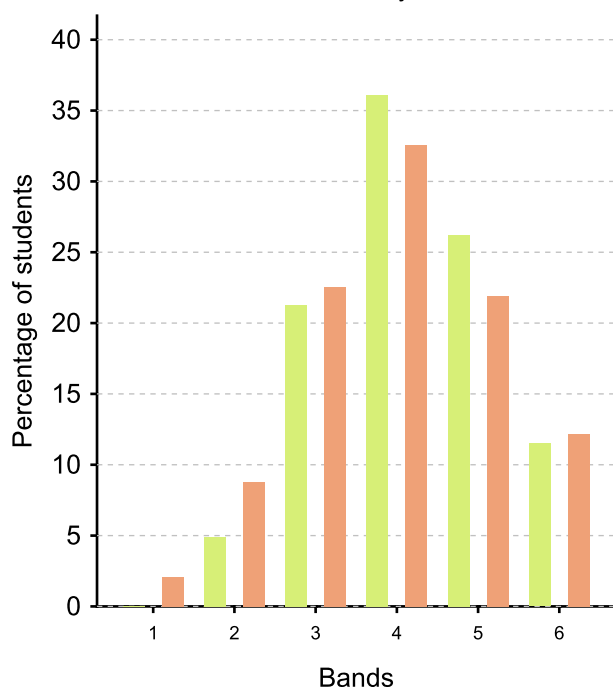
Percentage in bands:
Year 3 Writing



Percentage in bands:
Year 5 Writing

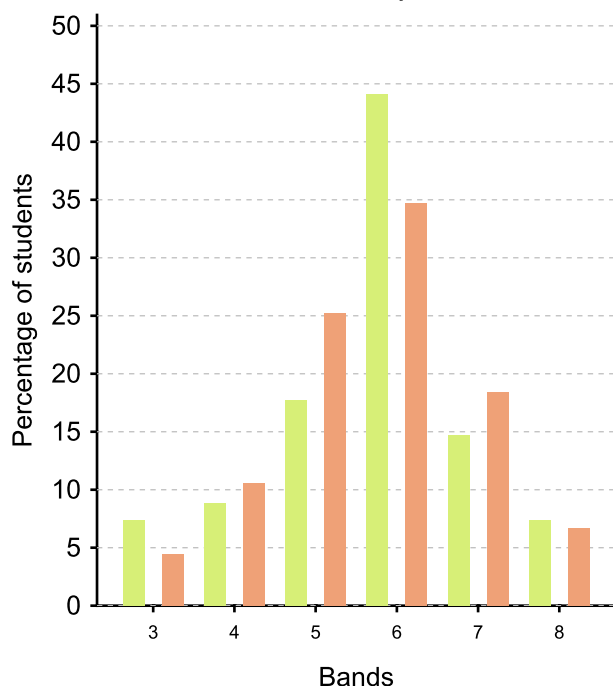


Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

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, students completed the *Tell Them From Me* survey, teachers completed the *Focus on Learning* Survey and parents and carers completed the annual satisfaction survey.

Parents and teachers continue to value the inclusive and welcoming nature of our school. This remains as the strongest driver of student learning for teachers and the most valued by parents. Surveys tell us that parents value the happy, safe and clean environment and the quality of the teaching staff. Encouragement for all students, communication between home and school, opportunities for involvement, organisation and teamwork rate strongly by parents as things the school does well. High levels of satisfaction are evident.

The *Focus on Learning* survey for teachers indicated satisfaction levels above state norms in all areas, including leadership, collaboration, learning culture, use of data to inform learning, teaching strategies, inclusivity and parent involvement.

The *Tell Them From Me* student survey results are above state norms for social-emotional outcomes for students:

- 81% feel accepted and valued by their peers
- 84% have friends they can trust
- 97% value schooling outcomes
- 62% have positive homework behaviours
- 93% have positive behaviour at school
- 92% try hard to succeed

Drivers of student outcomes receive a rating out of 10. Student ratings were also above state norms in all areas (NSW norm is shown in brackets). These are similar results to 2015.

- Effective learning time 8.6 (8.2)
- Relevance 8.4 (7.9)
- Rigour 8.6 (8.2)
- Advocacy at school 8.1 (7.7)
- Positive teacher-student relationships 8.8 (8.4)
- Positive learning climate 7.5 (7.2)
- Expectations for success 9.0 (8.7)

Parent and teacher surveys describe our students as happy, well-behaved, polite, kind, caring, thoughtful, honest and friendly.

Parent surveys describe our teachers as caring, professional, welcoming, friendly, approachable, dedicated, understanding and committed.

Policy requirements

Multicultural and anti-racism education

Culturally inclusive classrooms and school practices foster understanding of culture, diversity, racism and multicultural society.

The Friendly Schools Program and Quality Start Programs that are taught in the first few weeks of every

year help to embed inclusive practice, understanding and expectations for students. The Friendly Schools Program includes aspects of anti-bullying, friendship and social wellbeing. The Quality Start program establishes the expectations for behaviour, relationships and connectedness. This year, a whole school Harmony Day celebration early in Term 1, that included a 'G'Day Asia' performance and orange mufti day, reinforced these messages of tolerance and inclusivity via the central message that 'everyone belongs'. The introduction of Aboriginal cultural classes in 2016 further enhanced our work in this area.

There are 35 students with a Language Background Other Than English.

The Anti-Racism Contact Officer provided an annual refresher for staff regarding the role, resources for anti-racism education and support available for students, families and teachers. There was one complaint relating to racism in 2016.