

# Aberdeen Public School Annual Report



2017



1002

## Introduction

The Annual Report for **2017** is provided to the community of **Aberdeen 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.

Corallee Kerrigan

Relieving Principal

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### Message from the Principal

Aberdeen Public has maintained its commitment to educating the whole child and building stronger community relationships. Wellbeing continued to be a strong focus as we introduced Bounce Back! and initiated a lunchtime volunteer project. The project involved community members visiting the school once a week to run an activity of choice. It was very well received by students who through regular interaction with community members established positive connections and extended their support network. Both school initiatives were highly complimentary to our work on Positive Behaviour for Learning.

Throughout the year, our students have had many opportunities to showcase their learning and talents. School teams and individuals participated in PSSA events and the school successfully held a Swimming, Athletics and Cross Country carnival. The school had students who progressed to Zone, Regional and State levels in their chosen sports. A record number of students and classes entered the Upper Hunter Eisteddfod, highlighting the success of the school's Drama program. Stage 3 students engaged in inquiry-based learning and showcased projects at the school Science Fair in Term 2; selected students attended the Engineering and Science Workshop hosted by Muswellbrook High School in Term 3. Excursions and visiting performances supplemented the curriculum and provided students with first-hand experience not accessible otherwise.

The school community celebrated many national and local events this year. In May, we hosted a Variety Club breakfast for over one hundred Variety Bash participants and raised funds to support this fantastic charity. In return, Variety Clubs of Australia donated a Smart Brailier, a digital braille machine which produces braille and printed text, to assist vision impaired students at our school. Our NAIDOC Week celebration held in Term 3, brought the school and local Aboriginal community together to acknowledge the contributions of Aboriginal Australians and celebrate indigenous culture. The Aberdeen Town Committee of Where There's a Will organised a Gratitude assembly and staff at Aberdeen PS were each presented with sentiments of gratitude from students and parents. The school also hosted a Power FM breakfast for students. These events and many others have been well supported by staff, students and families and have helped to establish relationships within the school and wider community.

In 2017, our school's P&C membership numbers were very low but due to the tireless efforts and big hearts of the three Executive members, the P&C was able to not only stay afloat, but continue to support Aberdeen Public School. Fundraisers, including Mother's Day and Father's Day stalls, school discos and raffles were supported by the school community, enabling the P&C to donate generously to the school's technology programs. Thanks to their contribution, the school was able purchase a class set of tablet devices and replace two Smartboards that were no longer functional. The ongoing support of the school community is essential to the success of our school and students and we are appreciative of the commitment and dedication shown by the 2017 P&C.

## School background

### School vision statement

*At Aberdeen Public School we believe that quality education is driven by effective leadership, quality teaching and reflective practice. We recognise that we are all leaders and learners who have a collaborative responsibility to create a positive, respectful and inclusive environment that inspires the development of confident, creative and innovative individuals; critical thinkers and problem solvers; engaged learners, informed leaders and resourceful citizens.*

### School context

*Aberdeen Public School is located in the Upper Hunter Valley midway between Muswellbrook and Scone. It services students from the local community of Aberdeen. Aberdeen PS is part of the Upper Hunter Community of Schools. It has a current enrolment of 227 students across 9 classes from K–6. Students come from diverse backgrounds, including 10% who identify as Aboriginal or Torres Strait Islander. The school is supported by a small but active P&C Association.*

*The teaching and ancillary staff are committed to the well-being and development of all students. A proactive Learning and Support Team operates within the school and a school chaplain provides wellbeing support three days a week. As an EAfS Phase 2 school, an Instructional Leader, works to support teachers to improve learning outcomes in literacy and numeracy. Teachers are well-supported to track and monitor student progress using PLAN; participating in regular team meetings to analyse student data and identify strategies to drive improvement in targeted areas.*

## 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.

### **LEARNING**

*In the domain of Learning, there is demonstrated commitment to strengthen and deliver on school learning priorities. The school implements a whole-school approach to well-being that has clearly defined behavioural expectations and creates a positive teaching and learning environment. Expectations of behaviour are explicitly taught to students and relate to a variety of school settings such as the classroom, playgrounds and assemblies. Students are encouraged to recognise and respect cultural identity and diversity. Processes are in place to identify, address and monitor student learning needs and attendance rates and action is taken promptly to address issues with individual students. Teachers differentiate curriculum delivery to meet the needs of individual students and the school provides a range of extra-curricula opportunities for student development. Successful student transition programs are supported by the collection and use of information. Individual student reports update parents on their child's progress by describing students' strengths and areas for development.*

### **TEACHING**

*A key focus in the domain of teaching was the use of data to differentiate instruction, ensuring learning is personalised and tailored to the needs of students. Teachers regularly use student assessment data to understand the learning needs of students and data analysis informs the learning goals, monitors progress towards them and informs decision-making across year groups and stages. Educational practice has been strengthened through collaboration. Teachers work together to improve teaching and learning. Systems and processes are in place to provide formal mentoring and coaching support to improve teaching practice. As a result, teachers provide and use constructive feedback from peers, school leaders and students to enhance their performance. School and external data is used to design and access professional learning that is targeted to school priorities and the professional needs of staff. Beginning and early career teachers are provided with ongoing support in areas of identified need. Teachers understand and implement professional standards and curriculum requirements, demonstrating their commitment to their ongoing development as members of the teaching profession.*

## **LEADING**

*Leadership is central to school capacity building. The school's leadership strategy promotes succession planning, distributed leadership and organisational best practice. Staff have purposeful leadership roles based on professional expertise. Working relationships exist between agencies and community organisations to improve educational opportunities for students. The school articulates a commitment to equity and high expectations for learning for each student and is responsive to changing needs. Student, staff and community achievements are acknowledged and celebrated. The school's financial and physical resources and facilities are well maintained, within the constraints of the school budget, and provide a safe environment that supports learning. School staffing ensures that full curriculum implementation and delivery requirements are met. Administrative practices effectively support school operations and teaching and learning activity within the school and all staff are supported to develop skills for the successful operation of appropriate administration systems. The school leadership team communicates clearly about school priorities and practices.*

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## Strategic Direction 1

### Leading & learning

#### Purpose

To develop a school culture in which all members accept responsibility for their own ongoing learning, strive for innovation and improvement and who make strong connections and lead learning in their classrooms and beyond.

#### Overall summary of progress

Professional learning has focused considerably on data analysis and interpretation to ensure teaching and wellbeing programs are meeting all students at their point of need. Teachers actively engaged in collaborative practice, including collegial observations and professional learning groups based on Professional Development Plan (PDP) goals, to promote a culture of shared responsibility for professional learning and continual school improvement. Learning intentions, Success Criteria and Feedback featured regularly as key elements of planning and classroom practice in English and Mathematics, allowing students to make informed judgements about their learning and where to next.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>100% of Teaching and Learning programs demonstrate curriculum application through differentiated delivery and quality assessment practices. Explicit teaching, effective feedback and classroom management are evident in every classroom as observed in walk-throughs and lesson observations.</p> <p>Student data drives teacher practice in Literacy and Numeracy with the following outcome, 80% of students in K–2 achieve minimum of grade appropriate Cluster levels in Literacy and Numeracy.</p> <p>A professional learning community where all teachers engage regularly in professional dialogue around student outcomes and take responsibility for their own professional development. As evidenced by:</p> <ul style="list-style-type: none"><li>• An overall score of 7 or higher for each of the Eight Drivers of Student Learning in the Tell Them From Me (TTFM) Focus on Learning teacher survey report by the end of 2017.</li><li>• All teaching staff have an Individual Professional Learning plan that reflects system and school priorities; personal and career aspirations; and accreditation requirements.</li></ul>	\$37 000	<p>Teaching and learning programs demonstrate differentiation through modifications and adjustments. Data analysis supports identification of individual learning needs of students and flexible and fluid groupings are being used as a strategy for managing differentiated teaching and learning. There is evidence that explicit teaching is planned and expectations for learning and assessment are expressed using learning intentions and success criteria in mathematics and English in most classrooms. Students set personal learning goals and work towards these, supported by teacher and peer</p> <p>Teachers' Professional Development Plans were used to inform grouping of staff to establish action research teams as part of the professional learning program in Term 3 and 4. This was a highly successful, collaborative and reflective method of professional learning.</p>

## Next Steps

A whole-school approach ensures the most evidence-based teaching methods optimise student learning progress for all students, across a full range of abilities. All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Teachers model and share a flexible repertoire of strategies for classroom management, student engagement and effective practice. Behaviour expectations are clearly defined and explicitly taught.

Professional Learning Groups, coaching sessions and colleague visits will continue. Teachers will work collaboratively on common goals that are aligned with the school plan and their Professional Development Plans to develop their capacity to demonstrate and share their expertise, with the end goal being for teachers to trial innovate practices and improve teaching and learning.

Assessments are developed and regularly used across year levels or the whole school to help promote valid, consistent and comparable judgment of student learning. Planned, robust formative assessment is integrated into daily teaching and learning experiences in every classroom and used effectively by teachers to evaluate student understanding of lesson content and meet the individual needs of the students. Teachers will routinely review learning with each student to ensure they have a clear understanding of how to improve. Student progress and achievement data is used to develop plans and strategies for improvement.

## Strategic Direction 2

### Wellbeing

#### Purpose

To increase student well-being by equipping individuals with essential skills, values and capabilities for success in the 21st Century. To establish collaborative partnerships within the school community and beyond to create an inclusive, safe and respectful environment that promotes intellectual rigor.

#### Overall summary of progress

The school staff regularly communicate observations of student wellbeing and engagement and plan for action. The Positive Behaviour for Learning framework has enabled the school to create an effective environment for learning in which expectations for behaviour are explicitly communicated to students by teachers and other staff. The PBL team accessed support from a Head Teacher, PBL who guided and supported staff in developing effective and sustainable practices to strengthen wellbeing approaches in the school. Student wellbeing continued to be supported by identified staff, including a school chaplain (three days per week), Assistant Principal Wellbeing and Engagement and a specialist Student Learning Support Officer (SLSO). All teaching staff completed training in Bounce Back! and two staff members completed an Undergraduate Certificate in Positive Education. The learning needs of all students are explicitly addressed in teaching and learning programs and progress was monitored and reviewed during regular coaching sessions and data analysis.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>An increase in students' social and educational engagement through a consistent approach to student well-being that is embedded across the school. This is evidenced by:</p> <ul style="list-style-type: none"><li>• Tell Them From Me survey data</li><li>• increase in targeted students' attendance</li><li>• 10% decrease in detention and suspension rate</li><li>• 80% of students achieving stage appropriate outcomes in English and Mathematics.</li></ul> <p>A comprehensive continuum of development to meet the needs of the whole child as evidenced by transition programs from preschool through to Year 7.</p> <p>An increase in the number of students who identify with their cultural background against baseline data. Cultural sensitivity is shown when organising and participating in class, school and community events</p>	\$123 578	<p>100% of targeted students had strategies in place to improve their attendance pattern.</p> <p>82% of students indicate they have positive relationships with people they can trust and who encourage them to make positive choices.</p> <p>Due to changes in school discipline procedures and recording methods, the 2017 data does not provide a reliable improvement measure. Feedback from staff implementing changed procedures is very positive. Changes to detention allow students engage in meditation before reflecting on behaviour and discussing alternative actions.</p> <p>71% of students in Years 1–6 achieved grade outcomes or higher in English and 75% in Mathematics.</p> <p>Increased number of ATSI students volunteer to participate in and/ or seek out cultural activities. Teachers access cultural advice from the SLSO in Aboriginal Education when planning units of work.</p>

#### Next Steps

Collaborative practice, including expansion of the PBL team to include representatives from the school community, will be a priority in monitoring and refining the school's approach to student wellbeing and learning. Co-developed expectations for behaviour, will ensure desired behaviours are explicitly, consistently and supportively applied across the

school to create effective conditions for learning. Revising the implementation of the PBL framework will strengthen school-wide practices and support our approach to positive education. Teachers will access ongoing professional learning in PBL strategies. School documents will be reviewed and amended to reflect the school's approach to wellbeing; processes and procedures will be clearly defined and communicated to all stakeholders. School signage to communicate school expectations and desired behaviours is developed and displayed on entry to the school and in appropriate areas of the school.

A strong sense of connectedness and belonging of all stakeholders, including those from diverse backgrounds, will be promoted within the school and across the school community.

Existing transition processes and procedures for each year level will undergo rigorous review to improve continuity of learning and wellbeing for students.

## Strategic Direction 3

### Curriculum

#### Purpose

To provide every student with a quality education through effective educational practice, deep knowledge of the curriculum, equitable resourcing and teaching and learning programs that ensure learning is personalised and differentiated for all students.

#### Overall summary of progress

Teachers demonstrate a good understanding of students' needs within their class and across the grade. Evidence of learning is analysed to identify individual needs and inform planning for teaching and learning. Differentiation of literacy and numeracy concepts, modifications to the environment and adjustments are evident in class programs. Collaborative professional learning has enriched teachers' knowledge of NSW curriculum and teaching strategies. Resources, including digital technologies were purchased to support teaching and learning experiences and the achievement of curriculum outcomes.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>80% of students achieving grade/stage appropriate expectations based on syllabus documents, the literacy and numeracy continuum and general capabilities framework.</p> <p>All 'at risk' students identified and strategies/ programs put in place to support their achievement of syllabus outcomes.</p> <p>80% of staff believe that the collaborative Professional Learning they have participated in assisted them to support student learning.</p>	<p>\$156 829</p> <p>Additional support staff and quality professional learning for teachers and SLSOs enabled the school to provide tailored programs to suit individual and group needs.</p>	<p>An average of 73% of students in Years 1–6 achieved appropriate stage outcomes in English and Mathematics.</p> <p>45% of students accessed short-term learning support programs. 70% of these students reached identified goals.</p> <p>26% of students engaged in longer-term support programs. Of these, half were successful in achieving identified goals. Thirteen students were referred to the school Learning and Support team.</p> <p>100% of staff indicated collaborative professional learning groups assisted them to better support student learning.</p>

#### Next Steps

Evidence-based practices and robust and rigorous assessment practices need to be embedded to ensure consistent and sustainable quality education. Collaboration will be instrumental in embedding a culture that supports continuous improvement across the school.

Professional learning to enable school leaders to introduce a strengths-based approach to positive education. Through carefully designed STEM projects that draw on a range of skills and capabilities, teachers and students will begin to identify personal strengths and use these to support learning.

Deepen teachers' understanding of KLA outcomes and content areas and knowledge of Information and Communication Technologies (ICT) to facilitate authentic integration of key learning areas, using a 'split screen' methodology to counteract an already crowded curriculum.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>\$15 092</p> <p>Aboriginal SLSO employed for 12 hours per week and resources purchased to support programs.</p>	<p>An Aboriginal School Learning Support Officer supported Aboriginal students to develop culturally appropriate social competencies to enhance engagement in social and educational settings. Students reported feeling better understood, more confident and placed greater importance on cooperative behaviour. This was evident in the reduced number of incidents recorded for these students following participation in programs such as SistaSpeak.</p> <p>During NAIDOC week, students actively engaged in musical and artistic activities led by a renowned Aboriginal performer and artist. Aboriginal students reported feeling proud of their Aboriginal background and most showed increased interest in cultural learning activities.</p> <p>THE AECG endorsed M Goals as a means of developing interactive Personal Learning Pathways for Aboriginal students. Staff training was delayed in 2017 and will be revisited in 2018. Teachers, parents and students are eager to implement M Goals in the future.</p>
<b>Low level adjustment for disability</b>	<p>\$135 000</p> <p>Additional support staff enabled students experiencing learning difficulties to access 1:1 as well as in class support.</p>	<p>Class teachers differentiated teaching and learning through adjustments and accommodations to meet the needs of individual students. Students' learning was at point of need and early identification of 'at risk' students was assisted by formative assessment practices and student data.</p> <p>L3, TEN, Reading Recovery and targeted interventions supplemented class programs for students most at risk in their learning.</p> <p>SLSOs assisted non-funded students and groups identified through learning support processes as needing cognitive, social or behavioural support across a range of settings.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>\$20 000</p> <p>Additional teacher RFF was allocated to support K–2 teachers in implementing L3.</p> <p>Additional teacher support was also allocated to support the implementation of L3 and the class maths program due to increased Kindergarten enrolments.</p>	<p>At least, 70% of Kindergarten students achieved the Early Action for Success Literacy benchmark for Early Stage 1 in reading, comprehension and writing. 85% or higher achieved the same in key aspects of numeracy, such as forward number word sequence, backward number word sequence, numeral identification and early arithmetical strategies.</p>
<b>Socio-economic background</b>	<p>\$230 000</p>	<p>Wellbeing Chaplaincy program is accessed regularly by the school community and has contributed to the early identification, monitoring and resolution of wellbeing-related issues. The school chaplain</p>

<p><b>Socio-economic background</b></p>	<p>\$230 000</p>	<p>provided ongoing (more than 3 consults) support to over 60 students for reasons, including mental wellbeing, family issues, grief, relationship problems, behaviour.</p> <p>Having an Engagement and Wellbeing teacher working in off-class position has contributed significantly to the coordination of student wellbeing. It has enabled the school to move forward with PBL and create conditions that foster positive well-being and learning. Risk assessments and behaviour management plans are collaboratively developed in a timely manner to support students experiencing difficulty. Staff are well-informed of well-being and engagement strategies being implemented in classrooms and playgrounds at weekly communication meetings.</p> <p>A Community Liaison Officer supports staff in monitoring student attendance, ensuring attendance issues are identified and processes are actioned in a timely manner. The number of unexplained absences has decreased.</p> <p>The school community is regularly informed of school events and timelines through social media.</p> <p>Administration staff are assisted with workflow, enhancing the school's ability to effectively service the school community. The school Facebook page over 600 followers and the Skoolbag application has had over 800 downloads.</p>
<p><b>Support for beginning teachers</b></p>	<p>\$33 625</p> <p>Funding allowed Beginning teachers to access additional release from face-to-face teaching duties to work with a teacher mentor, complete accreditation and attend professional learning to extend their knowledge and skills in curriculum delivery, classroom management and differentiation.</p>	<p>All beginning teachers had an assigned teacher mentor to provide support with curriculum delivery, administration and classroom management. Teachers and mentors met for one hour each week.</p> <p>100% of teachers who received beginning teacher funding support commenced the accreditation process and will submit documentation in Semester 1, 2018.</p>
<p><b>Early Action for Success</b></p>	<p>\$136 000</p> <p>EaFS Phase 2 is part of the department's implementation of the NSW Literacy and Numeracy Strategy 2017-2010. EaFS Phase 2 aims to improve students' performance through targeted support for primary schools. EaFS Phase 2 maintains and extends the focus on instructional leadership to develop the literacy and</p>	<p>Strategic school management enabled teachers to engage in regular data conversations and access professional learning on evidence-based practice. Resources were purchased to support the effective implementation of curriculum and 45% of students were identified for short-term learning support. Of these 70% reached identified goals of intervention strategy.</p> <p>26% of students participated in longer term support. Of these, 49% were referred to the Learning support Team.</p>

<p><b>Early Action for Success</b></p>	<p>numeracy skills of at-risk Kindergarten to Year 2 students.</p>	<p>Strategic school management enabled teachers to engage in regular data conversations and access professional learning on evidence-based practice. Resources were purchased to support the effective implementation of curriculum and 45% of students were identified for short-term learning support. Of these 70% reached identified goals of intervention strategy.</p> <p>26% of students participated in longer term support. Of these, 49% were referred to the Learning support Team.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	104	113	125	112
Girls	98	107	116	115

School enrolments are affected by a transient population who often move into area for housing accommodation or employment opportunities. As circumstances change people move on, however fluctuations in numbers have remained relatively constant at between 10–20 students over the past four years.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	93.3	93	92.5	91.7
1	94.8	94	92.4	91.9
2	95.8	94.8	92.5	92.4
3	96.2	95.9	93.5	92.4
4	96.6	93.9	91.8	92.3
5	93	96.1	92.8	90.9
6	94.3	94.6	93.1	91.3
All Years	95.1	94.7	92.6	91.9
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

The school attendance rate was adversely affected by illness in 2017. During Term 3, recurring bouts of influenza caused many of our students to miss school for extended periods. Thankfully, Term 4 proved to be much healthier and attendance improved.

When student non-attendance becomes a concern the school informs parents of their responsibilities under the Education act to ensure their children attend school regularly. Class teachers send a note home requesting an explanation for the student's absence, if one is not received on the day the student returns to school. After two consecutive days of absence, parents are contacted by the school to discuss the reason for absence. The office sends home An Explanation for Absence letter every Wednesday for outstanding notifications. If the absence remains unexplained after 7 days, it is recorded as such and the student's attendance is monitored. Continued unexplained absences are referred to the Engagement and Wellbeing teacher, who will contact the parents, convene meetings and if required develop an action plan to improve attendance. Persistent non-attendance is referred to the Learning and Support Team and a Compulsory School Attendance letter is distributed to parents. If concerns further escalate, a HSLO Application and mandatory report to the Child wellbeing Unit may be made for Habitual Absence.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teacher(s)	0
Classroom Teacher(s)	7.95
Teacher of Reading Recovery	0.5
Learning & Support Teacher(s)	0.9
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0.6
School Administration & Support Staff	2.42
Other Positions	0

\*Full Time Equivalent

Aberdeen Public School employs one classroom teacher on a temporary contract who identifies as Aboriginal as well as a Student Learning and Support Officer, Aboriginal Education on a casual basis for 12 hours per week. The school has developed effective partnerships with the local Aboriginal Education Consultative Group (AECG) as well as members of the Indigenous community. 100% of teaching staff participated in professional learning as part of the school's involvement in Inquiry for Indigenous Science Students (I2S2). I2S2 involves hands-on inquiry-based projects in an Indigenous context to increase student

engagement and achievement in science.

### 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	0

### Professional learning and teacher accreditation

Teacher professional learning at Aberdeen Public School has been facilitated through:

- Regular professional learning meetings facilitated by executive staff and staff members who had attended training provided by third parties.
- External and online courses related to teachers' professional goals, curriculum requirements and DoE mandated training.
- Staff Development days at the beginning of Terms 1, 2 and 3 and additional days out of regular school hours to accommodate availability of personnel and time frames in lieu of two days at the end of Term 4.
- Action research groups based of professional goals identified in PDPs.

Differentiation of practice has been a focus for ongoing professional learning (OPL) for teachers. As a result:

- Four K–2 teachers regularly attended OPL in Language Learning and Literacy (L3)
- Two teachers and one SLSO attended Autism workshops presented by Sue Larkey and Dr Tony Attwood
- Two early career teachers participated in 1, 2, 3 Emotional Coaching for Teachers and the Bill Rogers' Behaviour Management for Beginning Teachers workshop
- Two teachers attended the PESA conference in Sydney sponsored by Where There's a Will.
- Three staff members attended universal training in Positive Behaviour for Learning.
- Two teachers attended a Writing workshop with our Instructional Leader
- K–2 and 3–6 teachers have accessed regular collaborative coaching sessions with our Instructional Leader and attended fortnightly data review and planning meetings
- One teacher completed Reading Recovery Teacher training
- 100% staff participated in Building Blocks in Mathematics online coursework
- All teaching staff completed face-to-face training in I2S2 facilitated by the CSIRO. Stage 3 teachers completed additional online training to implement the associated indigenous inquiries.

- One teacher attended a two day workshop on 21st Century learning programs and strategies for classroom use.

All staff completed mandatory training requirements to comply with Workplace Health and Safety. These include emergency care and CPR training, anaphylaxis and asthma management, Code of Conduct and Keep Them Safe (Child Protection). 100% of school employees have actively participated in scheduled emergency evacuation drills and lockdowns. Issues were identified and a review of procedures initiated to address lockdown from the playground.

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

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	510,407
<b>Revenue</b>	2,565,644
Appropriation	2,477,923
Sale of Goods and Services	2,538
Grants and Contributions	81,151
Gain and Loss	0
Other Revenue	0
Investment Income	4,032
<b>Expenses</b>	-2,544,883
Recurrent Expenses	-2,534,401
Employee Related	-2,337,419
Operating Expenses	-196,982
Capital Expenses	-10,482
Employee Related	0
Operating Expenses	-10,482
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	20,761
<b>Balance Carried Forward</b>	531,169

The school's financial management is determined by the School Plan and strategic directions. Current procedures and practices continue to be refined to allow systematic monitoring of school expenditure against the budget allocations and plan for strategic management of maintenance and replacement costs.

In 2017, the school surplus of \$20,761 will add to our

school and community fund to carry forward a total balance of \$531,169. The school intends to allocate portions of this amount to planned capital works to improve the functionality of the school administration office block; update communication systems throughout the school; invest in developing future-focused learning spaces; and upgrade outdoor spaces.

## Financial summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	1,673,158
Base Per Capita	36,831
Base Location	4,007
Other Base	1,632,319
<b>Equity Total</b>	361,899
Equity Aboriginal	22,424
Equity Socio economic	207,661
Equity Language	0
Equity Disability	131,813
<b>Targeted Total</b>	151,266
<b>Other Total</b>	253,605
<b>Grand Total</b>	2,439,926

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

## School performance

### NAPLAN

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

In Year 3, students showed improvement in all areas of assessment. There is a direct correlation between the entry to school year of this cohort and the introduction of Early Action for Success, which increased the focus on early intervention strategies, evidence-based practice and data analytics in K-2.

In Year 5, students showed slight improvement in reading and spelling. A considerable number of students in this cohort have accessed long term intervention in literacy.

In accordance with the Premier's priorities: Improving Education Results, the school is required to report on student performance in the top two NAPLAN bands.

In Year 3, the percentage of students who achieved in the top two bands are as follows:

- Grammar & Punctuation 50%
- Reading 36.4%
- Spelling 29.4%
- Writing 41.2%

In Year 5 the percentage of students who achieved in the top two bands are as follows:

- Grammar & Punctuation 9.4%
- Reading 20.7%
- Spelling 28.1%
- Writing 3.1%

Schools with a significant enrolment of Aboriginal students are also required to report on the state priority: Better Services – Improving Aboriginal Education Outcomes by identifying the percentage of Aboriginal students who achieved in the top two bands.

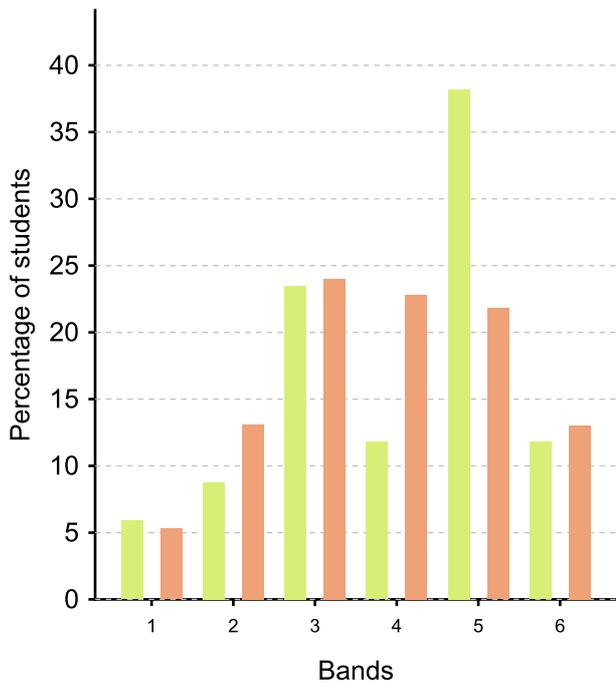
In Year 3, the percentage of Aboriginal students who achieved in top two bands are:

- Grammar & Punctuation 40%
- Reading 40%
- Spelling 20%
- Writing 20%

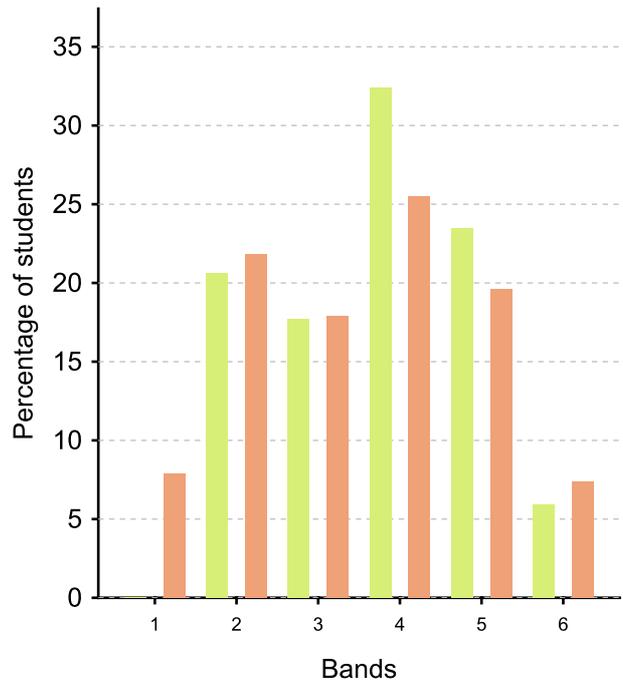
In Year 5, the percentage of Aboriginal students who achieved in the top two bands are:

- Grammar & Punctuation 33.3%
- Reading 33.3%
- Spelling 33.3%
- Writing 0

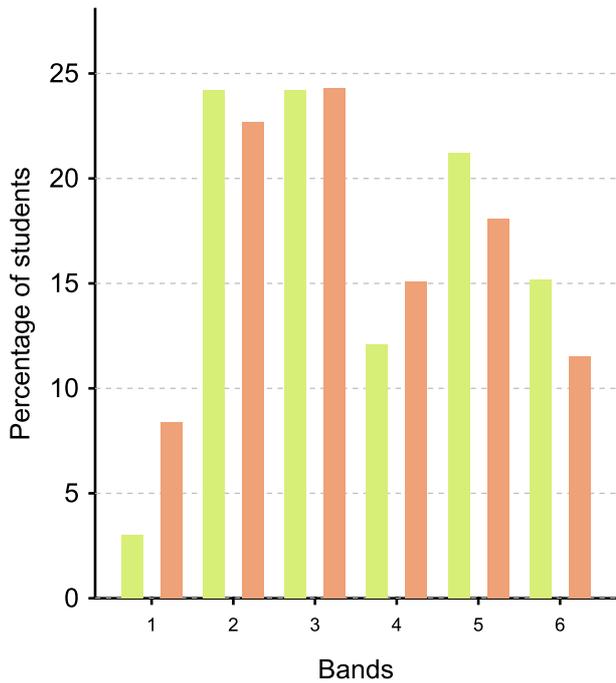
**Percentage in bands:**  
Year 3 Grammar & Punctuation



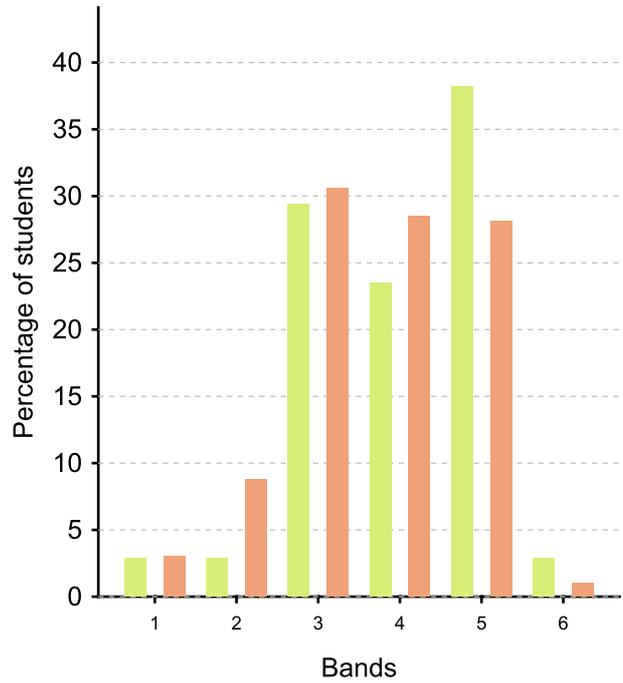
**Percentage in bands:**  
Year 3 Spelling



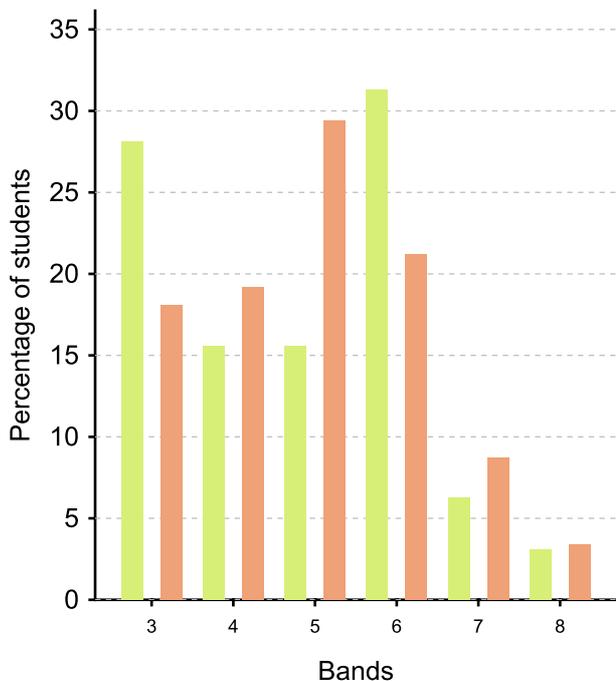
**Percentage in bands:**  
Year 3 Reading



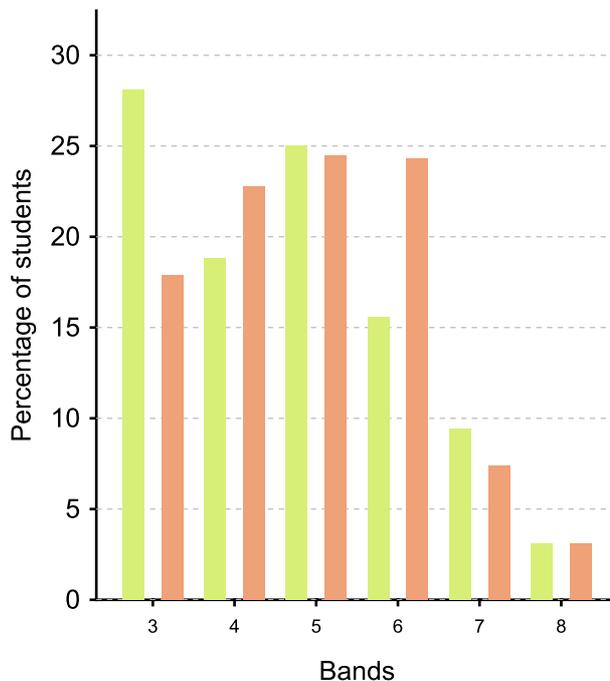
**Percentage in bands:**  
Year 3 Writing



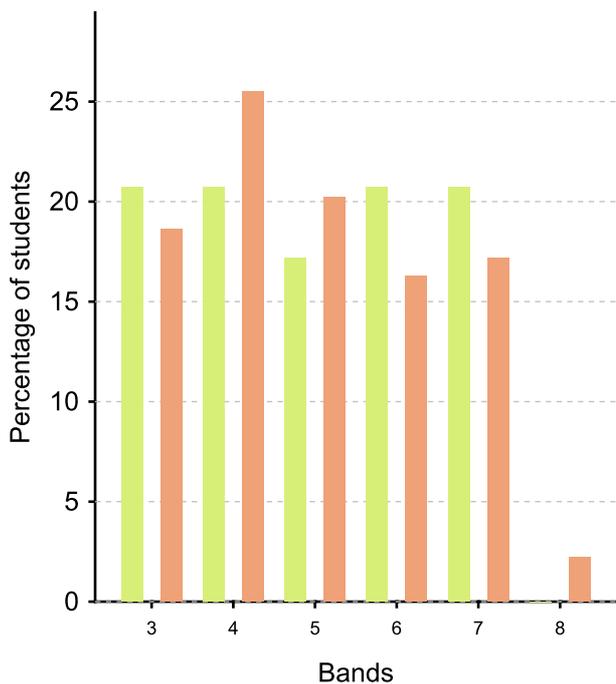
**Percentage in bands:**  
Year 5 Grammar & Punctuation



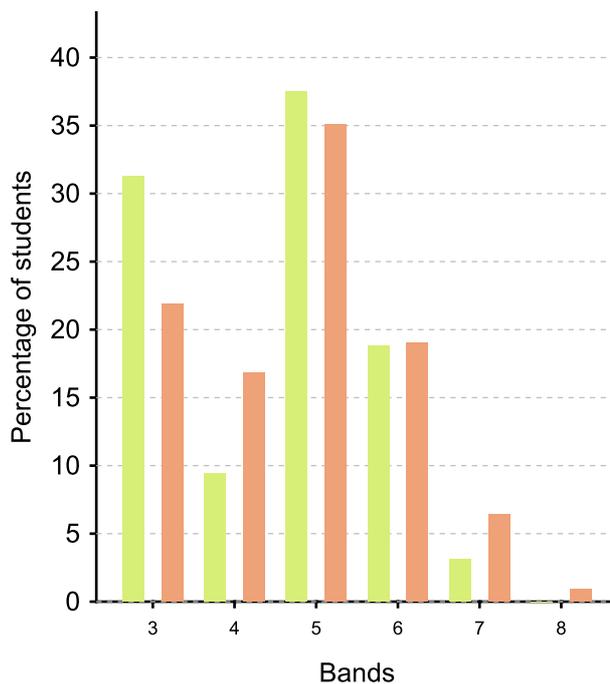
**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 5 Writing



Year 3 NAPLAN results in Numeracy show an increase in the number of students who achieved in the top two bands over the past three years. This may be attributed to the focus placed on numeracy under Early Action for Success and the use of continuum markers to track student progress, ensuring students were receiving instruction at point of need thereby maximising learning.

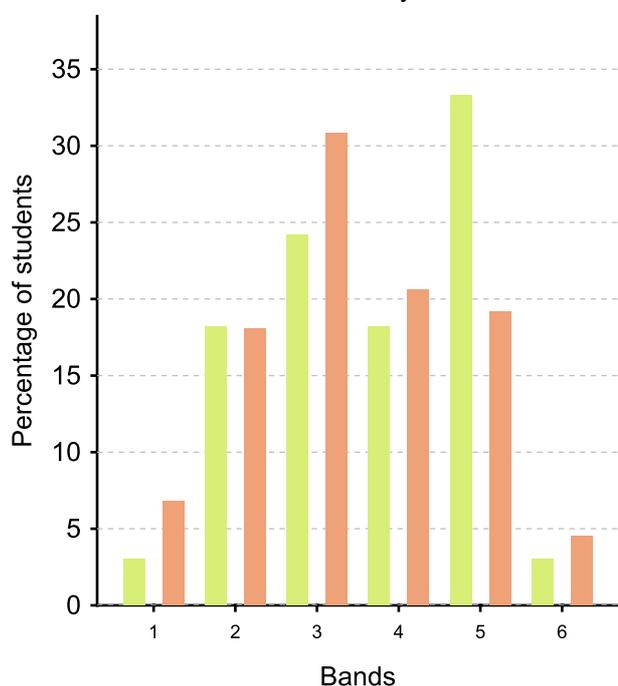
In Year 5, 97% of students showed positive growth in Numeracy, with 45.6% achieving above expected growth.

In accordance with the Premier's priorities: Improving Education Results and Better Services – Improving Aboriginal Education Outcomes by identifying the percentage of students who achieved in the top two NAPLAN bands. The results are as follows:

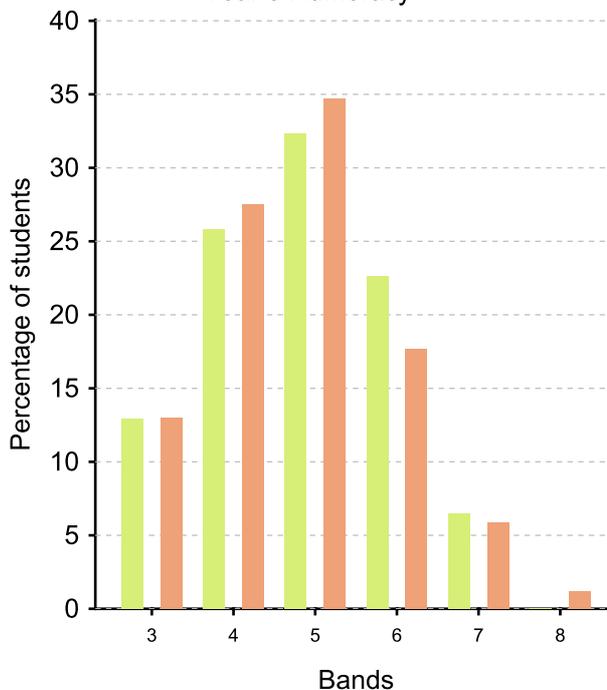
In Year 3, 36.4% of students achieved in the top two bands. There were no Aboriginal students represented in the top two bands in the Numeracy assessment..

In Year 5, 6.5% of students achieved in the top two bands. There were no Aboriginal students represented in the top two bands in the Numeracy assessment.

**Percentage in bands:  
Year 3 Numeracy**



**Percentage in bands:  
Year 5 Numeracy**



## Parent/caregiver, student, teacher satisfaction

Students, parents and staff were asked the following questions about Aberdeen Public School. Their top responses are presented below:

### Students

*What do you like about Aberdeen Public School?*

- **Years 5 & 6** – friends, sport & P.E, art, teacher, playgrounds, activities, learning, Rocky Rosella, the people, computers
- **Years 3 & 4** – friends, writing, playtime, maths, art, uniform, learning, teachers, play equipment, trees
- **Stage 1** – teachers, friends, playgrounds, art, writing, playing, dance, caring people, drama,
- **Kindergarten** – playing with friends, play equipment, playgrounds, teachers, library, reading, drawing, books, singing, art

*What does it feel like to come to Aberdeen Public School?*

- **Years 5 & 6** – happy, excited, fun, nice, good, welcoming, normal, weird, boring, amazing
- **Years 3 & 4** – excited, safe, happy, fun, good, great, sad, cared for, proud, positive
- **Stage 1** – exciting, safe, happy, good, weird, great, nerve wracking, normal, cared for, nice,
- **Kindergarten** – happy, fun, exciting, safe, good, fun, not bullied, nervous, awesome, ready to learn

*How could we make Aberdeen Public School better?*

- **Years 5 & 6** – canteen, pool, more sport, games, science lab, more equipment, school dance group, having class captains, no bullies, faster internet
- **Years 3 & 4** – games and gadgets, more excursions, canteen, disco, out of uniform days, dancing, no bullying, visiting shows, more classrooms, more friend
- **Stage 1** – canteen, no uniform, more football, out of uniform days, art, no bullying, quiet time, more visiting shows, basketball, painting
- **Kindergarten** – new equipment, golf groups, no bullies, more teachers, soccer, pool, more putty, more PBL rewards, class pet, more playtime

## Staff

### *What are Aberdeen Public School's areas of strength?*

- Collaborative practice – teachers work together to improve practice and student outcomes
- Proactive approach to wellbeing, including a range of programs – Seasons for Growth, Emoji Group, Drum Beat, Boys Group, SistaSpeak
- Differentiated learning to meet individual needs of students
- Focus on Aboriginal Education
- Extra-curricula activities, such as Beef Bonanza, Student Representative Council and Youth Council

### *What are our areas for development?*

- Assessment
- Personalised professional learning for teachers
- Sportsmanship
- Music programs
- Technology
- PBL – proactive behaviour management
- Student voice and community partnerships
- Positive Education

## Parents

### *What's going well at Aberdeen Public School?*

- Use of Skoolbag to communicate
- Classroom teaching and learning activities
- Great teachers
- Communication at morning assemblies
- Positive Behaviour for Learning
- Camaraderie among students and staff
- Great teachers, great facilities
- Caring and compassionate
- Firm but fair discipline

### *What are areas for development at Aberdeen Public School?*

- More community engagement
- Canteen
- Kids being awarded more for their efforts.
- More communication with parents / Better communication.
- Parent involvement
- More updates on Skoolbag
- Lower uniform prices

## Policy requirements

### Aboriginal education

Aberdeen Public School received Aboriginal Background funding in 2017. These funds were used to employ an Aboriginal Student Learning Support Officer (SLSO) to support students and their families and work towards creating a greater sense of connectedness to the school for all. Throughout the year, students, parents, staff and members of the local Aboriginal community participated in several events throughout year to help raise the profile of Aboriginal culture and promote a sense of belonging.

Several Year 6 girls participated in the SistaSpeak program coordinated by the Aboriginal Education SLSO. The students expressed interest in hospitality and undertook online learning to develop skills and knowledge that enabled them to prepare and host a lunch for members of staff. 100% of girls involved in the program indicated the program helped to improve their communication, cooperation and negotiation skills as well as providing them with knowledge about safe food handling practices which could assist them in securing a part-time job in the food industry in the future.

NAIDOC was celebrated this year with a week of activities and International performers and guest speakers from local community groups who shared with students their experiences and services offered. The school works in partnership with the local Aboriginal Education Consultative Group (AECG) to ensure culturally appropriate opportunities and experiences are offered to Aboriginal and Torres Strait Islander students and included in the development of Personal Learning Pathways (PLPs). The school has initiated plans to use M Goals, a digital platform that allows teachers, students and parents to collaborate in setting and monitoring progress towards goals.

100% of teaching staff participated in I2S2 training in Term 2. This focused on developing teachers skills and knowledge of how to teach Indigenous science through inquiry-based learning using the Australian Science curriculum. Stage 3 teachers engaged in additional online training to implement I2S2 units of work in Term 3 and 4. Integration of Aboriginal perspective in the delivery of curriculum was supported by the SLSO Aboriginal Education.

### Multicultural and anti-racism education

Aberdeen PS strives to promote intercultural awareness and understanding by providing a culturally inclusive environment where all students and their families, including those from diverse backgrounds, have a strong sense of belonging and connectedness to the school. Differentiation to meet the cultural, language and religious backgrounds of

students is paramount in ensuring success for all students. At Aberdeen PS, teaching and Learning programs are enhanced by resources and materials to help teachers address the diversity of learners and build students' knowledge and understanding of multiculturalism.

The school seeks to support families and increase engagement with the school by offering a range of strategies to enhance communication between the school and home. Parents and the wider school community were invited to participate in cultural days and other school activities and in 2017 a steady increase in participation rates was observed.