

Kempsey East Public School

Annual Report



2017



2278

Introduction

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

Penny Chow

Relieving Principal

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School background

School vision statement

Kempsey East Public School is a supportive school community of 21st century learners who are respectful, happy, healthy, discerning and aspirational global learners.

School context

The school is located in Kempsey, a town of approximately 11,000 people on the NSW Mid North Coast. The school was established in 1881 and has a rich tradition of excellence. There is a strong commitment to improving literacy and numeracy for all students.

The school has an active Student Representative Council and parent involvement is evident in classrooms and through the P&C.

The school is a Positive Behaviour for Learning, (PB4L), school. There is a supportive learning environment that caters for the needs of every child, equips students to be successful learners and encourages parents as partners in learning.

The school is an EafS school and has an instructional leader on staff. All teachers regularly analyse data to make informed teaching decisions.

There are 225 students enrolled in the school, 21% of these students identify as Aboriginal or Torres Strait Islander. The school average attendance rate for 2017 was 92.43% which is above both the state and SSSG schools.

The Family Occupation and Education Index (FOEI) for the school community in 2017 is 123. The state FOEI average is 100 (the higher the FOEI, the more disadvantaged the school).

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 focus has been on Learning Culture, Wellbeing and Assessment.

Individual literacy and numeracy goals are being used in all classrooms. These, along with work samples are shared with parents every five weeks giving them a greater understanding about what their child is currently learning about and how they are progressing. The speech articulation program has continued across the school for identified students, Personalised Learning Plans (PLPs) are collaboratively developed for all Aboriginal students, and the Learning and Support (LST) team works with both families and staff to ensure that every child has the necessary adjustments in place so they can be successful in their learning. The assessment schedule has been revised across the school ensuring that we have a systematic and reliable way to assess our students. Staff meet weekly to discuss student data and develop consistent, evidence based judgements about student work. A focus on growth mindset and how to be a successful learner is ensuring that our students are developing the necessary skills to reflect on and act on their own learning.

In the domain of Teaching we have particularly focussed on Effective Classroom Practice, Data Skills and Use and Learning and Development.

A culture of collaborative practice is evident across the school with staff collaboratively analysing student data and using this to reflect on and drive collaboratively teacher programs. Staff are regularly observing each other, providing reflective feedback and are part of a comprehensive mentoring program. Staff meet fortnightly to reflect on evidence based practices and the impact that this has on their teaching. These discussions are driving the direction of the school to encourage life long learning for all. We have continued to be involved in Instructional Rounds with local schools to consolidate teaching practice. Robotics and coding was available to all students across the school. The school First Lego League team continued to compete and in 2017 won the research category at an area competition.

In the domain of Leading the focus has been on the elements of Educational Leadership, School Planning Implementation and Reporting and School Resources.

The leadership team has a strong focus on ensuring that every student is achieving to their potential and developing systems and structures across the school to ensure that all staff are collaboratively developing the best teaching pedagogies. A Learning Hub has been established at the school and this has become a space where staff and students work collaboratively in a flexible environment. Strong links are being made with the school community with the majority of families being represented at class afternoon teas where students have the opportunity to share their learning goals and their progress towards these. Facebook, Skoolbag and Class Dojo are also used across the school providing a variety of methods for families to be involved with the school and their student's learning. Systems and structures have been put in place to ensure that every staff member has weekly collaborative planning time. All school teaching staff have been part of school planning teams that met regularly to analyse data and determine future directions for the school. The leadership of school programs is distributed across the school. Leadership development opportunities were offered to aspiring leaders and one teacher attended the Art of Leadership training.

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

Developing A Quality Learning Environment

Purpose

To build stronger, respectful and collaborative partnerships within our education community to support our students in becoming confident, competent and creative learners who understand the importance of their physical and emotional wellbeing.

Overall summary of progress

In 2017 a Geography scope and sequence was developed and the new Geography syllabus was introduced across the school. All Geography teaching programs have been reviewed since their implementation.

Students own their individual literacy and numeracy goals and work samples were sent home via Class Dojo twice a term. This further developed an understanding of student achievement and their next steps for learning.

A Positive Behaviour For Learning program was reviewed and reinvigorated. Two additional staff were trained and the team continue to meet regularly to review and monitor school practices.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A school-wide approach to student wellbeing is evident. <ul style="list-style-type: none">• All members of the school community understand the new behaviour procedures and PBL.• All classroom programs include learning experiences to enhance student wellbeing.	<ul style="list-style-type: none">• Socio-economic background \$36760• Aboriginal background \$20275	<ul style="list-style-type: none">• A PB4L school wide evaluation tool was completed by AP PB4L. The school achieved 87.6% overall with 100% for responding to behaviour problems, expectations defined and educational services support.• Focus group data indicates 88% students could state the school values and the majority of parents know the school values and understand the new behaviour procedures.• 73% of students received a CORR award in 2017 compared to 69% in 2016.• Mindfulness programs are evident in all teacher programs.• 17 students participated in the articulation program in 2017 with 9 students completing it and 8 students to remain on the program for 2017• The school successfully implemented Crunch and Sip, Premier's Sporting Challenge, Dhalayi Doctors and Growth Mindset programs.
There is an improvement in parent engagement with the school: <ul style="list-style-type: none">• A parent survey indicates an increase from 79% to 90% to 'positive relationships exist between the school and its community' and from 72% to 85% for 'the school provides a variety of learning and skill building opportunities for my child'.• 70% families are engaging with the school digital communications and attend school events.	<ul style="list-style-type: none">• Socio-economic background \$46654• Aboriginal background \$18091• Initiative \$4000	<ul style="list-style-type: none">• 88% of families were connected through Class Dojo and all classes have posted student goals and work samples to families throughout the year. This increased from 81% of families at the end of term one.• Parent focus group data indicates that 99% of parents want Class Dojo to continue next year as they found that this type of communication was successful in finding out about their child's learning in the classroom.• Every class increased the amount of posts to Facebook throughout the year and feedback from the families was that Facebook is a convenient way to keep in touch with what is happening at school.• 92% of parents from the focus groups said that Class Dojo is a good way for them to stay connected to the classroom.• A school parent survey indicated agreement or

Progress towards achieving improvement measures

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Next Steps

A Kempsey East Public School Wellbeing Policy is to be developed.

A PBL committee will review school wide data to drive school programs.

Family information nights will be conducted around future focused learning and the development of student agency of learning.

Class Dojo and class meetings will continue to be used to inform parents about learning progress to enable greater parental involvement in the learning process.

A focus on developing greater student agency in the learning process.

Strategic Direction 2

Building Student and Teacher Capacity as 21st Century Learners

Purpose

To improve student outcomes by ensuring teacher professional practice is evidence based and future focussed and students are visible learners who have a disposition for learning. Students will acquire the skills of 21st Century learners who are literate and numerate, discerning users of technology, collaborative and creative.

Overall summary of progress

Infinity Learning Maps were introduced across the school. A focus group of students was established to enable the monitoring of the learning map process and parents were encouraged to be part of this process. All parents were invited to information sessions. This had a positive effect on student learning in the classroom. Growth mindset programs were introduced across the school.

Instructional Rounds were conducted, with the problem of practice focus on, Learning Intentions, Success Criteria and feedback. This has given the school future directions for this area.

The First Lego League team competed, robotics clubs were conducted and each class had STEM lessons embedded in learning programs.

Flexible learning spaces were created across the school, this gave students more choice in their learning and stronger teacher collaborative process were embedded.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teachers and students demonstrate reflective practices <ul style="list-style-type: none">All teachers use collaborative practices to assess the impact of current teaching practices.90% students are assessment capable learners who understand how they learn effectively.All teaching programs and lesson observations demonstrate use of pedagogies that develop future learners.	<ul style="list-style-type: none">Socio economic background \$43093Aboriginal background \$26080Initiative Funding \$6222Schools Plus grant \$26264	<ul style="list-style-type: none">Growth mindset was taught across the school and articles were put in the newsletter. All staff attended a 1 day professional development and also engaged in regular discussions based on growth mindset readings. Teacher feedback indicates that most students are developing a better learning attitude, an understanding of the concept of the learning pit and that mistakes can help them learn.All parents connected to Class Dojo received their students' learning goals and student work samples to illustrate student progress twice a term.96% of families attended the sharing student learning goals and progress class afternoon teas and indicated that they now feel that they know more about how their child is learning.Parent focus group data indicated that 84% of parents found receiving their child's learning goals regularly was beneficial and that it helped them to understand their child's learning progress.Infinity Learning Maps were introduced across the school giving students a greater understanding and ownership of their learning. A parent information night was held with 93% of families indicating that they had learned more about learning maps and how they can talk to their child about their learning.Instructional Rounds were conducted and the findings indicated that every classroom had learning intentions and success criteria (LI, SC) evident. 9 of 12 staff surveyed said that they were using LT and SC always or usually and 11 staff felt that their LT and SC are clear and concise and

Progress towards achieving improvement measures

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<p>Teachers and students demonstrate reflective practices</p> <ul style="list-style-type: none"> • All teachers use collaborative practices to assess the impact of current teaching practices. • 90% students are assessment capable learners who understand how they learn effectively. • All teaching programs and lesson observations demonstrate use of pedagogies that develop future learners. 		<p>student friendly.</p> <ul style="list-style-type: none"> • The Learning Hub was established with Stages 1–3 using this collaborative space. Collaborative and flexible teaching practices were evident across all classroom settings. 90% of students in the focus groups said that they enjoyed working with flexible seating and in bigger spaces like the learning hub. • Reflective practices were evident in staff weekly collaborative planning sessions. The Instructional Leader worked closely with Kindergarten to Year 3 with action plans after data analysis. • 51% of students knew their learning goal and were able to discuss that they get feedback from their teacher and reflect on their work to know when they have achieved a learning goal.
<p>Improved outcomes in literacy and numeracy.</p> <ul style="list-style-type: none"> • The 2017 Yr 3 & 5 NAPLAN results indicate 8% or fewer students at or below, NMS in all areas of NAPLAN • 2017 Yr 3 & 5 NAPLAN data indicates at least 30% students are in the proficiency bands. 	<ul style="list-style-type: none"> • Socio economic background \$52073 • Per capita \$30275 • Initiative \$11780 	<ul style="list-style-type: none"> • NAPLAN spelling data indicates that in 2017 32% were in proficiency bands and 23% were at or below National minimum standards this is compared to 18% of students in proficiency bands in 2015 and 39% of students being at or below National Minimum Standards. This is an increase over the two period of 14% in the proficiency bands and a decrease of 16% at or below minimum standards. • L3 is embedded in all K–2 classes and a focus this year has been on planning for their writing and comprehension skills. K–2 data indicates that 86% of students are at age expected levels for reading and writing. • 90% of Year 2 students are counting on and back and 89% of Year one students are using figurative strategies. • Value Added across Years 3–5 and 5–7 NAPLAN is at Sustaining and Growing. This has shown a steady increase in the last three years. • Average NAPLAN scores compared to SSG Year 5 in 2015 was below in numeracy and reading and are now above SSG in every aspect. In Year 3 in 2015 we were below SSG in grammar, numeracy and in 2016 in reading. In 2017 we were above SSG in every aspect except writing. • Year 3 NAPLAN results indicate an increase in students in proficiency bands from 23% in 2015 to 39% in 2017 in grammar and punctuation and 0% in 2015 to 15% in 2017 in spelling. There was also a decrease in Year 3 students in the bottom two bands for reading from 30% in 2015 to 15% in 2017. • Year 5 NAPLAN results indicate an increase in students in proficiency bands from 8% in 2015 to 23% in 2017 in reading and 44% in 2015 to 73% in writing.

Next Steps

Hub learning structures will be implemented across the school with further integration of STEM across all KLAS K–6

Learning Progressions and PLAN2 software will be implemented across the school.

Further training on providing feedback and Seven Steps to Writing for students and staff.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$ 36123 • Aboriginal background loading (\$36 123.00)	<ul style="list-style-type: none"> • All Year 3 Aboriginal students achieved above the National Minimum standard (NMS) in all areas of NAPLAN with these students achieving above the NSW DoE average in Numeracy, Spelling and Writing. In Year 5, NMS were achieved by all students in three of five NAPLAN areas. • The Aboriginal attendance rate is 92.03% compared to non Aboriginal students being 92.55%. This is higher than the state and SSG average. • 100% of Aboriginal families present at our Aboriginal Awards night were happy with the opportunities that are provided to their children at school and that our Aboriginal students are treated equally by all members of the school community. 94% of families are happy with the progress of their children this year. • All students have PLP's and consultation has happened at least twice a year with all families. • One Stage 3 student participated in BrosSpeak, Dhalyai Doctors was conducted for Stage 2 Aboriginal students and two staff members participated in the 3 day Connecting To Country training. Teachers also participated in a one day local cultural experience.
Low level adjustment for disability	\$ 24815 • Low level adjustment for disability (\$24 815.00)	<ul style="list-style-type: none"> • Learning and Support Team (LST) meet regularly and work closely with both staff and families to ensure that every student has the necessary adjustments in place in all classrooms. • Families have met with staff for a minimum of twice during the year to review their child's progress with many families meeting four or more times during the year. • LST work closely with the transition of our Year six students and also work closely with Early Connections and local preschools for the transitions of these students to high school or in to primary school. • A School Learning Support Officer (SLSO) is employed for two days per week to provide additional learning support for identified students.
Quality Teaching, Successful Students (QTSS)	\$ 8762 • (\$0.00)	<ul style="list-style-type: none"> • A teacher mentoring program is in place and staff meet weekly to discuss student work samples and data and use this to drive their teaching programs. • All teachers have participated in regular profession discussions to reflect on their progress with their PDP goals and to determine their future professional goals..
Socio-economic background	\$ 149028 • Socio-economic background (\$149 028.00)	<ul style="list-style-type: none"> • Twenty one students participated in the Early Explorers Program, staffed by a teacher and a SLSO, enabling students to be well prepared for Kindergarten. • Employment of an additional SLSO staff to run Quicksmart and MiniLit programs. Quicksmart results from 2017 saw an average

Socio-economic background	<p>\$ 149028</p> <ul style="list-style-type: none"> • Socio-economic background (\$149 028.00) 	<p>effect size of 1.526 for students on the PAT–Maths test. This equates to over three and a half years of learning for one year. MiniLit students in 2017 all increased their continuum growth in both reading and writing.</p> <ul style="list-style-type: none"> • An articulation program was implemented with seventeen students participating in this program and nine successfully exiting it by the end of the year. • 5 teachers were trained in L3 (Kindergarten and Stage 1) and worked closely with our Instructional Leader. • STEM learning and computer fundamentals were introduced across the school. This increased students basic computing skills as well as their coding and robotics skills. • A focus on futures learning and collaborative planning time was implemented, with all teaching staff provided an additional 5 hours to collectively examine student data and plan individualised future focussed learning programs. • Furniture and STEM resources were purchased to support the school transition towards more future oriented learning spaces and teaching programs to support the development of student autonomy and self regulated learning. • Additional resources to support literacy and numeracy programs were purchased.
Support for beginning teachers	<p>\$ 26755</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$347 880.00) 	<ul style="list-style-type: none"> • All beginning teachers had an allocated mentor and dedicated time to plan, analyse data and develop effective teaching strategies. Lessons were observed with feedback provided based on the Australian Professional Standards for Teachers (APST) and the mentor teacher team taught with the beginning teacher. • All three beginning teachers completed L3 training. • Two teachers had PB4L training and became effective PBL committee members.

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	104	90	99	110
Girls	117	123	122	116

For the past five years the school enrolment has remained steady. The school had nine classes in 2017.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.6	93.6	95	94.8
1	92.3	94.5	94.6	94.5
2	94.6	92.8	95.8	95.1
3	94.1	93.8	95.3	93.8
4	95.4	91.6	96.3	94
5	92.4	94	96.4	93.9
6	93.9	93.2	97	95.8
All Years	93.8	93.4	95.7	94.5
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 has continued to have a focus on improving student attendance. This year the rate of Aboriginal and Non Aboriginal students is above SSSG and State averages. A variety of school systems are in place to enable families to explain student absences in a timely manner. The school works closely with the LST team and Home School Liaison Officer to support families to ensure their children are coming to school regularly.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teacher(s)	0
Classroom Teacher(s)	7.94
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.9
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.52
Other Positions	0

*Full Time Equivalent

The school employs the equivalent of one additional teacher, and one School Learning Support Officer (SLSO), and 0.2 of a SAO position. We have one staff member in their first full time permanent teaching position. School staffing is stable with little movement. Two staff members identify as being Aboriginal.

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

Two staff members gained accreditation and another staff member is working towards accreditation at proficient level. There are six staff members maintaining their accreditation at this level. Three staff are currently investigating the process of accreditation at the Highly Accomplished level.

The school has had a strong focus on providing a range of professional development opportunities for all staff. All staff participated in mandatory training requirements

across the school.

School Development days included training in Growth Mindset and Infinity Learning Map training. We also participated in a combined school Staff Development Day with the local network of schools on a variety of areas to strengthen practice across every school. Staff participated in Connecting to Country training and a cultural tour of the local area.

All staff continued professional development on futures education with four of our staff members going to Sydney for EduTech and school visits in Sydney. Five staff members were also trained in project based learning and shared this knowledge with all staff in the school. Staff members attended STEM training and also networked regularly with other computer coordinators across the school network.

Leadership and office staff have completed Local Management Business Reform training and are being supported in implementing these systems across the school.

Staff members participated Early Action for Success training requirements and training on the new learning progressions and PLAN 2 software. Five staff were trained in L3 and two staff members were trained in the Australian Numeracy Literacy Foundation (ALNF) program. One executive staff member completed the Art of Leadership program. \$23737 was spent on staff development this year.

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

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

We are still in consultation currently with finalising quotes for some major works at the school. Currently the new cover over the play equipment has been completed and flexible furniture has been bought across the school to support futures education.

Receipts	\$
Balance brought forward	348,750
Global funds	209,399
Tied funds	398,444
School & community sources	47,356
Interest	4,103
Trust receipts	4,580
Canteen	0
Total Receipts	663,882
Payments	
Teaching & learning	
Key Learning Areas	8,886
Excursions	3,379
Extracurricular dissections	37,831
Library	5,652
Training & Development	8,419
Tied Funds Payments	340,314
Short Term Relief	35,792
Administration & Office	36,676
Canteen Payments	0
Utilities	25,364
Maintenance	13,656
Trust Payments	3,169
Capital Programs	0
Total Payments	519,137
Balance carried forward	493,495

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.

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

	2017 Actual (\$)
Opening Balance	0
Revenue	552,371
Appropriation	500,135
Sale of Goods and Services	4,379
Grants and Contributions	47,490
Gain and Loss	0
Other Revenue	0
Investment Income	367
Expenses	-237,864
Recurrent Expenses	-237,864
Employee Related	-136,730
Operating Expenses	-101,133
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	314,507
Balance Carried Forward	314,507

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	1,639,496
Base Per Capita	33,775
Base Location	2,511
Other Base	1,603,211
Equity Total	359,259
Equity Aboriginal	64,447
Equity Socio economic	178,581
Equity Language	0
Equity Disability	116,232
Targeted Total	23,660
Other Total	186,789
Grand Total	2,209,204

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.

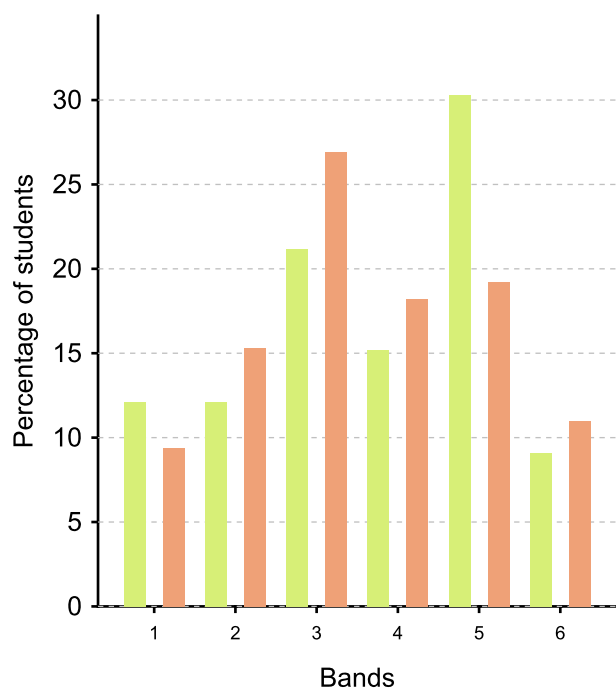
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

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

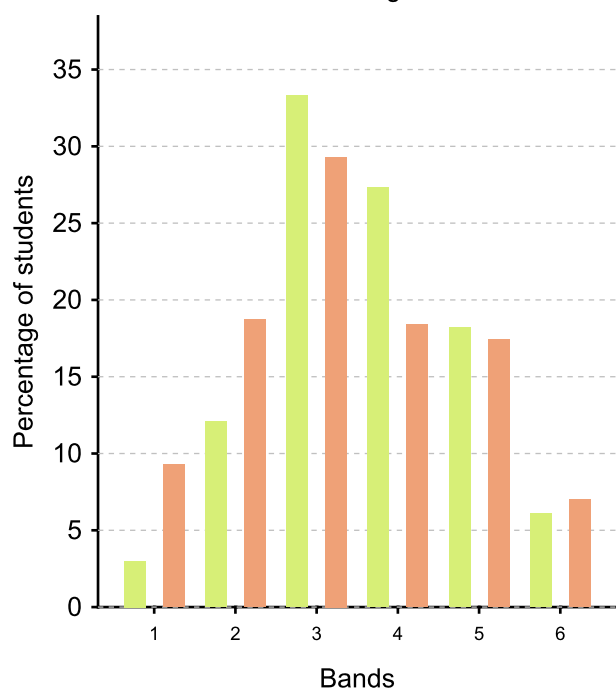
Percentage in bands:
Year 3 Grammar & Punctuation



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	12.1	12.1	21.2	15.2	30.3	9.1
School avg 2015-2017	9.4	15.3	26.9	18.2	19.2	11.0

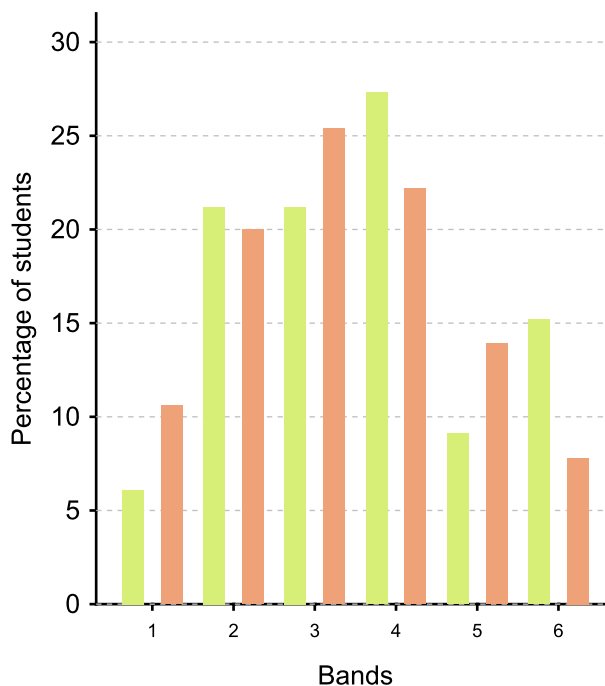
Percentage in bands:
Year 3 Reading



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	3.0	12.1	33.3	27.3	18.2	6.1
School avg 2015-2017	9.3	18.7	29.3	18.4	17.4	7.0

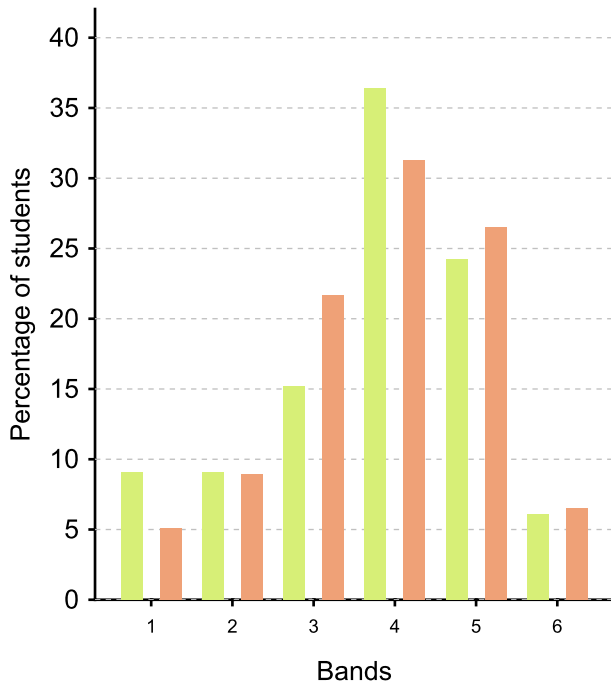
Percentage in bands:
Year 3 Spelling



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	6.1	21.2	21.2	27.3	9.1	15.2
School avg 2015-2017	10.6	20.0	25.4	22.2	13.9	7.8

Percentage in bands:
Year 3 Writing

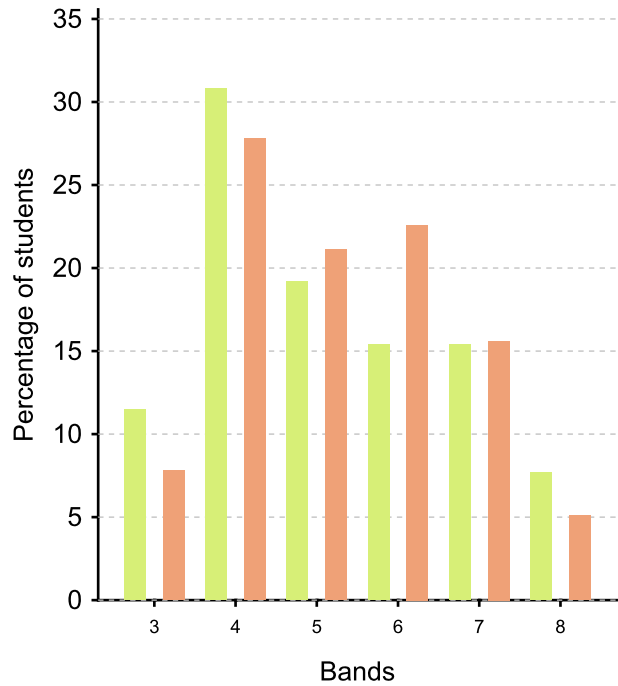


Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	9.1	9.1	15.2	36.4	24.2	6.1
School avg 2015-2017	5.1	8.9	21.7	31.3	26.5	6.5

Band	3	4	5	6	7	8
Percentage of students	7.7	38.5	19.2	15.4	11.5	7.7
School avg 2015-2017	9.2	28.6	20.8	22.1	14.3	5.1

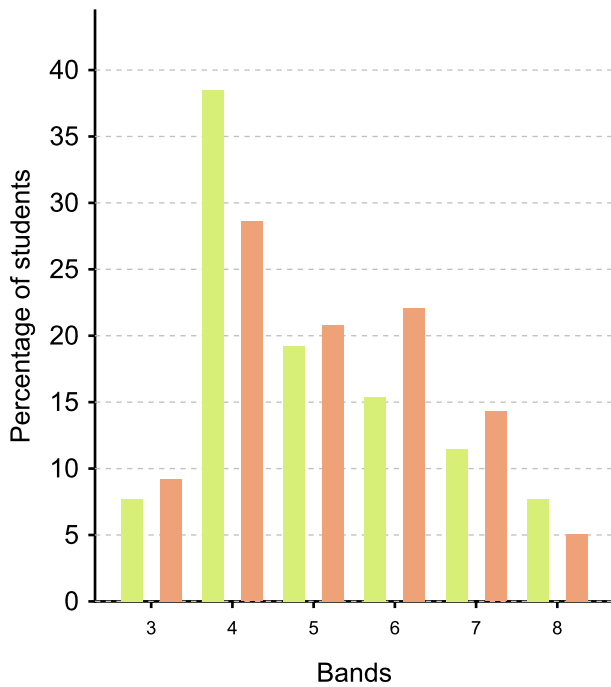
Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2015-2017

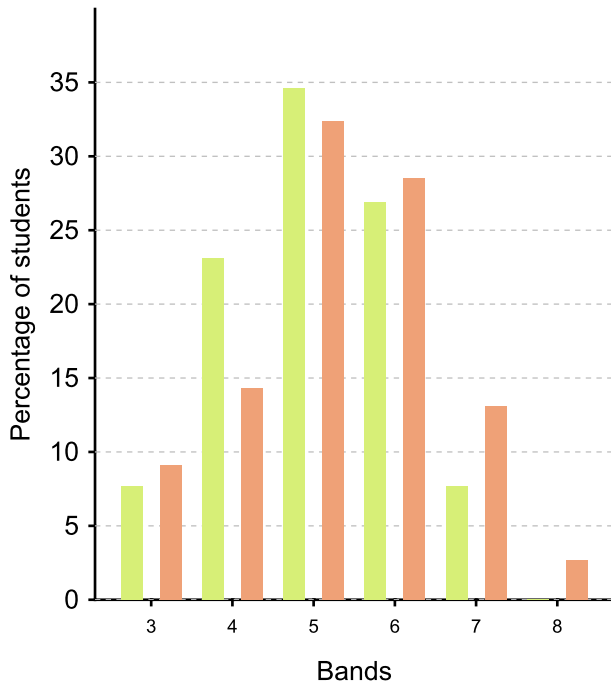
Band	3	4	5	6	7	8
Percentage of students	11.5	30.8	19.2	15.4	15.4	7.7
School avg 2015-2017	7.8	27.8	21.1	22.6	15.6	5.1

Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in Bands
School Average 2015-2017

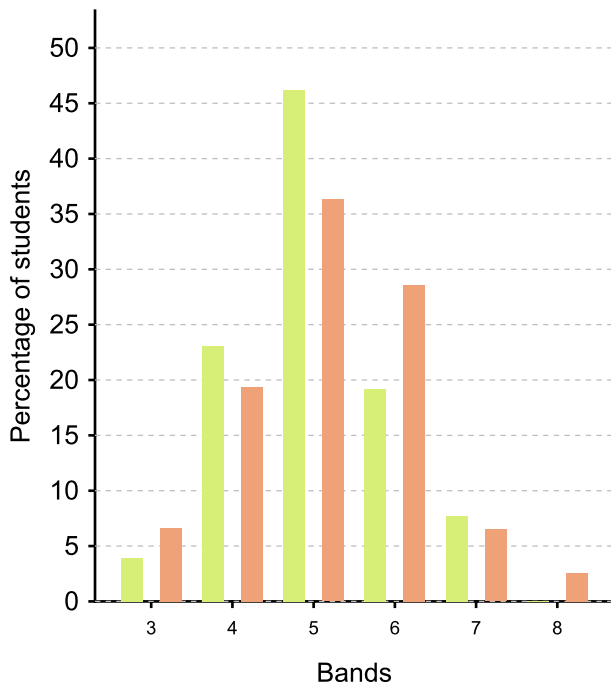
Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	7.7	23.1	34.6	26.9	7.7	0.0
School avg 2015-2017	9.1	14.3	32.4	28.5	13.1	2.7

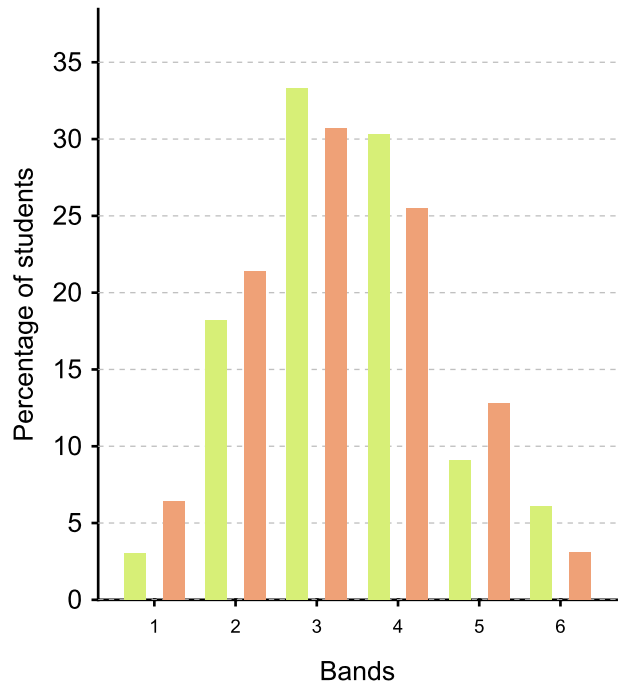
Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	3.9	23.1	46.2	19.2	7.7	0.0
School avg 2015-2017	6.6	19.4	36.3	28.6	6.5	2.6

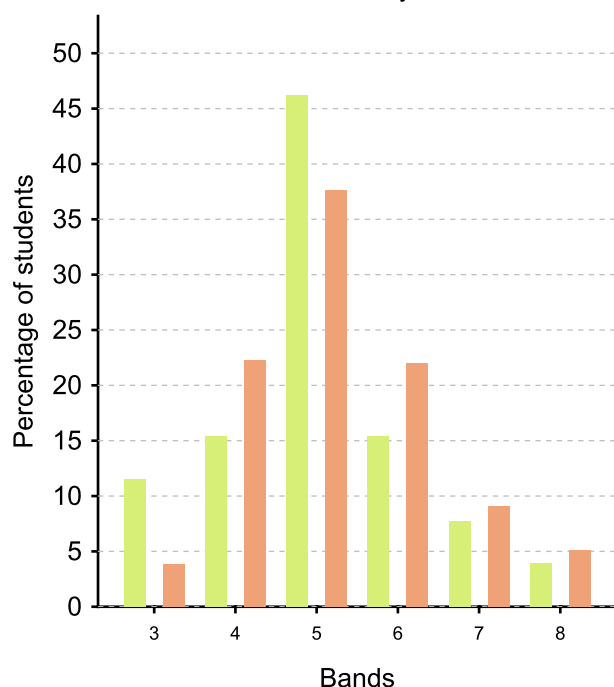
Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	3.0	18.2	33.3	30.3	9.1	6.1
School avg 2015-2017	6.4	21.4	30.7	25.5	12.8	3.1

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	11.5	15.4	46.2	15.4	7.7	3.9
School avg 2015-2017	3.8	22.3	37.6	22.0	9.1	5.1

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

In accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands.

In 2017 there was 15.15% of Year 3 students and 11.54% of Year 5 students in the proficiency bands for numeracy. There were 24.24% of Year 3 students and 23.08% of Year 5 students in the proficiency bands for reading.

Year 3 Aboriginal students performance in the proficiency bands for 2017 was 15% in reading, 46% in writing, 23% in spelling and 15% in numeracy.

Parent/caregiver, student, teacher satisfaction

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

63 parents responded to a school developed survey, 94% of parents agree or strongly agree that the school has a happy and positive atmosphere and 91% of parents would recommend the school to others. 94% of parents believe that teachers create challenging and engaging work for their children and 87% believe that behavior is managed well at the school. 94% feel that their child feels safe at school and 94% feel that teachers and executive staff listen to and act on their concerns and enquires.

The results from the student Tell Them From Me Survey indicate 61% of Year 4–6 students had a positive sense of belonging to the school, 80% of Year 4–6 students have positive teacher student relationships and 95% try hard to succeed in their learning.

All staff agreed that they have been given valuable professional development this year which has led to improved student outcomes.

Policy requirements

Aboriginal education

All Years K–6 teaching programs include Aboriginal perspectives and content that teaches children about Aboriginal history, culture and Aboriginal Australia.

National Aboriginal and Islander day Observance Committee (NAIDOC) celebrations were very successful with all students participating in engaging activities based on Aboriginal culture. The day culminated in a sharing assembly where all the students shared the art, singing, dancing and cultural learning experiences they had participated in during the day.

All Aboriginal students have a PLP, developed with consultation with their family at least twice per year. A family afternoon tea was held in term 1 and an Aboriginal Awards night was held in term 4. At both events over 90% of Aboriginal families were represented. These were great showcases for the Aboriginal students to demonstrate their progress towards their learning goals.

The Aboriginal Education Committee has met each term to provide feedback and input into school programs, we had 2 parents and 3 case workers attend these meeting with staff. In our annual Aboriginal parent survey we have further parents that have expressed interest in being involved in the committee next year. One staff member regularly attends the local Aboriginal Education Consultative Group (AECG) meetings.

One Stage 3 student participated in Brospeak. All Aboriginal Year 6 students participated in extra transition to high school activities led by additional teachers. Two staff members attended Connecting to Country training and another two staff members participated in a local cultural tour. Fifteen Stage 2 students participated in the Dhalyai Doctors program promoting leadership and their healthy wellbeing.

A survey of eighteen Aboriginal families indicated that 94% are pleased with their child's progress at school and 100% feel that Aboriginal students are respected and treated equally at school. and are happy with the opportunities provided for their children. 88% agreed that their children had opportunities at school to be more aware of their culture.

Multicultural and anti-racism education

There was one new arrival student who was supported by an English as a Second Language Teacher for one day per week in first semester.

All students engaged in a variety of activities to increase their understanding of different cultures and lifestyles throughout the year. A highlight was a parent coming and teaching the students a Sri Lankan traditional dance and this was show cased at the schools performance at the end of the year.

Our Anti Racism Contact Officer (ARCO) continued to support both staff and students within the school.