

Picton Public School Annual Report



2017



2867

Introduction

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

Lyn Fraser

Principal

School contact details

Picton Public School
Lumsdaine St
Picton, 2571
www.picton-p.schools.nsw.edu.au
picton-p.School@det.nsw.edu.au
4677 1497

Message from the Principal

Picton Public School offers a broad range of academic, cultural and sporting opportunities for our students to ensure success for all students to promote life long learning. Through effective whole school community partnerships we are committed to the pursuit of excellence. We take pride in what we offer our learning community.

Our staff worked conscientiously on the new targets and directions set as a result of whole school evaluation of the School Excellence Framework. Our school has a philosophy of high expectations which is reflected in differentiated teaching and learning programs.

Our Safe, Respectful Learner motto is integral to our school, promoted by all stakeholders and evident in positive relationships between our wonderful students.

Our students have had a very successful year. This was reflected through outstanding behaviour, significant learning achievements across academic, cultural and sporting pursuits, and outstanding school citizenship. Our staff actively support students across all endeavours.

Our outstanding P&C led by president Lauren Manning, continue to support the school through active consultation and decision making, surveys and fundraising. They work diligently to support our school plan and work collaboratively to support all students. The staff join us in congratulating our team of hard workers.

Lyn Fraser, Principal

Chris Beard , Relieving Principal

Message from the school community

This year, 2017, the P&C team and activities have continued to flourish and grow exponentially due to the unwavering commitment of time and effort made by each of our members.

We have continued to work closely and with the support of Mrs Fraser (Principal), the school teachers and staff and our school community.

This year has given us many enjoyable moments. Some of our highlights of the year have been the Art Auction fundraiser we held, we added to this event by inviting a local artist to work with each class to create their very own artwork to auction. We also added the option to purchase calendars, each month showcasing each class' creation. This year our annual Plant Sale expanded into our 'Plant Sale Fun Day'. We coordinated extra activities (funded by sponsors) such as rides, animal farm, magician and face painting to name a few. This event alone raised our school approximately \$11,000. These events, as well as all events held this year, were only made possible due to the support, commitment and enthusiasm shown by school staff, P&C members, school community and our supportive local community.

In 2017 our team consists of over 30 financial members. Each of our members has contributed to our team and school's successes. They have brought with them a 'can do' attitude along with fresh and innovative new ideas. We look forward to working together again next year.

This year, we as a P&C, have noticed the strengthening of relationships not only within the P&C and the school community but also are delighted to see new relationships being forged within our local and business community. We look forward to nurturing these relationships in the coming years to mutually benefit our communities.

We are excited to head into 2018. We look forward to introducing some new initiatives, welcoming new members to the team and ensuring our P&C is an even stronger and more effective team in support of our school and it's community.

Lauren Manning, P&C President

Message from the students

Congratulations to Abbie and Thomas our School Captains for 2017. We have included an excerpt below from their 2017 Presentation Day Speech.

This time last year we sat nervously waiting for the announcement of the 2017 School Captains. We were excited but also knew that the honour of being School Captain would bring great responsibility. While writing this speech we both realised that being a leader didn't begin this time last year. It began seven years ago when we started Picton Public School in Kindergarten. We were taught to be independent and to make decisions for ourselves. Back then there were hard decisions to be made, like do we eat our sandwich as lunch or afternoon tea. It's okay I did work it out by the end of Term 1. There were lots of rules to follow and as we learnt these new rules we then became good role models for our friends. I never thought back then that I was already becoming a leader. At Picton Public school we are very fortunate to be given lots of opportunities to be leaders. This year, Year 6 participated in the Better Buddies programme with Kindergarten. The Kindergarten students were partnered up with a Year 6 buddy and on Monday afternoons we completed many activities together. We got to show the Kindergartens what it means to be a good friend and how to be a good team player. We read to our buddies and our buddies got to read to us. It's amazing how quickly the Kindergartens learnt to read.

One of the highlights of this year was the Year 6 Fun Day. It was great seeing all the students and teachers participating in a range of activities. Since Kindergarten every year we've looked forward to participating in the Fun Day. This year we had the opportunity to help organise and run the day. Being a leader was just as much fun. We got to help organise the activity and watch all the students and teachers having a great time.

As student leaders we've had lots of opportunities to represent the school. Anzac Day is something we will never forget. Carrying the wreath down the main street of Picton and listening to other people's speeches was rewarding. These are very special occasions that as the Captains we get to experience. Every student at Picton Public School have had the opportunity to represent their school. Lots of students have participated in gala days, carnivals, debating, public speaking and performing arts.

Some of you may be thinking I'd like to be a leader at Picton Public School or what do I need to do to be School Captain or to be a leader? Being School Captain is an honour and has lots of responsibilities but every one of you are already leaders. The way you behave, always having a go and trying your best is what being a leader is. It has been a wonderful year full of many achievements. We wish the 2018 Student Leaders all the best and we know they will bring lots of exciting ideas for next year.

School background

School vision statement

At Picton Public School, we believe by working in partnership with parents and the school community in a strategic, enthusiastic and purposeful way that we will inspire the development of engaged, confident, creative and innovative individuals who feel a strong sense of belonging to their school.

We encourage students to reflect the following characteristics of:

- Respectfulness and developing positive and connected relationships.
- Building positive problem solving strategies and resilience for now and the future.
- Independence as a learner, focusing on achieving personal success.

Our goal is to develop an inclusive, caring, differentiated and successful learning environment for students. The ultimate goal is to promote lifelong learning where students can take their place in the wider community as happy, independent and successful citizens.

School context

Picton Public School is located in a changing rural/urban interface (on the south western edge of Sydney) serving a varied socio-economic context.

There are approximately 460 students with a small percentage of students from different nationalities (4%) and with approximately 23 Aboriginal students(5%).

There is a strong and traditional sense of community with parents who have very high expectations of excellence, for their children across academic, cultural and sporting programs. Parents work in a genuine partnership with the school and actively support and are involved in their child's learning. This strong parental commitment to supporting their children is reflected by an active P& C which supports the school plan and participates in ongoing consultative processes.

We have a highly experienced staff with continuity of tenure and staff who have strong ties to the community. The school plays an important role in our local community and is a focal point for public education.

Inclusion is a strength of our school with three support classes implemented.

Picton Public School reflects a calm, settled and focused learning environment for students with very strong parent involvement across a wide diversity of curriculum opportunities.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

"The School Excellence Framework Identifies fourteen elements which define the core business of excellent schools."

In 2017 as part of our staff meetings and school development evenings all staff undertook a rigorous process of evaluation of the fourteen elements in the School Excellence Framework (SEF).

This process of evaluation ensures a sustained focus on ongoing professional development across our school for all staff. The focus has been on collection of evidence, analysis of data and measurement of impact on teaching and learning to ensure the best learning outcomes for students underpinned by the new Australian Curriculum. This drives teaching and learning and resourcing in school planning.

The results of this process and evidence from our SEF indicates the following in our three domains:

Learning Domain:

- We are excelling in Learning Culture and Wellbeing.
- In Curriculum and Learning and Assessment and Reporting we are sustaining and growing. In Student Performance we are delivering.
- In Curriculum and Learning we need to develop more consistent school wide practices for assessment and reporting and standardise transparent student performance measures. We need to continue to provide ongoing professional learning and development to support teachers.

Teaching Domain:

- We are excelling in Collaborative Practice and professional learning underpins all we do to improve student outcomes for all students.
- We are sustaining and growing in other areas such as Effective Classroom Practice, Data Skills and Use, Learning and Development and Professional Standards. Our school is working towards a consistent, holistic K-6 approach to implement the most effective strategies and this is a future focus area.

Leading Domain:

School Planning, Implementation and Reporting and School Resources were identified as excelling:

- Professional learning is aligned clearly to the school plan with active staff engagement.
- Sustained and measurable whole school improvement is transparent, relevant, realistic and articulated.
- School vision and strategic directions are clearly evident and articulated by all.
- Resources are strategically used to improve student outcomes and our P&C work closely with our school with implementation of the school plan to ensure its success and transparency.

In Leadership and Management Practices, we are sustaining and growing. We need to ensure a clear, concise approach K-6 which is consistent across stages. All school staff participated in our school development days and evenings. 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

Quality Teaching

Purpose

To develop, support and sustain quality teaching across Key Learning Areas which is based on quality educational delivery of high standard programs using shared professional practices. This will result in students who are highly literate, numerate, creative and confident through a challenging, engaging and inclusive curriculum.

Overall summary of progress

In 2017 we developed and implemented the Curriculum Connector role with the purpose of connecting professional learning, teaching and learning programs and resources to ensure continuous growth and development of student achievement. We have achieved explicit and focused Performance and Development Plans (PDPs) for all teaching and non-teaching staff, explicit and systematic teaching and learning programs in guided reading and all staff using the data walls to analyse student progress to drive future student learning. Teachers are differentiating learning for their students more consistently as a result of teacher professional learning based around unpacking the syllabus and continuums, developing and using learning intentions and success criteria and feedback to feed forward. Teachers are more reflective of their teaching practices.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>NAPLAN: To increase the number of students achieving in the top three skill bands. Decrease lower bands and sustain growth.</p> <p>All staff utilising focused assessment strategies and evident in class programs.</p> <p>Refined assessment strategies reflected by a consistent culture of concise and clear expectations.</p>	<p>RAM funding directly supports Teacher Professional learning effectively in the areas of literacy, numeracy and technology. QTSS staffing allocation has allowed for classroom observations.</p> <ul style="list-style-type: none">• Literacy/Numeracy (\$8,969.00)• Socio-economic background (\$30,561.00)• Professional Learning (\$21,754.00) <p>Whole School staff meetings.</p>	<p>Syllabuses clearly evidenced in all teacher programs K–6 and integrated specific assessment tasks to ensure differentiation. Focused Australian Curriculum directions have been achieved K–6 with all staff involved in professional learning and linked directly to teacher programs. A consistent, whole school approach has been achieved with implementation of our new syllabuses to support student learning. SMART data analysis by all teaching staff with impact on teaching and learning to increase top 2 bands, this continues to be a whole school focus.</p>

Next Steps

- * To continue the development of the Curriculum Connector role addressing all aspects of the English syllabus through professional learning.
- * Sustain Teacher Professional Learning by continuing to upskill teachers through professional readings and discussion, staff meetings, team professional learning days, interclass and interschool visits for observation and team teaching, collaborative planning and programming, reviewing and revisiting school programs, e.g. Focus on Reading to ensure all staff remain current.
- * Continue to develop resource base—both physical and intellectual.
- * Link teacher PDP goals to the school's plan.

Strategic Direction 2

Quality Student Engagement & Attainment

Purpose

To develop an inclusive environment that builds students' social competencies enabling development of the necessary skills to become safe, respectful learners. This will help them succeed at, and beyond school. Our approach will deliver shared professional practices providing the whole school community with an understanding of how to monitor and reflect on behaviour.

This means that students will enhance their success as engaged, purposeful learners who build and strengthen their individual achievements by being involved in quality and diverse programs across academic, cultural and sporting spheres.

Overall summary of progress

Teacher professional learning occurred with development, monitoring and implementation of Individual Learning Plans, Individual Behaviour Plans and Personal Learning Pathways to ensure optimum engagement of students in their learning.

Curriculum Connector role has facilitated conversations at whole school level, team level and individual teachers which has led to a higher level of teacher and student engagement in the area of guided reading.

Paws 'n Tails and reading buddies programs have supported students with reading difficulties to engage more in the reading process through a positive experience.

Student leaders initiated and implemented playground programs which both engaged and included all students K–6.

An outcome of the Friendly Schools Plus program was staff and students have a common language with which to talk about issues. Students demonstrate higher levels of self-awareness and self-management.

Initiation and implementation of Better Buddies program for students in Kindergarten and Year 6 has had a positive impact on the whole school community. Kindergarten students had a successful transition to their first year at Picton Public School and Year 6 have been outstanding role models.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase staff awareness and consistent implementation of processes and practices which embed quality academic and social behaviours across the school community.	Whole school Staff Meetings • School funded (\$25,000.00)	Transparency of processes, expectations and accountability K–6 evident. Two Learning and Support Coordinators work in tandem – one for mainstream and one support classes.
Increase students showing positive behaviours for effective learning.		Significant and focused professional development for all staff focusing on academic and behavioural expectations to ensure sustained consistency and transparency K–6. Friendly Skills Plus Social Skills Program and Better Buddies implemented.
Increase students' conflict resolution skills to contribute to a positive learning culture within the school.		Significant reduction has occurred with behavioural incidents.

Next Steps

- Continuation of the Better Buddies program.
- Expanding vegie garden and nutrition program, as a by-product of Live Life Well grant.

- The communication of welfare issues clearly shared at communication meetings.
- Continuation of professional learning in and streamlining of the development of ILPs, IBPs and PLPs.
- Continuation and expansion of the Paws 'n Tails and reading buddy programs.
- Continue and expand student leaders positive playground program for all students K–6.

Strategic Direction 3

Quality Leadership & Systems

Purpose

Through harnessing technology Picton Public School endeavours to develop engaged learners who are equipped with essential skills required to take their place in our global society. This will be achieved by providing quality teaching and learning practices where current technology is embedded across all curriculum areas.

Picton Public School aims to ensure clear concise, accurate reporting of student achievement to our school community.

Picton Public School fosters the development of all teachers to reach proficiency and to engage actively in professional development.

Overall summary of progress

Clear and effective systems and processes in place to support teachers in developing individualised PDPs in line with the Teaching Standards Framework and School Plan.

QTSS timetable enables Team Leaders to support their team members in the implementation of the PDPs.

New Scheme teachers are supported through Beginning Teacher funding, timetables to allow for collaborative discussions, professional discussion around syllabus documents, school systems and policies, teaching standards framework and the attainment of accreditation.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers actively engaged in the Performance and Development Framework.	Staff meetings • Professional Learning Funds (\$30,000.00) • For electronic format (\$500.00) QTSS Staffing allocation has allowed for classroom observations.	All staff understand process and active participants. All PDP's shared with colleagues with focus on new goals for 2018. All aspects of process signed off on. Goals have been clearly articulated by all staff in a professional and interactive manner.
All teachers utilising learning technologies to maximise 21st Century learning opportunities for students.	Socio-economic background \$30,561	All teachers have utilised iPads to enhance student learning K-6 and have received ongoing and more personalised professional learning in 2017 from expert colleagues. K-6 scope & sequence being developed by stage teams to include in teacher program with clear expectations. Whole school commitment and discussions of skills to be implemented in 2018. Follow up in 2018.
Develop and sustain transparent leadership processes with effective and efficient systems K-6.		A cohesive and focused Executive Leadership Team which targets improved student learning outcomes K-6.

Next Steps

- Continue the development of the ICT scope and sequence for all stages. This will include cyber safety awareness.
- Continuation of the PDP cycle to ensure professional growth and capacity building in all staff, including non teaching.
- On going evaluation and development of the school reporting processes in line with DoE policy.
- Develop processes to assist in Accreditation maintenance of all pre 2004 teaching staff.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$11,987	Curriculum Connector Role initiative to support students in their learning and the training and development of teachers to provide explicit teaching and learning programs in English
English language proficiency	\$1,824	Timetabled support with SLSO to address Speaking and Listening/EALD learning scales
Low level adjustment for disability	\$91,417 (LaSt)–0.9 \$40,979 (Flexible)	0.7 LaSt teacher works across the school to support Learning 0.2 WellBeing role working across the school to support all students Learning Support Coordinator Role initiated to support all students K–6 and liaise with parents, community, and outside agencies.
Quality Teaching, Successful Students (QTSS)	\$34,941	Executive Staff have time timetabled weekly program to support teams with professional learning, PDPs, and class observations.
Socio–economic background	\$73,167	Student Assistance for families experiencing financial difficulty Funding directly supported Curriculum Connector Role within the school to provide professional learning and class support for all teachers and students K–6
Targeted student support for refugees and new arrivals	N/A	N/A

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	236	218	195	185
Girls	222	212	218	207

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.4	95.5	94	95
1	95.5	94.5	94.9	94.2
2	95.6	94.6	93.6	95.7
3	94.8	95.2	93.9	94.8
4	95.7	94	93.6	93.7
5	95.7	93.8	93.4	93.7
6	95.6	92.5	93.7	94.1
All Years	95.5	94.2	93.8	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

Regular meeting by the Learning Support Team Coordinator with parents and the Home School Liaison Officer supports school attendance with strong results above the State DoE attendance level.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	5
Head Teacher(s)	0
Classroom Teacher(s)	13.83
Teacher of Reading Recovery	0.32
Learning & Support Teacher(s)	0.9
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	6.02
Other Positions	0

*Full Time Equivalent

Our school has one Indigenous Staff Member.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	52
Postgraduate degree	48

Professional learning and teacher accreditation

- Total School Expenditure on Professional Learning: \$37 311 – this includes: Professional Learning and Literacy and Numeracy funding
- Beginning Teacher: \$26 900
- Numbers of teachers in process of gaining accreditation: Proficient – 5, Highly accomplished – 0, Lead teacher stages of the Australian Professional Standards for Teachers – 1
- Numbers of teachers maintaining accreditation: 2
- Information on all school development days, including participation by staff: Term 1 – Mandatory Training – Child Protection, Code of Conduct, Complaints Procedures, EPAC, Australian Curriculum–English Syllabus, Literacy Continuum, School Plan 2017 Term 2 (includes evenings) – Australian Curriculum, Differentiated Learning, Student Learning Plans, CPR and

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 Actual (\$)
Opening Balance	97,689
Revenue	3,757,288
Appropriation	3,547,529
Sale of Goods and Services	40,276
Grants and Contributions	167,140
Gain and Loss	0
Other Revenue	0
Investment Income	2,343
Expenses	-3,566,834
Recurrent Expenses	-3,566,834
Employee Related	-3,257,198
Operating Expenses	-309,636
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	190,454
Balance Carried Forward	288,143

Funds expended as per departmental policies and guidelines.

- *Regular finance meetings are held, finance training is frequently attended by the SAM and Principal with policy embedded.*
- *We have had significant sickness in 2017.*
- *Any funds available will be used to upgrade literacy and numeracy resources ,revamp our library and continue to purchase current technology resources. We work very closely with our P&C to match resources to our school plan and negotiate priorities with our community in partnership with the P&C.*

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	2,441,071
Base Per Capita	65,877
Base Location	4,601
Other Base	2,370,593
Equity Total	219,373
Equity Aboriginal	11,987
Equity Socio economic	73,167
Equity Language	1,824
Equity Disability	132,395
Targeted Total	585,471
Other Total	171,006
Grand Total	3,416,920

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

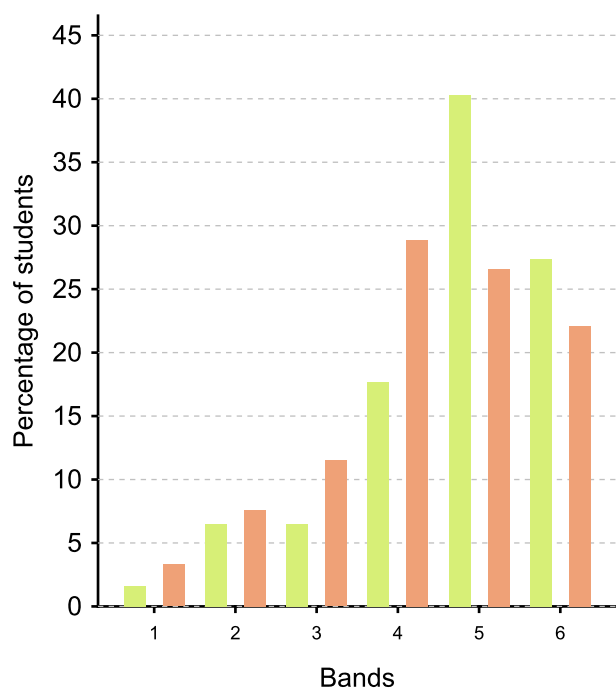
NAPLAN

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.

Rigorous analysis of NAPLAN data at whole school level is driving implementation of Strategic Direction 1.

Evident in our results is the need to ensure we improve our top two skills bands in literacy and numeracy. Demonstrated strength in the top third skill band.

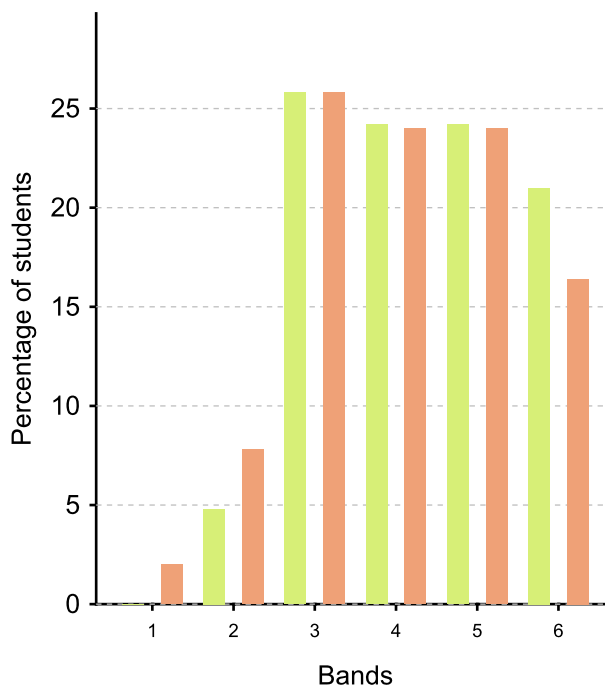
Percentage in bands:
Year 3 Grammar & Punctuation



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	1.6	6.5	6.5	17.7	40.3	27.4
School avg 2015-2017	3.3	7.6	11.5	28.9	26.6	22.1

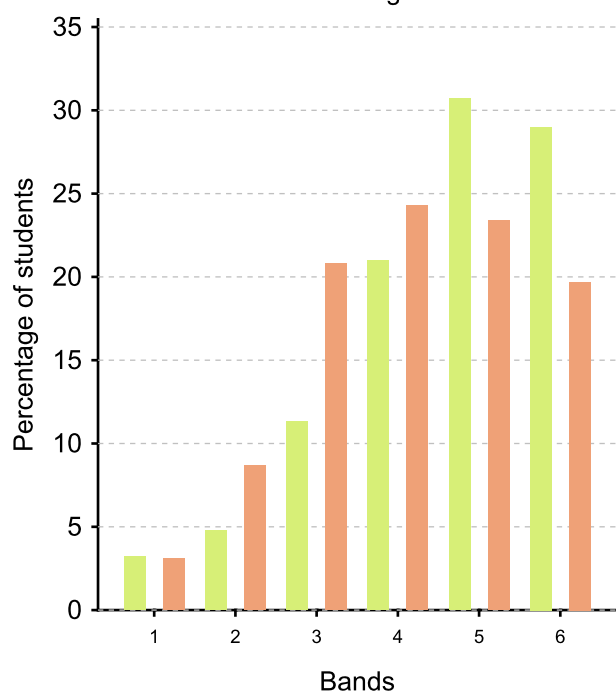
Percentage in bands:
Year 3 Spelling



Percentage in Bands
School Average 2015-2017

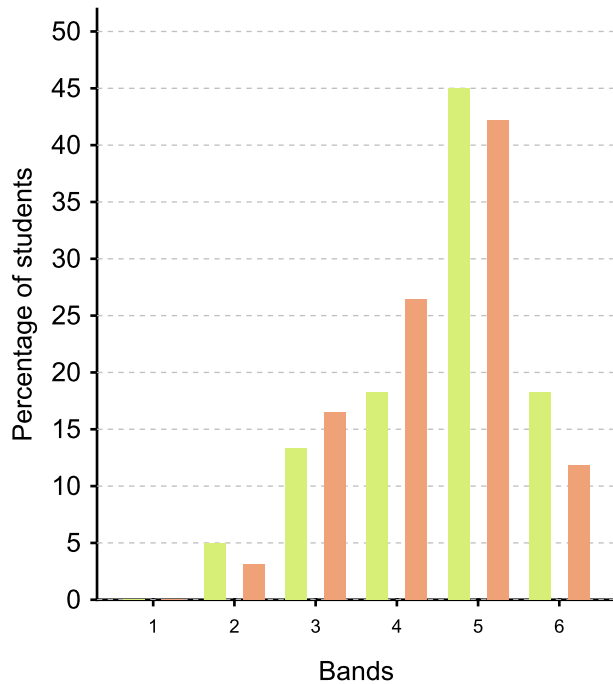
Band	1	2	3	4	5	6
Percentage of students	0.0	4.8	25.8	24.2	24.2	21.0
School avg 2015-2017	2.0	7.8	25.8	24.0	24.0	16.4

Percentage in bands:
Year 3 Reading



Percentage in Bands
School Average 2015-2017

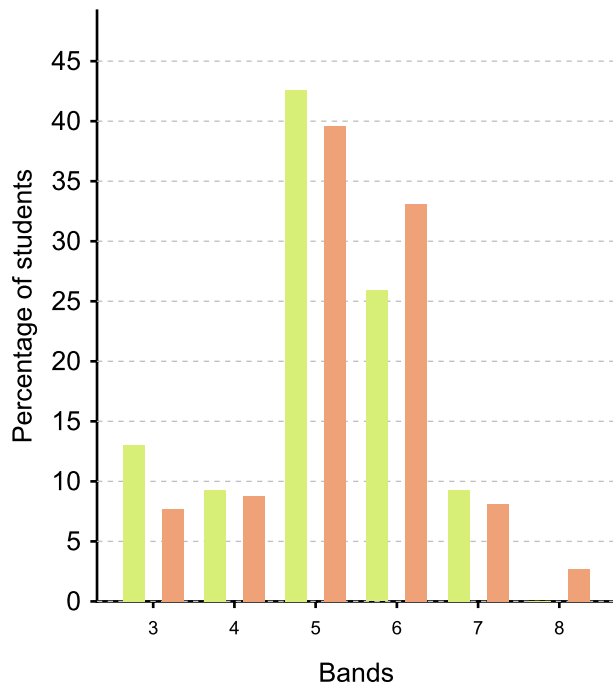
Percentage in bands:
Year 3 Writing



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	0.0	5.0	13.3	18.3	45.0	18.3
School avg 2015-2017	0.0	3.1	16.5	26.4	42.2	11.8

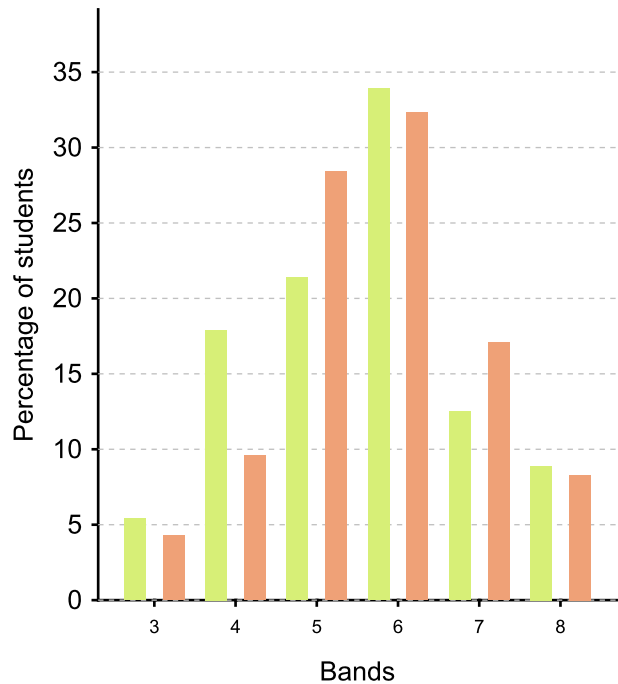
Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	13.0	9.3	42.6	25.9	9.3	0.0
School avg 2015-2017	7.7	8.8	39.6	33.1	8.1	2.7

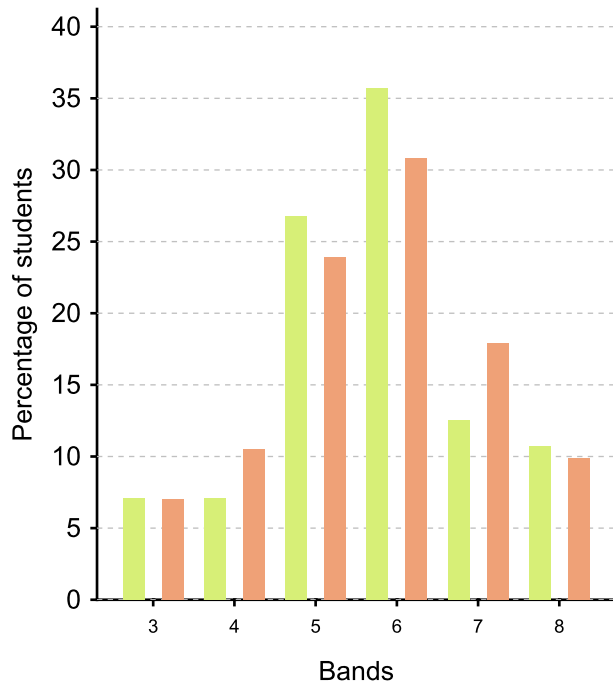
Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	5.4	17.9	21.4	33.9	12.5	8.9
School avg 2015-2017	4.3	9.6	28.4	32.3	17.1	8.3

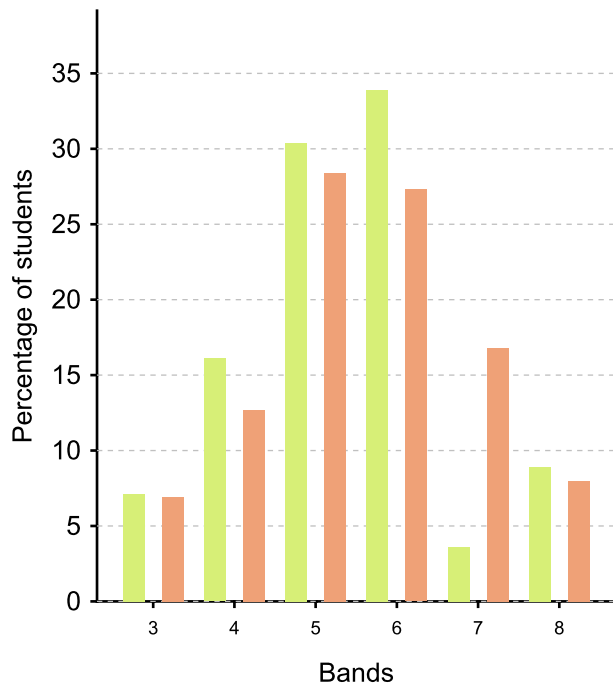
Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	7.1	7.1	26.8	35.7	12.5	10.7
School avg 2015-2017	7.0	10.5	23.9	30.8	17.9	9.9

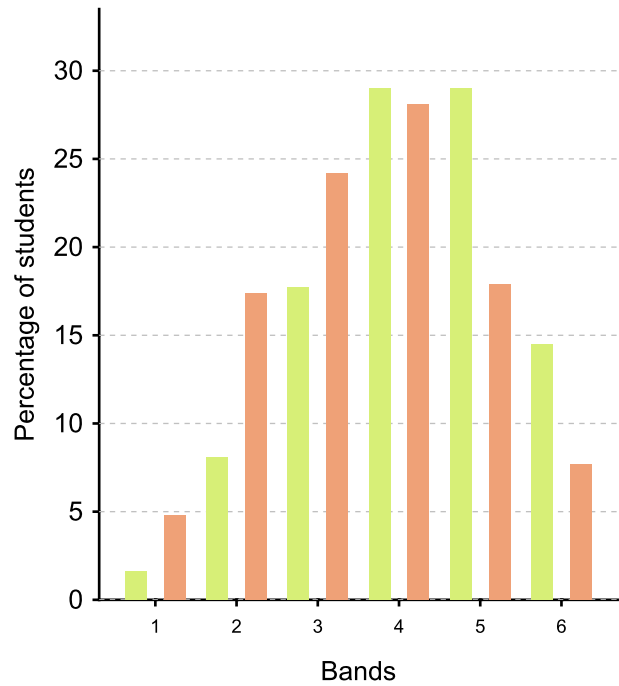
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	7.1	16.1	30.4	33.9	3.6	8.9
School avg 2015-2017	6.9	12.7	28.4	27.3	16.8	8.0

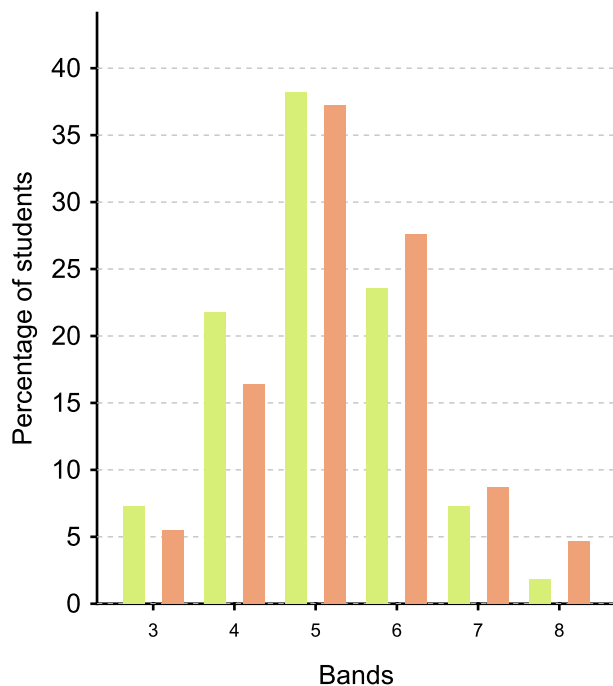
Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	1.6	8.1	17.7	29.0	29.0	14.5
School avg 2015-2017	4.8	17.4	24.2	28.1	17.9	7.7

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	7.3	21.8	38.2	23.6	7.3	1.8
School avg 2015-2017	5.5	16.4	37.2	27.6	8.7	4.7

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.

Parent/caregiver, student, teacher satisfaction

The following have been implemented:

Parent survey : What's Important About our School? Conducted in Term 3 to obtain feedback from parents to assist with the 2018–2020 School Plan.

"Great community spirit with P & C, teachers and students." "Good communication between school and families." "I like the inclusion assembly celebrating differences and acceptance." "I like the Better Buddy program for Kindergarten." "The teachers are a credit to the school and the profession". "Lots of opportunities for students and parents." "Kids are happy to go to school". "The office staff are very nice and helpful".

Sports In Schools;

Teacher Survey – "Kids were always engaged and active". "Students were taught the correct technique". "Great social aspect for the students from the support class". "Teachers learnt new skills". "Kids still wanted to come to school even when sick to avoid missing out".

Parent Survey – "My son always comments when it's a Sports In Schools day. He likes to tell me about the different activities each week".

Electronic interview procedures were continued with very positive feedback from both parents and teachers regarding this more efficient process.

Parent workshops (Term 3) in the area of literacy and numeracy .

Summary feedback; Parents saw it as highly valuable and enjoyed the practical elements. They gave suggestions for more workshops and a variety of activities that reflect classroom work.

Policy requirements

Aboriginal education

Aboriginal perspective and content is promoted across KLAs in all syllabuses and promotes all students learning about Aboriginal history, cultures, perspectives and also current Aboriginal Australia.

- In a commitment to close the gap between the educational outcomes of Aboriginal and Torres Strait Islander students and other students and/or to improve the outcomes of our indigenous students, Picton Public School teachers, families and the indigenous students worked together to develop and implement Personalised Learning Pathways. In 2017 each indigenous student at Picton Public School continued to have a PLP which identified goals that focused on personal growth in academic, social competencies and

cultural attainment. For 2018 our aim is to continue to improve and modify the current PLP through the resourcing provided at the "Connecting to Country" training session.

- Together Arts exhibition – K–6 classroom integrated art program where every student in the school participated and provided an individual piece of work.
- Numeracy workshop – In Term 4, students interested took part in numeracy workshops at Tahmoor PS.
- Dedicated Instructional Leader (Curriculum Connector) directly supports our Aboriginal students.

Multicultural and anti-racism education

Teaching programs promote anti-racism and intercultural understanding and skills. These perspectives are embedded into the new syllabuses/National Curriculum. These are also reflected at various school performances.

Once again we had student representation in the Multicultural Oracy Competition. Four students participated in the Multicultural Perspectives Public Speaking Competition in Term 2. One of our Stage 2 students received a highly commended award. Multiculturalism perspectives are embedded in the National Curriculum and integrated in teaching and learning programs.

Other school programs

Curriculum Connector Role

The opportunity to have a curriculum connector position in the school two days per week has seen outstanding growth & development in the teaching of guided reading across the school K–6. The program included rigorous professional learning for teachers which included Staff Development Days, staff meetings and team professional learning days. Teachers were assigned set tasks, engaged in professional reading and discussions which linked directly to their PDPs and the School Plan. The role coordinated the organisation of guided reading materials, following a staff audit and purchase of modern reading resources linked to History, Geography, Science and literary texts.

The impact across the school included guided reading groups established quickly, data walls updated regularly, enhanced and professional dialogue amongst staff, vocabulary expanded (with students), more explicit teaching in FoR Super Six Strategies. There has been a higher level of student and teacher engagement and enthusiasm as well as rigorous professional discussion.

Science Group

The 2017 Science Group consisted of 16 Stage 3 students, making up seven groups. The students chose topics to investigate and completed the work during

their lunch breaks as well as at home. The completed Science projects were entered in the Wollondilly Community of Schools Science Fair at Buxton PS in August where students presented their work to various judges. Two of our students were awarded third place in the Stage 3 category. Science projects will be entered in the University of Wollongong Science Fair in November where the projects will be presented to judges and the students will participate in the Science Show at the university.

L3 Literary Program

L3 is a classroom based early intervention for students in their first year at school. The aim of L3 is to provide rich literacy experiences and explicit teaching to support all students in Kindergarten to become successful readers and writers. This year four teachers have completed the first year of training, attending fortnightly training sessions, in-class observations and five-weekly data entry. The Early Stage One teachers have refined and implemented the L3 components into their programs to provide individual and small group instruction during daily English sessions. We have achieved significant growth in overall reading levels and improvement in students' writing skills.

Southern Stars Arena Spectacular

Due to the Wollondilly Performing Arts Festival taking place biennially, our school participated in the Southern Stars program. This performing arts opportunity was offered to Years 4, 5 & 6 after seeking expressions of interests from parents and holding auditions for students. The Southern Stars Arena Spectacular is a magnificent display of talented dancers, musicians, vocalists, actors and actresses, technicians, teaching and executive staff, all sourced from within the NSW Department of Education. This experience demanded a high level from all involved with rehearsals and performances both at school and off site resulting in some early mornings and late nights. Parent, student and staff feedback was extremely positive. The students involved not only gained access to a performance opportunity of a lifetime but also to organisational skills, respect, appreciation, and intrinsic motivation towards a transformational journey.

Debating

This year two teams represented the school in the Premier's Debating Challenge for Years 5 and 6. The teams consisted of students from Year 6 and the other a 5/6 team. The Year 6 team won our zone. They participated in the interzone playoff.

Public Speaking

Students from Kindergarten to Year 6 participated in the school oracy competition. A class winner was chosen and presented their speech at stage level. The stage winner represented Picton PS at the Wollondilly Networks Competition at Bowral PS. Our Stage 3 representative came first at the Wollondilly Networks Competition then participated at the Ultimo Operational Directorate Primary Schools Public Speaking Competition.

Better Buddies

Better Buddies has had a fantastic second year. The Year 6 and Kindergarten students connected early in Term 1. The Year 6 students joined the younger students regularly for eating time and supported the new Kinders in the playground as they developed their confidence. Buddies met fortnightly for developmental play, art, science and reading sessions. All the students found the program valuable and rewarding.

Paws 'n' Tales

The Paws 'n' Tales program was introduced to Picton PS in Term 1 to encourage and motivate students to improve their reading habits and skills. It has proved to be an outstanding success with five students from Stage 3 and five students from Stage 2 participating over the past three terms. The students are always very excited to attend and engage with the books and our visiting dog Mishka.

Sport

Swimming

The 2017 Picton Public School Swimming Carnival was held on Friday 10th February at Wollondilly Leisure Centre. This year we had 78 students competing from Years 2 to 6 as well as six teachers and one first aid officer. It ran very smoothly thanks to the staff and parents who volunteered to time keep and marshal. We had 26 students represent Picton at the Razorback Zone Swimming Carnival. Two students qualified for the zone team to represent at the Sydney South West Carnival. At the SSW carnival one student qualified for the NSW State Swimming Carnival held at Homebush.

School sport

Weekly organised school sport has continued to give students a chance to improve and develop their skills related to a wide range of sports played in a fun, inclusive and safe environment that encourages participation as well as development of the Fundamental Movement Skills.

This year Picton PS participated in the AusKick after school program which was extremely successful having 70 students attending over a four week period. We have also implemented the Sports in Schools program equipping our students with skills associated with safe execution of athletics events. Picton PS has worked in partnership with our local community of schools through various GALA days including AFL, netball, cricket, soccer, Oz-Tag and rugby league.

We have also worked closely with Picton High School by having students studying coaching subjects in Years 11 and 12 providing closely supervised NRL coaching workshops with our local NRL development officer present.