



## Introduction

The Annual Report for **2017** is provided to the community of **South West Rocks Public School (SWRPS)** 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.

### Message from the Principal

At the conclusion of the 2017 school year I am again excited by the achievements, efforts and commitment to continuous improvement across our school. I am exceptionally proud and pleased with the many achievements listed throughout this report. Our successes are the result of the growing sense of community and the unrelenting pursuit of excellence from our staff and students. Our improvements have been built upon thorough examination of our strengths, identifying areas of need, and accepting the challenge to attempt new and sometimes uncertain processes and strategies in order to obtain new learning and improved outcomes.

2017 has seen a considerable investment in the areas of literacy, numeracy, early learning initiatives and technology. The programs all share a common focus on collection and accurate use of data, the quality of instruction and improving teaching practice so as to improve student learning outcomes.

South West Rocks Public School offers a well-rounded and all-inclusive education for our students through nurturing and providing for their academic, social and emotional needs. Our school culture focuses on the values of care, co-operation and courtesy. Outstanding academic, cultural and sporting opportunities are available to all students. These cater for the wide range of interests, abilities and talents that our students possess and are underpinned by quality student wellbeing practices and exemplary teaching. Our school offers an extensive variety of educational programs preparing students for high level achievement in state and regional competitions. SWRPS regularly excels in sporting activities with a number of students representing at zone, regional and state levels. I would like to thank the leadership team, teachers, support staff and office staff for their contributions throughout the 2017 school year and for their ongoing personal and professional commitment to the students of SWRPS. Also, thank you to our outstanding Parents and Citizens' Association for their hard work, dedication and continued support to our staff and students throughout the year.

Throughout 2017 the staff have participated in extensive professional learning to identify individual student achievement on literacy and numeracy learning continuums. This has required a collective responsibility to build skills, knowledge and confidence to make consistently informed judgments based on shared criteria. Students are beginning to use the language of the continuums and as such are taking a greater responsibility for their learning.

It is clear that our parents support us in our teaching by being organised, bringing their children to school each day, well rested and ready to learn. We work as a team – with everyone wanting the best for their children and making learning a priority.

With the recent introduction of the School Excellence Framework (SEF) by the Department of Education (DoE) it will be a focus of the school to strive to continually improve its practices. Our 2018–2020 school plan will specifically focus on achieving school wide improvements aiming at excellence on the framework.

In 2018 South West Rocks Public School will continue to evolve as a dynamic, high performing school. Our focus for 2018 will continue to be around developing leadership capacity at all levels, ensuring that high quality teaching and learning is driven by research and analysis of data, and the strengthening of the strong foundations we have with our school community.

Cliff Peachman (Principal)

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## School background

### School vision statement

Our vision at South West Rocks Public School is to facilitate students to develop, demonstrate, articulate and value the knowledge and skills that will support them as life-long learners, to participate as responsible members of society and practise the core school values of Care, Co-operation and Courtesy.

### School context

Situated in a popular area of the NSW mid-north coast, the town of South West Rocks contains a mixture of retired people and younger working families. The school aims to achieve academic excellence in a caring, co-operative and courteous environment. We aim to provide quality teaching of an expanded curriculum that ensures equitable access for all students. Whilst the teaching of literacy and numeracy are chief priorities, we provide many opportunities for children to excel in all key learning areas. As a member of the Macleay Public Schools (MPS) we aim to promote the virtues of the public education system in NSW. At South West Rocks Public School we continue to work closely with community groups and provide students and parents with outstanding transition programs from pre-school to Kindergarten and Year 6 to Year 7. We are proud of the positive student welfare programs such as QuEST (Quality Environment for Students and Teachers) and Positive Behaviour for Learning (PBL). These programs build self-esteem and leadership skills. South West Rocks Public School has energetic and engaged parents plus teachers and students who are highly active in many community projects, making the school a great part of our local community.

Modern technologies are embraced and staff take advantage of our wireless computer network, STEM/Robotics, iPads, interactive whiteboards and general computer facilities. We aim to continue to implement and explore the potential of emerging technologies across K – 6 as tools for student and community engagement and improved learning that meet the needs of students in the 21st century.

We are extremely proud of the dedicated and compassionate nature of our staff and our school motto of “Care, Co-operation and Courtesy” highlights our commitment to the students and the community.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and 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 we have had a focus on curriculum, wellbeing and student performance measures. As a school we have focused on improving students' literacy and numeracy skills, through curriculum differentiation and a thorough analysis of school data to inform our teaching pedagogy. We have undertaken professional learning as a whole school and teaching teams to develop cohesive whole school scope and sequences for the History/Geography and Science Syllabus for planning and assessing. There has been a focus on collaborative practice established between the Instructional Leader and each of the classroom teachers within the school. There has also been a significant focus on the adaptation of the school wide student reporting systems to reflect the requirements of the new syllabus documents implemented over the past two years.

This year, our Positive Behaviour for Learning (PBL) Team revised our current behaviour policies, systems and structures. The revised practices have a demonstrated positive influence on students with measured decrease in inappropriate behaviour and an increase in the opportunities for students to be recognised for positive behaviour choices. A variety of opportunities also exist for students to participate in extra-curricular activities. These activities foster positive and respectful relationships between staff and student and enhance learning culture.

Our NAPLAN results in 2017 have been particularly pleasing with upward trends in several domains. In Year 3, results in reading and numeracy were above that of the state. While in Year 5 SWRPS students were above that of DoE schools in reading, grammar and punctuation. Further in Year 5, the average scaled score growth for SWRPS students was above that of the state in reading, writing, spelling, numeracy and grammar and punctuation. The school achieved excellent value added results in all areas.

In the domain of Teaching, our school has focused on Effective Classroom Practice, Learning and Development and the

Professional Teaching Standards. Teachers have embraced opportunities to actively share learning and work together to build upon teaching skills and programs. During Semester 2, QTSS funding was utilised to support staff in peer lesson observations and informal feedback, allowing staff to develop positive collegial relationships. Additionally, staff had opportunities to make links with local schools allowing for classroom visits by teachers and sharing of knowledge with their colleagues to enhance student learning. At SWRPS, teachers are committed to their ongoing professional development. Professional learning is targeted to support school priorities; and performance and development plans which are linked to Professional Teaching Standards and are focused on the achievement of identified goals. This was evidenced in the staff's successful participation in the school's collegial groups. These strategies are underpinned in the schools performance development framework, providing targeted support to teachers in areas of identified need.

All staff developed Performance and Development Plans (PDP) based on their personal and professional goals for the year. Teachers were also asked to identify professional learning experiences that would support the evidence collection underpinning the achievement of their goals. All teachers have engaged in a collaborative practice model based on the Quality Teaching Framework. During 2017, lesson observations were completed and after undertaking significant professional learning based on the analysis of teaching and learning against elements of the Quality Teaching framework, teachers formed links with other staff members and developed explicit lessons with a literacy or numeracy focus. Each teacher taught the explicit lesson they had planned and were observed by the members of their learning community. After the lesson concluded, the learning community analysed the teaching practice against the elements of the Quality Teaching Framework and discussed any possible strategies for improved practice against specific Quality Teaching elements.

In the domain of leading, our focus has been on Educational Leadership and Management Practices and processes. The Learning and Support Team (LAST) meets weekly. These formal meetings determine student needs through a careful analysis of data and anecdotal records. Through analysis of appropriate data including LAST referrals and meeting notes significant resources have been given to additional classroom support in the form of SLSOs and teaching time. Suitable professional learning for SLSOs assists in maintaining a positive learning environment. The technology team has assured the school continually reviews priorities relating to technology infrastructure and student engagement. The school has funded an instructional leader (0.5) through the QTSS resource. This has enabled the school to strengthen the support for teachers in focussing on the development of quality teaching practices. The school has made professional learning links with Nambucca Heads Public School utilising the collective knowledge of staff from each school. This will be further strengthened in 2018 with formal quality teaching rounds between the two schools. The instructional leader position supports all staff on their accreditation journey with NSW Education Standards Authority (NESA.)

Management practices and processes are continually adjusted to support service delivery and effective communication. Effective communication channels have been strengthened with the wider community through the school website, SMS system, newsletters, school Facebook site and Skoolbag. These comprehensive channels of communication ensure our messages are received by an extensive audience. Parental and community feedback are highly valued and positively responded to. Feedback from surveys, forums and focus groups help determine future programs and support strategies.

The school continues to seek the support of the local community enjoying many long term relationships as well as welcoming the addition of new groups. Many local businesses and community organisations continue to support the school through financial donations and volunteer personnel. All classrooms utilise the support of parent and community members in a volunteer capacity. The school ensures these groups are well recognised and their assistance publicly and individually noted.

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

### Literacy and Numeracy

#### Purpose

Numeracy and literacy skills are crucial in helping our students develop fully as individuals and live satisfying and rewarding lives. We want the best education possible for our students, and we want them to leave school with choices – and the confidence to pursue them.

#### Overall summary of progress

In 2017 South West Rocks Public School has continued to develop literate, numerate and confident citizens who engaged in purposeful and content rich learning. Our focus has been on: Learning and Development, Student Wellbeing and Financial Management.

Continued focus on Literacy and Numeracy has allowed us to achieve significant progress in this Strategic Direction. The use of PLAN along with the Literacy and Numeracy continuum has ensured a consistent approach to teaching, learning and assessment in these areas. In addition, teaching programs were appropriately differentiated to meet individual student needs.

A driver within this strategic direction has been an explicit focus on supporting students' individual learning needs through the LAST systems. The school has supported this through the allocation of additional teacher and SLSO time. From the weekly LAST meetings, we have been able to better identify learning and wellbeing needs. The impact of this approach gives the school a structured approach to wellbeing. **The school collects, analyses and uses data including valid and reliable, student, parent and staff feedback to monitor and refine a whole school approach to wellbeing and engagement to improve student learning. (SEF Learning Domain – Wellbeing)** SLSOs have shown a strong commitment to ongoing professional learning. In 2017 they participated in Multilit training enabling them to facilitate the program across the school. The school understands the value of quality support in classrooms and continues to fund this support in a significant way. **Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan. (SEF Leading Domain – Financial Management)**

The school's continued commitment to the L3 program has provided teachers with a strong framework for improved literacy outcomes in Early Stage 1. Teachers work closely with the L3 facilitator and colleagues from other schools which delivers opportunities for quality collaborative practice and feedback. **Teachers engage in professional discussion and collaborate to improve teaching and learning in their class. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice. (SEF Teaching Domain – Learning and Development)**

#### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)  | Funds Expended<br>(Resources)  | Progress achieved this year  |
|--|--|--|
| <ul style="list-style-type: none"><li><b>Increase in the number of students (Years 1–6) that perform at sound level or above to 90% in literacy and numeracy according to school based assessment data</b></li></ul> | <p>Funds have been spread across all 3 Strategic Directions. Eg support from LAST, SLSOs and TPL are applicable to all 3 directions. Funding for these programs in all 3 strategic directions is outlined below. It consists of a combination of the following:</p> <ul style="list-style-type: none"><li>• Integration \$99 976</li><li>• Socio-ec \$57 864</li><li>• Beginning tch \$ 2 928</li><li>• Isolation funds \$64 703</li><li>• TPL \$22 628</li><li>• RAM Equity \$76 581</li><li>• RAM Aboriginal \$22 223</li></ul> <p>Total \$346 903</p> | <p>The adjusted target of 80% of students in this category has been achieved. The introduction of the Multilit program together with professional learning for SLSOs has supported improved literacy outcomes. Analysis of data from LAST has allowed for strategic timetabling of additional teaching staff and SLSOs for individuals and small groups.</p> |

## Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years)  | Funds Expended (Resources) | Progress achieved this year  |
|---|----------------------------|--|
| <ul style="list-style-type: none"><li>80% of students in Kindergarten are at expected level on aspect 1PLAN numeracy data</li></ul> | See above                  | 78 % achieved. Strong support for Kindergarten is given in the form of additional SLSO time in classrooms. Professional learning in L3 remains a priority in order to maintain positive results in literacy. |

## Next Steps

- The LAST systems are complex. The positive impact of a well organised LAST are clear. Paul Lynch (AP) will lead the LAST. This will incorporate further teacher support from Stacey Layton (AP) in a dual role of 0.5 LAST and 0.5 instructional Leader and Kristy Maynard (Reading Recovery and LAST). Significant SLSO classroom support will be allocated to support student learning. **(SEF Leading Domain – School Resources)**
- L3 is now a long-standing program in the school. Over the years we have trained a number of teachers. Those teachers are now able to transfer those skills into their teaching no matter the year they teach. We will continue to support professional learning to ensure the program stays as one of our strategies to improve student outcomes in literacy. **(SEF Teaching Domain – Learning and Development)**
- Incorporate appropriate professional learning for SLSOs as part of their PDPs to ensure they have the necessary skills to best support student learning. **(SEF Leading Domain – Educational leadership)**
- Liaise with parents/carers and outside agencies to offer professional support to families that require adjustments to their learning. Where possible offer suitable times and spaces at school for these professionals to work with students. (Eg speech pathologist, occupational therapist.) Staff to undertake professional learning in registered courses on Disabilities Standards. **(SEF Leading Domain – Educational leadership)**



## Strategic Direction 2

Quality Teaching, Learning and Assessment

### Purpose

A coherent, sequenced plan for curriculum delivery ensures teaching and learning expectations and a clear reference for monitoring learning across all year levels. A collaborative whole-school culture ensures there will be a common approach to these tasks.

### Overall summary of progress

A strong commitment to building the capacity of the teachers at South West Rocks Public School has been a major part of the school planning process. Ensuring that all teachers operate within a model of reflective and evidence based practice has been vitally important to ensuring that each person is aware of what, as professionals, they are endeavouring to achieve in terms of their own professional growth and development. Our focus has been on Effective Classroom Practice, Professional Standards and Instructional Leadership.

In 2017 the school used QTSS staffing allocation (0.2) and RAM funding to establish an Instructional Leader position 0.5. **The Leadership team ensures that implementation of syllabuses and associated assessment and reporting processes meet NESA and Department of Education requirements, forming a sound basis for learning. (SEF Leading Domain –Instructional Leadership)**

Effectively the instructional leader is intensely involved in curricular and instructional issues that directly affect student achievement ensuring teaching and learning must be at the top of the priority list on a consistent basis.

In their focus on improving achievement, the instructional leader uses multiple sources of information to assess performance. Decisions at all levels must be based on pertinent data. **Teachers collaborate across stage/teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence based lessons, which meet the needs of all students. (SEF Teaching Domain – Effective Classroom Practice.)**

A driver within this strategic direction has been the Performance and Development Framework. A requirement of each teacher employed by the Department of Education (DoE) is to set several professional and personal goals for each year they are working in consultation with their supervisor. Then throughout the year they collect authentic evidence in support of meeting these goals ensuring a significant level of support was available for all staff members in the form of professional learning on effective goal setting. A framework to support this was implemented including scheduled team and stage planning days. This initiative has had a significant impact on the staff by building and developing capacity in terms of explicit teaching and learning and analysing teaching against a framework. **Teachers use the Australian Professional Standards to measure themselves, reflect on their practice and plan and monitor their own professional development to improve their performance. (SEF Teaching Domain – Professional Standards.)**

The school understands the importance of maintaining the forward momentum of Science Technology Engineering and Maths (STEM) across the school. The ICT team has developed a plan to update resources and upskill staff in this area. New resources have been purchased and professional learning undertaken. Staff have participated in demonstration lessons and extension groups for talented students timetabled. **The school identifies expertise within its staff and draws on this to further develop its professional learning community. (SEF Teaching Domain – Learning and development)**

### Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years)  | Funds Expended (Resources)   | Progress achieved this year   |
|---|--|---|
| <ul style="list-style-type: none"><li>The average scaled score growth for NAPLAN numeracy from Year 3 to Year 5 will be above that of the state</li></ul> | <p>Funding for all 3 strategic directions is outlined in the funding section of strategic direction 1.</p> <p>This funding (\$ 346 903) is applicable to all 3 strategic directions.</p> | <p>The average scaled score growth for NAPLAN numeracy from Year 3 to 5 was 99.3 compared to 96.8 for the state.</p> <p>Teachers worked closely with the Instructional Leader to target specific skills needed to improve learning. Professional learning support was delivered to all staff using PLAN 2 and the literacy and numeracy continuum to track, monitor and plan for individual student learning needs.</p> |

## Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)   | Funds Expended<br>(Resources)  | Progress achieved this year   |
|---|--|---|
| <ul style="list-style-type: none"> <li>The average scaled score growth for NAPLAN numeracy from Year 3 to Year 5 will be above that of the state</li> </ul> |  | <p>Teaching and learning programs reflected differentiated learning opportunities and consistent teacher judgment.</p>  |
| <ul style="list-style-type: none"> <li>The average scaled score growth for NAPLAN reading from Year 3 to Year 5 will be above that of the state</li> </ul>  | <p>Funding for all 3 strategic directions is outlined in the funding section of strategic direction 1.</p> <p>This funding (\$ 346 903) is applicable to all 3 strategic directions.</p> | <p>The average scaled score growth for NAPLAN reading from Year 3 to 5 was 90.4 compared to 78.2 for the state.</p> <p>Teachers worked closely with the Instructional Leader to target specific skills needed to improve learning.</p> <p>Intervention programs through RAM funding such as targeted SLSO support and additional LAST hours have been a positive for these targets.</p> |

## Next Steps

- As the school works to improve student achievement, the Instructional Leader collaborates with teachers on priorities, instruction, and assessment issues. The school will provide release time for teachers to attend Instructional leader (IL) sessions, professional development sessions and offer constructive feedback and support. Providing teachers time for professional growth supports the positive aspects of a continuous learning environment. **(SEF Teaching Domain – Effective Classroom Practice)**
- Plan and implement Professional Learning Communities both within school and in partnership with Nambucca Heads Public School. Collegial visits that include classroom observations, feedback and discussion groups. **(SEF Teaching Domain – Learning and Development)**
- All teaching staff work toward NESA accreditation including professional learning hours in registered and developed courses. **(SEF Teaching Domain – Professional Standards.)**



## Strategic Direction 3

### Building a positive School Culture

#### Purpose

To further develop a positive school culture where staff, students and parents work together to achieve improved outcomes.

The active engagement and communication with parents, community members, other schools, businesses and local organisations is essential to improving levels of student engagement and learning outcomes.

#### Overall summary of progress

The Positive Behaviour for Learning (PBL) team meets every 3rd week as well as designated times at staff meetings and School development days. Regular meetings such as these ensure that PBL systems are continually revised and adjusted as necessary. The school Wellbeing and Discipline Code and Anti Bullying Plan are reviewed each year. For this process the school seeks feedback from staff, students and the wider school community. The school regularly reports new initiatives and adjustments through the school newsletter, and social media networks. The team also visits other schools and attends the PBL expo. These events are a valuable professional learning exercise and they also provide an opportunity for our school to present the PBL systems that are successful in our school. **(The school has implemented evidenced based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. SEF Learning domain – Wellbeing.)**

The school has adjusted its approach to supporting improved attendance in several ways. Staff can approach the LAST at any time with attendance concerns. Additionally, each class teacher submits an attendance tracking sheet to the LAST every 5 weeks. Concerns are followed up and the outcome recorded on SENTRAL. During 2017 the school introduced SMS notifications to parents on student absences. This has greatly assisted in recording valid attendance explanations in a timelier manner. Parents have responded well to this. **(The school makes informed choices about administrative practices and systems in place, based on cost effectiveness, evidence and in response to local context and need. SEF Leading Domain – Management Practices and Processes.)**

Feedback from parents indicate that they are very interested in finding out more about how we teach literacy and numeracy in classrooms. They are also interested in the use of social media to provide convenient and timely communication between the school and community. Further feedback suggest SWRPS is a high achieving school in sport and physical activity but further could be done to promote the Creative Arts. With this feedback in mind the school plans to investigate ways to strengthen these issues. Initial consultation suggests parent workshops, additional social media communication and more structured creative arts opportunities for students. **(The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community. SEF Leading Domain – Community Satisfaction)**

#### Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years)  | Funds Expended (Resources)   | Progress achieved this year  |
|---|--|--|
| <ul style="list-style-type: none"><li>Student attendance data to increase from 92 % to 94%.</li></ul> | <p>Funding for all 3 strategic directions is outlined in the funding section of Strategic direction 1.</p> <p>This funding (\$ 346 903) is applicable to all 3 strategic directions.</p> | <p>Attendance rates for 2017 have edged closer to our target currently standing at 93.3%. The school regularly tracks student attendance, offering support in the form of assistance with bus travel and domestic systems. The community is well informed of the importance of regular attendance through LAST support and official DoE information. Individual student attendance concerns are further supported through school counsellor referrals and links to outside agencies such as medical practitioners and Mission Australia. Where possible, services such as child psychologists, speech and occupational therapists and social workers can be accessed at the school at convenient times for parents and students.</p> |
| <ul style="list-style-type: none"><li>All staff involved in team meeting</li></ul>                    | <p>Funding for all 3 strategic directions is outlined in the</p>   | <p>All staff have a performance and development plan. Staff members are developing a deeper</p>  |

## Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)  | Funds Expended<br>(Resources)  | Progress achieved this year  |
|--|--|--|
| and grade planning sessions and are effectively using PLAN data for programming and assessment | <p>funding section of Strategic direction 1.</p> <p>This funding (\$ 346 903) is applicable to all 3 strategic directions.</p> | <p>understanding of how to formulate meaningful goals that drive their own professional growth. All teachers participated in peer lesson observations which provided staff the opportunity to view best practice and receive feedback from colleagues. All staff meet with supervisors to discuss meaningful goal setting and review PDPs. A review of the Student Wellbeing and Discipline Code made appropriate adjustments in order to better recognise student achievement. Surveys and feedback indicated that consistency amongst teachers varied. It also found that student engagement in the merit system declined throughout the senior years. The PBL team undertook further training including observations of practice from other schools. The PBL team meet every 3 weeks to discuss issues and trends in PBL data. This ensures school wide systems remain as relevant as possible to all stakeholders.</p> |

## Next Steps

- Continue to strengthen the PBL processes school wide. Organise for AP PBL team to visit the school in 2018 and complete SET data. Use these recommendations to further improve PBL systems. **(SEF Learning Domain – Wellbeing)**
- Co-ordinate parent workshops around curriculum and quality teaching. Survey parents post these workshops to plan for further sessions. Co-ordinate enhanced Creative Arts opportunities for students. Investigate ways to improve social media to positively promote the school. **(SEF Leading Domain – Community Satisfaction)**
- Continue to monitor the school's attendance patterns and trends. Consider the reasons for attendance patterns. Respond in a timely, supportive manner to assist families that struggle to attend school regularly. Celebrate and reward those with exemplar attendance. **(SEF Leading Domain – Management Practices and processes.)**



| Key Initiatives                                     | Resources (annual)  | Impact achieved this year   |
|---|---|---|
| <b>Low level adjustment for disability</b>          | \$ 18 717<br><br>plus \$ 81 259 (0.7 staffing allocation LAST)                | The LAST referral process ensures relevant data and meeting notes are used to identify appropriate support. Individual and small group support have been identified as an effective model to assist learning.<br><br>Professional learning for teaching staff and SLSOs ensure appropriate skills and practices support student learning.   |
| <b>Quality Teaching, Successful Students (QTSS)</b> | 0.2 staffing allocation<br><br>plus \$25 000 (0.3 funded from school budget.) | The 0.2 QTSS allocation was used in several ways throughout 2016. 0.1 of the allocation was used for additional teaching time. The remaining 0.1 was used by APs to work with colleagues to improve the skills of our teachers across the KLAs.<br><br>The program has enabled staff to:<br><br><ul style="list-style-type: none"> <li>• Mentor and coach other teachers.</li> <li>• Observe teachers in their classrooms and demonstrate effective teaching practices.</li> <li>• Monitor student performance data across the school to ensure teachers are focussed on areas of need.</li> <li>• Collaborate within the school and with colleagues in other schools.</li> </ul> |
| <b>Socio-economic background</b>                    | \$ 57 876   | Funds were used to support families experiencing financial difficulty. This enhanced student access to a wider range of curriculum learning experiences and developed a positive school culture.<br><br>These funds were also used to provide in class learning support in the form of extra teaching and SLSO hours.   |
| <b>Support for beginning teachers</b>               | \$ 2 982  | Remainder of beginning teacher funds for Sarah Barrell. Includes L3 training.   |
| <b>Isolation Funding</b>                            | \$ 64 703   | These resources were used to support a number of projects previously not able to be completed.<br><br>Funds were used to complete the renovations of the administration and classrooms. Further funds from this area were used to commence the much needed upgrade to the library.<br><br>The funds were also used to support student wellbeing including assisting with excursions and transport in addition to classroom and SLSO hours.  |

## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2014       | 2015 | 2016 | 2017 |
| Boys     | 154        | 142  | 141  | 157  |
| Girls    | 151        | 147  | 157  | 157  |

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2014 | 2015 | 2016 | 2017 |
| K         | 92.9 | 91.8 | 94.7 | 94.4 |
| 1         | 94.6 | 91.5 | 93.8 | 93.9 |
| 2         | 93.5 | 92   | 93.6 | 93.5 |
| 3         | 93   | 93.2 | 94.1 | 92.3 |
| 4         | 91.7 | 92.9 | 92.2 | 93.3 |
| 5         | 93.4 | 92.8 | 92.7 | 93.6 |
| 6         | 90.6 | 92.5 | 92   | 91.9 |
| All Years | 92.7 | 92.4 | 93.3 | 93.3 |
| 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

Student attendance is monitored through the LAST. SMS messages are sent to parent/caregivers daily to notify of non attendance. This service has improved the process of recording justified student absences in a timely manner. Teachers submit an attendance tracking sheet to the LAST every five weeks. The LAST then follows up any areas of concern via phone calls and meetings. Every avenue to support student attendance is taken by the LAST over a period of time. In some cases it is necessary to seek the support of the Home School Liaison Officer (HSLO) to further support families with this process.

## Workforce information

### Workforce composition

| Position                              | FTE*  |
|---------------------------------------|-------|
| Principal                             | 1     |
| Deputy Principal(s)                   | 0     |
| Assistant Principal(s)                | 3     |
| Head Teacher(s)                       | 0     |
| Classroom Teacher(s)                  | 10.23 |
| Teacher of Reading Recovery           | 0.5   |
| Learning & Support Teacher(s)         | 0.8   |
| Teacher Librarian                     | 0.6   |
| Teacher of ESL                        | 0     |
| School Counsellor                     | 0     |
| School Administration & Support Staff | 3.02  |
| Other Positions                       | 0     |

\*Full Time Equivalent

The Australian Education Regulation 2013 requires schools to report on Aboriginal composition of their workforce.

South West Rocks Public School currently has one Aboriginal member on the teaching staff.

### Teacher qualifications

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

### Teacher qualifications

| Qualifications                  | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 75         |
| Postgraduate degree             | 25         |

### Professional learning and teacher accreditation

The teaching staff at SWRPS participated in several professional learning opportunities designed to build the capacity of staff to achieve our key priorities set out in our school plan.

Administrative staff participated in several professional learning activities to support them to effectively meet the demands of their roles and responsibilities.

2017 Professional Learning included:

- SWRPS has made initial links with Nambucca Heads

Public School to form Professional Learning Communities (PLC). Reciprocal visits commenced in Term 4 with further visits programmed for 2018. Classroom lesson observations based on an agreed feedback model. Teachers engaged in observation of peers leading to debate and discussion about teaching supporting the capacity for refining classroom practice using the Quality Teaching Framework. The focus during this process was on learning rather than the individual teacher. From this teachers have a framework from which to commence important conversations not only about the specific lesson observed but also about teaching in general.

- As part of the Macleay Public Schools (MPS) all teaching and SAS staff attended the community of schools professional learning. Further workshops relating to staff interest and need were attended on the day.

- Staff both teaching and non-teaching also completed mandated professional learning in Child Protection, Code of Conduct, CPR and anaphylaxis.

- Individual teachers supported their professional knowledge by attending professional learning courses online to pursue areas that they require for understanding and entering for individual student needs. All teachers are planning further professional learning in both registered courses and developed courses to maintain professional registration with NESAs.

- The SWRPS PBL team attended the PBL expo in Taree. In addition to observing systems and strategies from other schools, our school held a workshop for other schools on the SWRPS systems.
- SLSOs participated in Multilit training. This enabled the implementation of the Multilit program across the school. Due to the success of this program it is anticipated there will be further professional learning in 2018.
- The principal, Senior Administration Manager(SAM) and Senior Administration officers (SAOs) took part in Learning Management Business Reform (LMBR) professional learning. SWRPS has now moved to LMBR on a full-time
- A team from our school attended the Agile Leadership professional learning with Dr Simon Breakspear. This two day workshop had a focus on change and improvement processes within schools. The “**Learning Sprints**” model from these workshops will be implemented across the school in 2018.
- The school continues to support professional learning for teachers in the L3 program for both those continuing the program and those teachers new to the program.

## 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.

| Receipts                       | \$             |
|--------------------------------|----------------|
| <b>Balance brought forward</b> | <b>324,151</b> |
| Global funds                   | 315,554        |
| Tied funds                     | 223,257        |
| School & community sources     | 54,527         |
| Interest                       | 3,540          |
| Trust receipts                 | 9,048          |
| Canteen                        | 0              |
| <b>Total Receipts</b>          | <b>605,926</b> |
| <b>Payments</b>                |                |
| Teaching & learning            |                |
| Key Learning Areas             | 22,783         |
| Excursions                     | 5,123          |
| Extracurricular dissections    | 111,996        |
| Library                        | 2,027          |
| Training & Development         | 8,581          |
| Tied Funds Payments            | 146,991        |
| Short Term Relief              | 44,858         |
| Administration & Office        | 34,334         |
| Canteen Payments               | 0              |
| Utilities                      | 33,040         |
| Maintenance                    | 41,931         |
| Trust Payments                 | 5,087          |
| Capital Programs               | 33,900         |
| <b>Total Payments</b>          | <b>490,650</b> |
| <b>Balance carried forward</b> | <b>439,427</b> |

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 (\$) |
|---------------------------------------|------------------|
| <b>Opening Balance</b>                | 0                |
| <b>Revenue</b>                        | 480,523          |
| Appropriation                         | 443,848          |
| Sale of Goods and Services            | 0                |
| Grants and Contributions              | 36,363           |
| Gain and Loss                         | 0                |
| Other Revenue                         | 0                |
| Investment Income                     | 312              |
| <b>Expenses</b>                       | -213,754         |
| Recurrent Expenses                    | -213,754         |
| Employee Related                      | -106,680         |
| Operating Expenses                    | -107,074         |
| Capital Expenses                      | 0                |
| Employee Related                      | 0                |
| Operating Expenses                    | 0                |
| <b>SURPLUS / DEFICIT FOR THE YEAR</b> | 266,769          |
| <b>Balance Carried Forward</b>        | 266,769          |

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 (\$) |
|-----------------------|------------------|
| <b>Base Total</b>     | 2,143,176        |
| Base Per Capita       | 45,542           |
| Base Location         | 77,657           |
| Other Base            | 2,019,976        |
| <b>Equity Total</b>   | 224,583          |
| Equity Aboriginal     | 41,695           |
| Equity Socio economic | 77,357           |
| Equity Language       | 0                |
| Equity Disability     | 105,531          |
| <b>Targeted Total</b> | 44,310           |
| <b>Other Total</b>    | 73,321           |
| <b>Grand Total</b>    | 2,485,389        |

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.

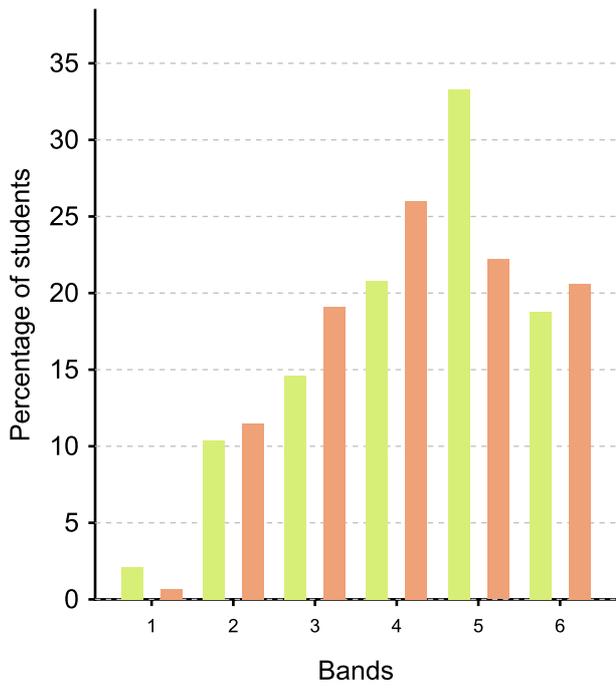
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

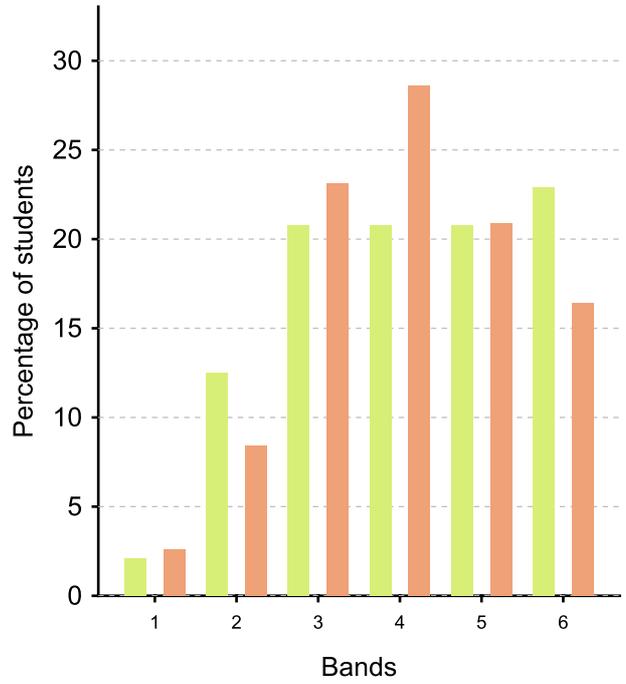
### NAPLAN

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.

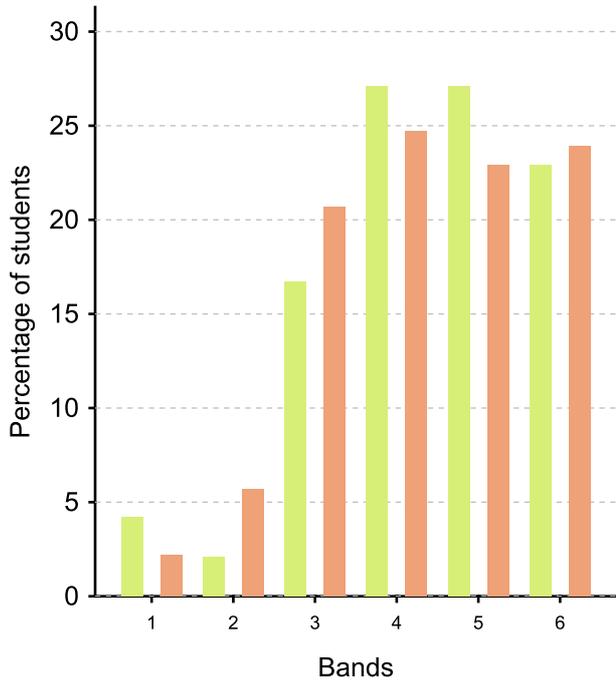
**Percentage in bands:**  
Year 3 Grammar & Punctuation



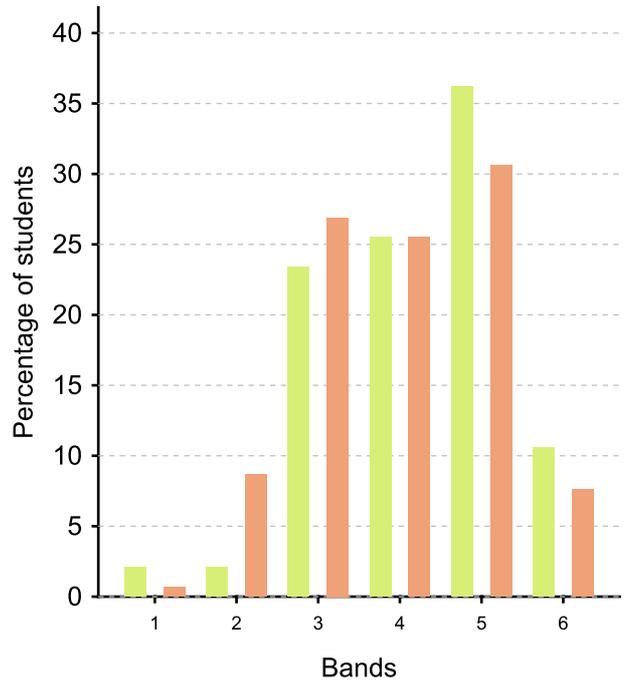
**Percentage in bands:**  
Year 3 Spelling



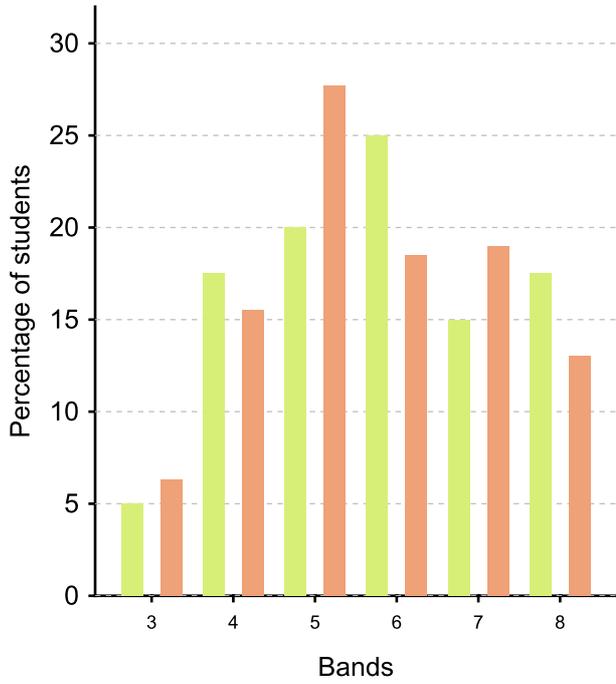
**Percentage in bands:**  
Year 3 Reading



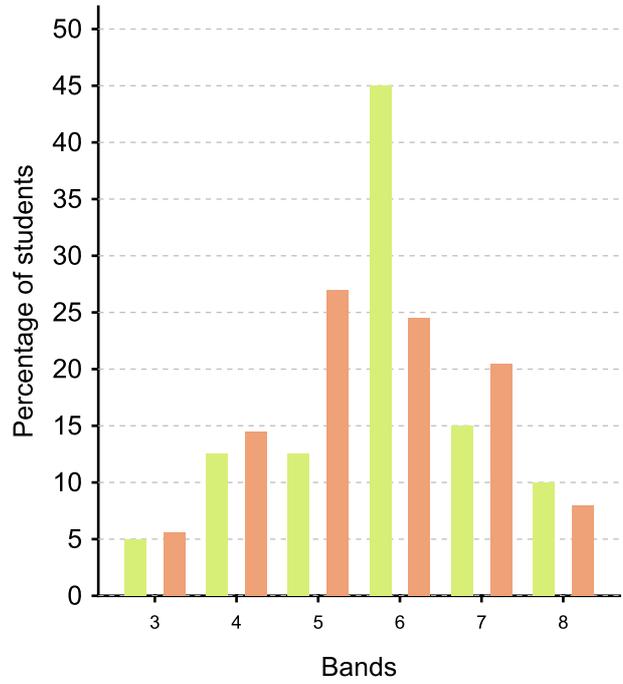
**Percentage in bands:**  
Year 3 Writing



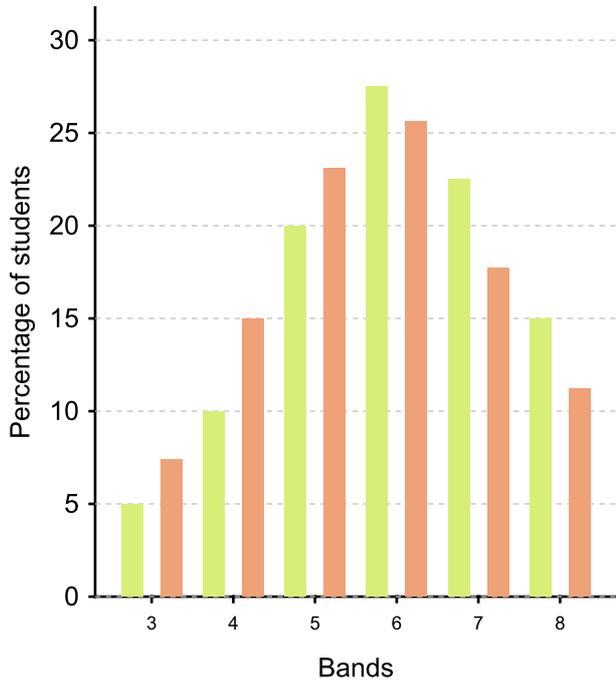
**Percentage in bands:**  
Year 5 Grammar & Punctuation



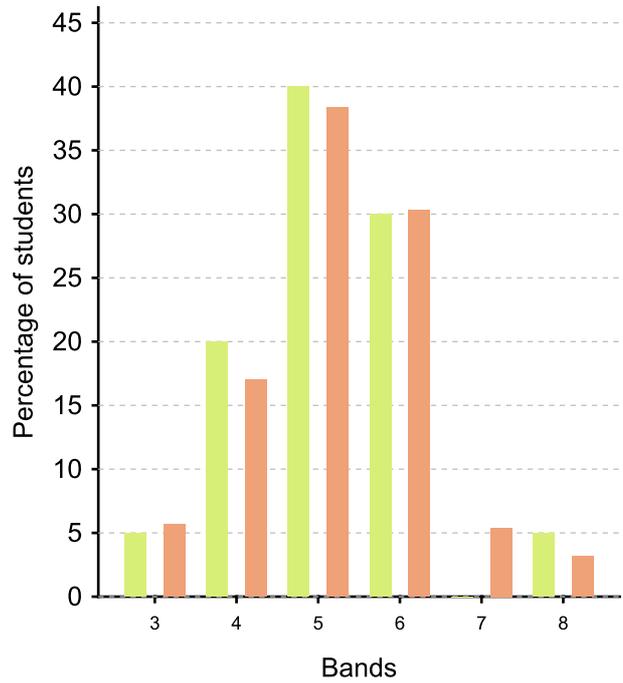
**Percentage in bands:**  
Year 5 Spelling



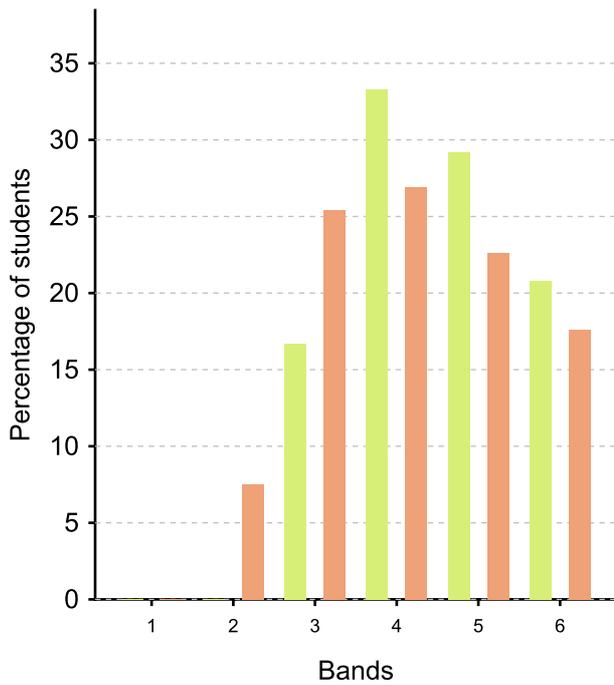
**Percentage in bands:**  
Year 5 Reading



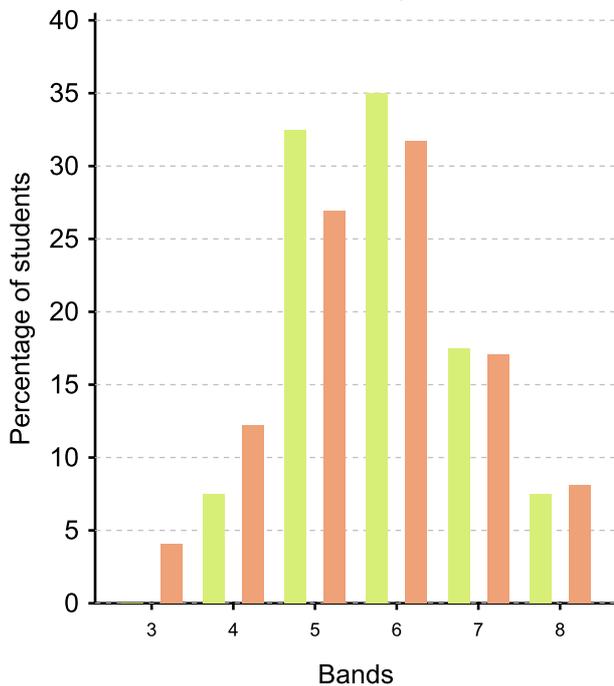
**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Numeracy



punctuation and numeracy. For Year 5 SWRPS increased the percentage of students in the top 2 bands in all domains reading, writing, spelling, grammar and punctuation and numeracy in 2017 as compared to 2016 results. For Year 3 SWRPS increased the percentage of students in the top 2 bands in the domains of writing, spelling, grammar and punctuation and numeracy in 2017 as compared to 2016 results. Overall SWRPS had an increase of students in the top two bands in reading and numeracy from 30% to 41%.

In NAPLAN 2017 our Year 3 and year 5 Aboriginal student results were above that of other Aboriginal students state wide in all aspects reading, writing, spelling, grammar and punctuation and numeracy. In fact, our Year 5 Aboriginal student results in reading and writing were above that of all students state wide.



### 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.

Parents were asked for their feedback in several ways including, online and written surveys, phone contact and focus groups. Parents were asked to assist the school in developing strategic directions as part of the 2018–2020 school plan. The top priorities from this feedback were:

1. Student wellbeing and positive values
2. Improving the quality of our teaching
3. High academic achievement

Other notable feedback from parents was the positive values that the student leadership and SRC programs contribute to the school. Parents also noted that the school continues to excel in sporting areas and that they would like to see more creative arts opportunities for students. With the increasing number of Aboriginal students enrolling in our school feedback suggested the consideration of an Aboriginal Education Worker to support student learning and cultural programs.

Student feedback strongly supported the value of the QuEST student leadership program. Students felt the program gives them an opportunity to be active during lunchtimes and learn new games skills. The senior students that run the program enjoy the training days and the responsibilities such as organising activities

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.>

Student growth in NAPLAN was above that of the state in all domains reading, writing, spelling, grammar and

and delivering lessons to other students from Years 1 to 5.

Students have responded positively to the increased access to STEM activities. Students report these activities as both enjoyable and challenging. They are particularly positive about the opportunity to display and present their projects to others.

Students enjoy Creative Arts activities and the opportunity to perform. The drumming group and choir are popular among students. Students would like to see more creative arts opportunities throughout the school week.

Staff feedback around NAPLAN results were positive. From data analysis staff suggested we work on strategies to move students from middle bands to the higher bands. There was very strong support for Multilit, focused NAPLAN learning sessions, L3, developing a reading culture, working with the Instructional Leader and the support from the LAST. Staff felt these had a positive impact on student learning. Staff responded positively to the opportunity to work more collaboratively with colleagues. The opportunity to work more closely with colleagues from other schools would be welcomed. Staff completed feedback on a case study of Blue Creek Public School and their SEF evaluation. Feedback from this on the SEF implications for SWRPS were positive suggesting it will enable us to have a clear structure to move towards excelling and that it will give us a pathway to improved teacher quality and improved student outcomes.

Feedback from all groups above have formed the basis of our strategic directions for the 2018–2020 school plan.



## Policy requirements

### Aboriginal education

South West Rocks Public School has demonstrated the Department's Aboriginal education policies and the Strategic Direction—Creating Futures Together 2015 – 2017, by developing Personalised Learning Pathways, catering for different learning styles, fostering a culture of high expectations and implementing sensitive practices for Aboriginal students and of Aboriginal culture. The outcome has been improved cultural and cross-cultural understanding, an awareness of Aboriginal culture and support for local Aboriginal values and knowledge. Aboriginal students are supported by strong partnerships between schools,

families and communities to increase engagement in education. 100% of Aboriginal students have Personalised Learning Plans developed and receive additional support through RAM Equity funding for Aboriginal students. Aboriginal perspectives are incorporated into Units of Inquiry and there is a clear increase in staff understanding of Aboriginal culture and history, particularly from a local perspective. Two staff members participated in the “**Connecting to Country**” professional learning run by the local AECG. Three more staff members will participate in this training in 2018. This training will continue until all staff are trained. Four senior students graduated from the Brospeak cultural program. In 2018 we will seek placements for our senior students in both Brospeak and Sistaspeak programs. In NAPLAN 2017 our Year 3 and Year 5 Aboriginal student results were above that of other Aboriginal students statewide in all aspects reading, writing, spelling, grammar and punctuation and numeracy. In fact, our Year 5 Aboriginal student results in reading and writing were above that of all students state wide.



### Multicultural and anti-racism education

SWRPS has a small number of students from other cultures or Non-English-Speaking Backgrounds. We celebrated Harmony Day and the students from K–6 participated in activities and produced artworks on the theme of “We All Belong”.

At South West Rocks Public School, we believe it is important for all students to have an understanding and appreciation of different countries, their people and cultures. Throughout 2017 we have promoted student understanding through research units focusing on different countries throughout the world, their people and culture. The units of work are integrated across the key learning areas. Current issues, significant events and celebrations are acknowledged and incorporated into the students' learning experiences. The whole school anti-racism policy ensures equity for all.