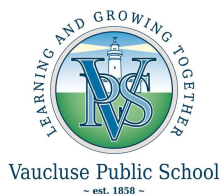


# Vaucluse Public School

## Annual Report



2017



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## Introduction

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

Maureen Hallahan

Principal

### School contact details

Vaucluse Public School

Cambridge Ave

Vaucluse, 2030

[www.vaucluse-p.schools.nsw.edu.au](http://www.vaucluse-p.schools.nsw.edu.au)

[vaucluse-p.School@det.nsw.edu.au](mailto:vaucluse-p.School@det.nsw.edu.au)

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## School background

### School vision statement

#### ***Learning and Growing Together***

Influencing and supporting our vision are the goals for young Australians documented in the **2008 Melbourne Declaration on Educational Goals**.

These goals are:

***Australian schooling promotes equity and excellence.***

***All young Australians become:***

- \* *Successful learners*
- \* *Confident and creative individuals*
- \* *Active and informed citizens*

### School context

Vaucluse Public School is located on the South Head Peninsula in Sydney's Eastern Suburbs. The school is unique in many ways. With its spacious playing fields and beautiful gardens protected by large shady trees, the children enjoy a perfect environment for learning and growing together. It has an enrolment of 350 students from Kindergarten to Year 6 in fifteen mainstream classes and three classes in a Special Education Support Unit. These classes include one Autism class and two IO classes.

Our teachers promote an inclusive culture based on the values of caring and kindness. In a safe and supportive environment, children form lasting friendships from Kindergarten to Year 6. All enjoy a strong sense of belonging where parents and members of the local community work closely with teachers and staff to support the students.

Vaucluse Public School values the development of the whole child and celebrates their achievements in all areas – academic, environmental, debating and public speaking, sports, the creative arts and in community and cultural activities.

Our school has a dynamic *Stephanie Alexander Kitchen Garden Program* where children enjoy an exciting journey of sowing, nurturing, harvesting, cooking, presenting and consuming healthy foods.

A Hebrew Program for background speakers, a Junior and Senior Choir, Rock Band and a Gymnastics Program also contribute to the rich learning environment the school provides. The school runs a number of additional activities that contribute to the culture such as Soccer Club, Drama Club, Public Speaking and Debating, Chess Club, a very committed SRC and a strong and rigorous leadership program.

## 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 and participated in an external validation. 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. During the external

validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated

In the domain of Learning the school's self-assessment is consistent with the evidence presented in 3 element/s and is validated using the School Excellence Framework. In the element of Learning Culture the evidence presented indicates the school is operating at the Delivering stage. In the element of Assessment and Reporting the evidence presented indicates the school is operating at the Delivering stage'

In the domain of Teaching the school's self-assessment is consistent with the evidence presented in 4 element/s and is validated using the School Excellence Framework. In the element of Professional Standards the evidence presented indicates the school is operating at the Delivering stage.

Leading In the domain of Leading the school's self-assessment is consistent with the evidence presented in 3 element/s and is validated using the School Excellence Framework. In the element of Leadership the evidence presented indicates the school is operating at the Sustaining and Growing stage.

Our self-assessment and the external validation 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

### Learning

### Know Students and How They Learn

#### Purpose

*To further develop a learning culture where student learning is underpinned by high quality Numeracy, Writing, Spelling and Multimodal Digital Literacy teaching. Lessons and learning opportunities are engaging and teaching strategies evidence based. Individually and collaboratively, teachers evaluate the effectiveness of their teaching practices to plan for the ongoing learning of each student in their care. Feedback is an integral part of the learning process for teachers and students.*

#### Overall summary of progress

In 2017 all staff participated in Professional Learning around the following: PLAN, Literacy and Numeracy Continuums, School Excellence Framework, Assessment, Seven Steps to Writing, developing and writing SMART goals for IEPs, Guided Reading and assessment for reading. Much emphasis was given to knowing every student and how they learn. This was further developed in 2017 by increasing the number of students with Learner Profiles and Individual Education Plans. This learning culture was enhanced and supported by the further development and evaluation of the *Learning and Support Checklist* for referral to the Learning and Support Committee. This increased the number of students referred for extra support. It also increased the number of students with Individual Learning Plans (IEP). Students with differentiated programs were also included in the Learning and Support process. Follow up and individual tracking of students continues to be more thorough. IEPs have demonstrated rich detail and differentiation to support individual students. The implementation of guidelines for Collaborative Planning and a commitment to the process in the last week of each term ensured a consistency of planning. Inclusion of support staff improved communication. Each stage demonstrated collaboration and consistency in the delivery of curriculum.

The first process in the Learning and Support Program is the identification of students with additional learning needs. Once students with additional learning needs are identified, learning is personalised for each student. Pupil profiles are developed and support is delivered through differentiated classroom programs or more specific individual education plans. Strategies are developed which cater for the particular developmental need and specific literacy and numeracy needs of the student. Additional support and or adjustments to teaching and learning activities and or assessment are sometimes required. Student learning is continually monitored and assessed with teaching and learning programs adapted as required. The Individual Education Plan (IEP) is a clear

example of the commitment each teacher at Vaucluse Public School has in knowing and understanding each and every one of their students.

Where necessary, individual education plans are further supported by behaviour support plans and risk management plans to ensure the immediate safety and well-being of the individual student and others. The school works in collaboration with parents and agencies that contribute to and support students' learning, participation and engagement in schooling. The school strives to improve how it caters for student diversity. At Vaucluse Public School each individual child is known and understood. The individual learning and developmental needs of students are carefully considered and individual potential developed as a result of a culture of high expectation.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
NAPLAN Year 5 data indicates a 20% increase in growth where 70% of students are achieving greater than or equal to expected growth in Writing and Grammar and Punctuation.	Professional learning funds \$2500 for teachers to attend <i>Seven Steps to Writing</i> workshop and purchase resource kit.  English Language Proficiency funding: \$7000 Stage.  QTSS allocation used to provide in class support from instructional leader.	In 2017 our NAPLAN data showed significant improvement. Writing data grew from no students in the top 2 bands for writing to 33% of students in the top 2 bands. The number of students in the top band for Grammar and Punctuation grew by 30%.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
NAPLAN Year 5 data indicates a 15% increase in growth where 70% of students are achieving greater than or equal to expected growth in Spelling and Numeracy.	English Language Proficiency funding: \$7000'  School funded LAST position.	In 2017 the number of Year 5 students in the top 2 bands for spelling grew to 51%. For the period of the school plan the number of students in the top band grew by 60%. The number of students in the top Numeracy band has steadily grown 10% each year. In 2017 there were 50 % more students in the top Numeracy band than in 2015 (the commencement of the School Plan period)..
All students mapped on the Literacy and Numeracy Continuums and demonstrating expected growth.	QTSS allocation used for in class support of teachers. School funded additional LAST position used to support staff in understanding continuums.	All staff participated in Professional Learning around the implementation of the continuums. Staff used continuums in the development of the Reporting to Parents process in Semester 1 and Semester 2. Through the use of Assessment Schedules, Early Stage 1 and Stage 1 staff were able to submit evidence of assessment including SENA, South Australian Spelling, Benchmarking, fluency rate.s

## Next Steps

As a future direction to enable the school to achieve at the Excelling level on the School Excellence Framework (SEF), the leadership team recognises that we need to continue to build a whole school collective and active commitment to an inclusive teaching and learning program, which supports the wellbeing, and learning of each child. We need to continue to embed practices that ensure the development of teacher skill and prioritise the importance of meeting the educational needs of every student. In order to continue to build a productive learning environment, positive and respectful relationships across the school teams need to continue to be fostered.

An additional future direction to enable the school to move towards the Sustaining and Growing level (SEF), the school leadership team will focus on providing the staff with professional development experiences, which will improve the quality and delivery of feedback from teachers to students. There will also be a focus on enhancing the role of students in the teaching and learning process. Feedback is crucial to ensuring that all students have a clear understanding of how to improve their learning. An understanding of the importance of the regular review of learning with each student and strategies to facilitate this, will be developed. In the development of the 2018–2020 School Plan, the school has already identified the development of Formative assessment and Visible Learning strategies such as feedback and success criteria as a crucial direction to extend SD1: Know students and how they learn.

As a future direction and to enable the school to achieve the next level (*Sustaining and Growing*) for Data Skills & Use, the executive team recognises that more professional learning is necessary to build teacher skills in the analysis, interpretation and use of student performance data. Teachers must be able to demonstrate a sophisticated understanding and use of student assessment and data literacy concepts (e.g. Value added, growth, improvement, statistical significance). The school leadership team needs to engage the school community in reflecting on student performance data to build the collective capacity of the staff and school community to use data to inform strategic school improvement efforts. The school plans to hold an information session for parent on publication of the NAPLAN results 2017.



## Strategic Direction 2

Wellbeing

Create and Maintain Supportive and Safe Learning Environments

### Purpose

*To evaluate school student welfare practices and further develop a common understanding, consistent approaches and shared commitment to the development of learner Wellbeing.*

### Overall summary of progress

In 2017 all staff continued to participate in Professional Learning on the *KidsMatter* Program. This is a three year program and we are in our third year. A committee drives and implements the strategies outlined in *KidsMatter* Stage 1, 2 and 3. We have particularly focused on the physical aspects of wellbeing being evident in our school. Noticeboards, welcome mats, and signage were all improved throughout the school. Staff developed whole school units using the *Digital Citizenship* resources, Bounceback and Kidsmatter. These units were implemented in the first week of school, Term 1 in 2017. Staff took the opportunity before new classes were formed to spend the first week of the school year implementing student wellbeing units of work with their 2016 group. 2017 also saw the staff implement the first stages of the Positive Behaviour for Learning program. A committee was established in Term 1 2017 and this has led the implementation process.

The school has worked extremely hard to have in place a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students, which measurably improves individual and collective wellbeing. Individual learning is supported by the effective use of school system and community expertise and resources through contextual decision-making and planning.

The Digital Citizenship Program, Positive Behaviour for Learning and Kidsmatter are examples of how Vaucluse implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment. Positive Behaviour for Learning (PBL) is a comprehensive, integrated whole school approach to student wellbeing and behaviour. PBL is a process that supports and creates a positive learning environment that enables student learning and wellbeing. Successful implementation of PBL is underpinned by the support and commitment of the whole school community. It is based on a continuum of prevention and intervention. At Vaucluse Public School PBL is embedded throughout our school systems at a foundation level. It is a problem solving framework that addresses the social behaviour and academic outcomes. This approach enhances the school's capacity to design effective learning environments.

At Vaucluse Public School students, staff and the broader school community understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes. This is practiced on a daily basis with the values of the week which are recognised throughout the school. School surveys indicate there is a strong sense of wellbeing in our school. Feedback from visitors to the school reinforces the feeling of harmony that pervades the school.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of students demonstrate strategies to develop Wellbeing and resilience.	QTSS funding used for the implantation of the Wellbeing Week at the commencement of the school year.	At the commencement of 2017 school year all students participated in a week long Student Welfare Program. Teachers had collaboratively designed units of work to support students transition to new grades and also to establish a welfare foundation for the rest of the school year. Transition plans were implemented for individual students. A whole school Social Story was developed for the purpose of transition to new classes. This was adjusted for various stages of learning.
Data from <i>Tell Them From Me</i>  indicates continued growth in social / emotional development.	\$3000 for professional learning for teachers to attend PBL and refresher courses for those who had attended in 2016.	Tell Them From Me data was analysed by all staff and strategies implemented. The Positive Behaviour for Learning(PBL) program as a strategy for developing wellbeing commenced implementation in 2017. Staff participated in a number of Professional learning opportunities to

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Data from <i>Tell Them From Me</i>  indicates continued growth in social / emotional development.	\$7000 for school signage for the PBL program.	build knowledge and skills around PBL. A committee was established to drive the program
Data from <i>KidsMatter</i> surveys indicates growth in the use of mental health strategies to develop resilience and build Wellbeing.	\$1000 for two teachers to attend KidsMatter Professional learning.	In 2017 KidsMatter 3 was implemented. Teachers underwent Professional Learning and units of work were collaboratively developed for implementation each term.
The social /emotional currency of the school community shows growth as indicated in parent and staff surveys.	\$1000 to support student entry to School Spectacular.	The school explicitly develops activities that form a strong connection to building wellbeing through giving and helping. Our school has developed a strong relationship with a homeless program in Surry Hills. In 2017 the whole school supported the involvement of the support unit in School Spectacular. The SRC supports Stewart House, Cancer Council, Indigenous Literacy Foundation and the Cerebral Palsy Alliance. Students are encouraged to initiate their own programs and fundraisers to support a variety of charities.
50% increased use of anti-bullying notifications by students.	\$2000 funded by the school's P&C to support the UR Strong program.	Executive staff evaluated and reviewed the Vaucluse Public School Student Welfare policies. New strategies were implemented around upstanding behaviour. P&C initiated a program to support bullying strategies called UR Strong. This was extended to all students in school time.

## Next Steps

As a future direction and to enable the school to achieve the next level (*Excelling*) for **Wellbeing**, the executive team recognises the need to further develop the self-awareness of students and how they can take an active role in building positive relationships throughout the school and community.

As a result of the External Validation process a clear direction in the development of a whole school Wellbeing Policy was established. Staff will document the wide range of wellbeing programs in the school to ensure they are well planned and strategic. This will be part of the 2018–2020 school Plan.

We will continue to implement Kidsmatter strategies and Positive Behaviour for Learning. We have also identified a wellbeing project being implemented in Wollongong schools called Kindness On Purpose. We will be investigating the implementation of this project as part of Strategic Direction 2. for the 2018–2020 school Plan.

All staff will continue to contribute to the Learning and Support process, using the Learning and Support checklist as a framework for referral and action. All staff will participate in the Class Profile presentation for the Learning and Support Committee. Staff will continue to develop skills in the development of Individual Education Plans (IEP).

Parent Workshops using *KidsMatter* and *Digital Citizenship* as focus areas to be held.

In 2018 we will continue a strong focus on using the *Stephanie Alexander Kitchen Garden Program* to explicitly link wellbeing. Continuing a transition program for Year 2 and a Lifeskills program for students with additional needs.



## Strategic Direction 3

Community

Engage With Colleagues, Parents/Carers and the Community

### Purpose

*To further develop positive and respectful relationships across the school community. These relationships will underpin a collective responsibility for a productive learning community.*

### Overall summary of progress

In 2017 staff worked closely with the School Excellence Framework as part of the External Validation which the school underwent in Term 3 2017. This was done through departmental workshops led by the Executive team. Individual domains were concentrated on and staff were encouraged to collect evidence to substantiate performance in the domains. A greater Staff were trained in the implementation of *KidsMatter* stage 1 and *Digital Citizenship*. This created a strong focus on the development of wellbeing throughout the school. This was reinforced with a *KidsMatter* committee that drove change and provided support. All staff planned *Digital Citizenship* units of work as part of the Collaborative planning process. These were implemented throughout the year. An explicit focus on communication was implemented. A weekly school newsletter is published. As part of the Collaborative Planning process staff published term bulletins and also made sure there was consistency of information on weekly homework sheets. In 2017 all staff reviewed the VPS student welfare programs. A consistency of language is now obvious when teachers talk about behaviour. Teachers are focusing on positive feedback and using Restorative Justice guidelines to assist them in the delivery of student welfare programs.

In staff, stage and P&C meetings, the school leadership team clearly communicates school priorities and practices to the whole school community. During this time, there are opportunities for students, staff and the community to provide constructive feedback on school practices and procedures. Streamlined, flexible processes exist to deliver services and information and strengthen parental engagement. The school welcomes and actively seeks community feedback on a variety of practices and processes.

The school's administrative practices effectively support school operations and the teaching and learning activities of the school. During staff meetings, the leadership team supports all school staff to develop skills for the successful operation of administrative systems. Executive staff have created an organisational structure which enables management systems, structures and processes to work effectively and in line with legislative requirements and obligations.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School satisfaction surveys record high levels of school satisfaction.	\$2000 for maintaining school App.	In 2017 a strong commitment was demonstrated to improving communication with all stakeholders. Style guides for class bulletins have been successfully implemented. The newsletter is published on a weekly basis. In 2016, a school app was successfully introduced. This app has had more than an 90% uptake. The community worked in partnership with the school to improve school home links with a strong class parent program.
Evaluation of parent workshops show a deep level of understanding and support of Vaucluse PS Student Welfare Programs.	\$500 for catering purposes for parent workshops.	Parent evening workshops continue to be poorly attended. In 2017 we will balanced delivery of workshops with day and evening sessions.
School excellence Framework Tool indicates school is operating in the Excelling Domain.	\$7000 for the development of Evidence Sets and Presentation for the External Validation process.	Throughout 2017 the staff devoted significant time in developing a sound knowledge of the School Excellence Framework. Individual aspects of the different domains were identified by stage teams to work on. In Term 3, 2016 all staff were involved in mapping the school against the School Excellence Framework (SEF). In Term 3 2017 the school underwent the External Validation process.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School excellence Framework Tool indicates school is operating in the Excelling Domain.		As part of this the staff developed deep understanding of the SEF. They also developed expertise in mapping using the SEF.

## Next Steps

As a future direction and to enable the school to achieve the next level (*Sustaining and Growing, SEF*) the executive team recognises the need to further develop our relationships with external agencies such as universities, business, industry and community organisations in order to improve the educational opportunities for our students. Another future direction that Vaucluse Public School are committed to achieve is the contribution of the community to the school's future strategic directions and practices to achieve educational priorities.

In 2018 continued participation in the *Tell Them From Me* survey. In 2018 students, teachers and parents will participate in evaluation of the Stephanie Alexander Kitchen Garden Program. Parents participate in workshops and information evenings on Stephanie Alexander Kitchen Garden Program, Digital Citizenship and KidsMatter.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	The school does not receive funding in this area.	
<b>English language proficiency</b>	.\$19,469	Strategic Direction 1, 2 &3A specialist teacher was employed to develop and deliver Individual Learning Plans. This teacher also delivered Professional Learning for all staff on the EALD Framework and resources available for classroom.
<b>Low level adjustment for disability</b>	\$72,267	Strategic Direction 1.A specialist literacy teacher was employed to develop and deliver IEPs for targeted students. The teacher also worked with individual teachers and delivered Professional Learning on reading assessment strategies and developing K–6 spelling programs. This funding also included the Learning and Support staff.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$31,285	A teacher was employed 1.5 days per week to release Executive staff, Learning and Support Staff and other supervisors. These staff delivered a flexible program that included mentoring, in class support, supervision to enable teachers to visit other classrooms and development of Personal Learning Plans.
<b>Socio–economic background</b>	\$3,697	Strategic Direction 1 . A specialist literacy teacher was employed to develop and deliver IEPs for targeted students. Students made significant progress in spelling and reading.
<b>Support for beginning teachers</b>	\$37,688	In 2017 a specialist teacher was employed to support Beginning Teachers who were in their second year of Beginning Teacher support.
<b>Targeted student support for refugees and new arrivals</b>	The school received an allocation of two days teaching support for New Arrivals in 2017.	A specialist teacher was employed to implement Individual Learning Plans and support for students identified as new arrivals.

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	146	166	177	174
Girls	159	177	190	194

In 2017 enrolments at Vauclose Public School remained relatively stable. For the second year in a row, four Kindergarten classes were formed. There was a significant drain of students from years 2, 3, 4, 5, at the end of 2017.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	97.1	96.4	95.3	95.6
1	95.3	95.9	94.6	91.8
2	96.5	95.6	95.4	94.8
3	97.2	95.3	93.4	94.7
4	93.1	94.2	94.7	94.5
5	93.5	95.7	93.8	92.7
6	93.6	94	94.8	93.2
All Years	95.6	95.5	94.6	94.1
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

The school manages non attendance in accordance with the NSW Department of Education Attendance policy.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	15.93
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.5
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	5.87
Other Positions	0.4

\*Full Time Equivalent

The Australian Education Act of 2014 requires schools to report on Aboriginal composition of their workforce. Vauclose Public School does not have any full time members of staff with Aboriginal Heritage employed. Vauclose Public School employs an artist with Aboriginal heritage on a casual basis.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	43

### Professional learning and teacher accreditation

In 2017 time was specifically time tabled for Professional Learning. Each week on a Tuesday afternoon for all four terms, all members of staff met for a minimum of 1.5 hours. School expertise was used and external educational consultants were employed. All curriculum areas were included. Notably specific areas are outlined in the 2015 – 2017 School Plan. Staff also attended Professional Learning offsite on a range of areas such as Numeracy, Literacy, digital media, classroom observation and Beginning Teachers conferences. Teachers also attended conferences on Visible Learning and Quality teaching Rounds in preparation for the development of the 2018–2020 School Plan. In 2017 four teachers were successful in

achieving accreditation at Proficiency.

## 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 (\$)
<b>Opening Balance</b>	379,804
<b>Revenue</b>	3,943,719
Appropriation	3,534,775
Sale of Goods and Services	10,355
Grants and Contributions	391,273
Gain and Loss	0
Other Revenue	0
Investment Income	7,315
<b>Expenses</b>	-3,802,255
Recurrent Expenses	-3,789,955
Employee Related	-3,419,515
Operating Expenses	-370,440
Capital Expenses	-12,300
Employee Related	0
Operating Expenses	-12,300
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	141,464
<b>Balance Carried Forward</b>	521,269

The school's budget committee meets on a regular basis to manage expenditure of school funds. In 2017 the school migrated to LMBR, the Department of Education's new operating system. This was a new way of managing the school's finances. The budget committee allocated funds for various expenditure. Balance carried forward does not reflect the true state of the school's accounts due to incorrect allocation of income and funds expended. In 2018 the balance will be significantly lower as we journal the school funds into the correct accounts.

Funds have been budgeted for in 2018 for the following items: an upgrade of school furniture, purchase of technology, upgrading of the school library, installation of storage throughout the school, upgrading of the school's take Home reading program and Guided reading resources..

### 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>	2,516,741
Base Per Capita	58,453
Base Location	0
Other Base	2,458,288
<b>Equity Total</b>	95,434
Equity Aboriginal	0
Equity Socio economic	3,697
Equity Language	19,469
Equity Disability	72,267
<b>Targeted Total</b>	632,491
<b>Other Total</b>	73,220
<b>Grand Total</b>	3,317,885

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

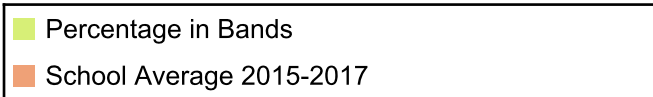
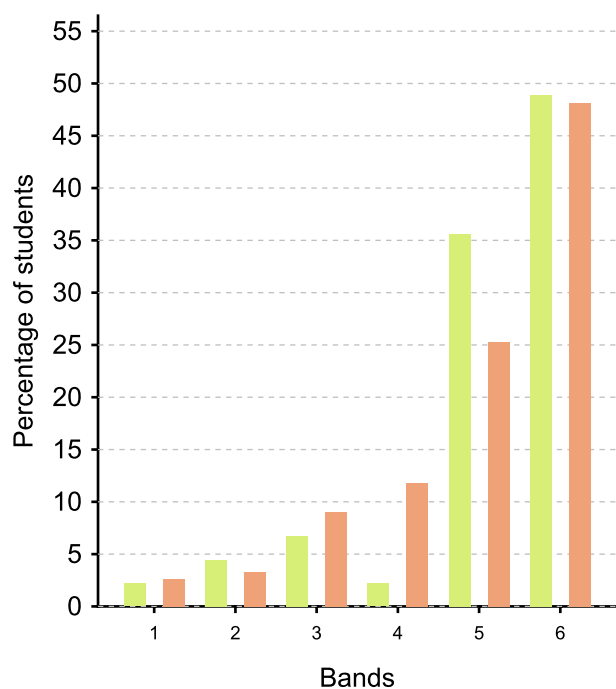
### NAPLAN

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.

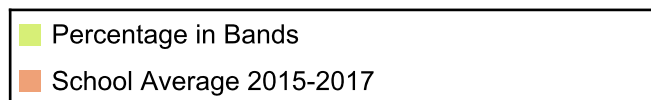
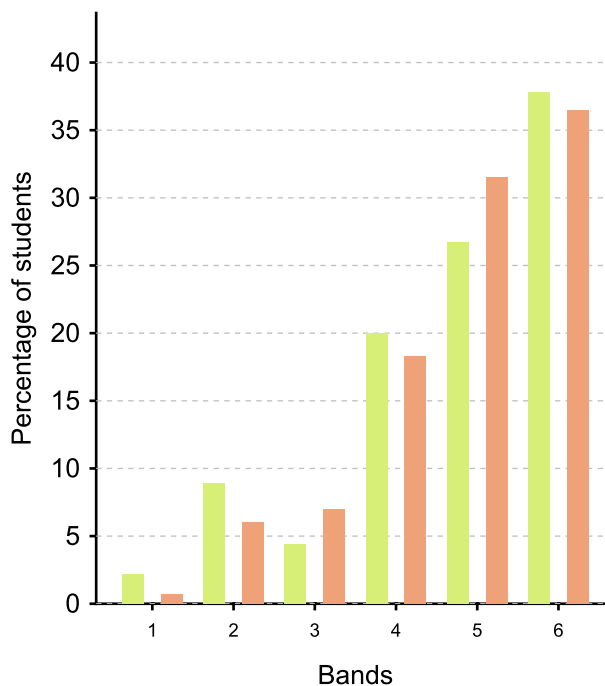
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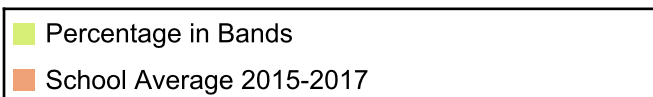
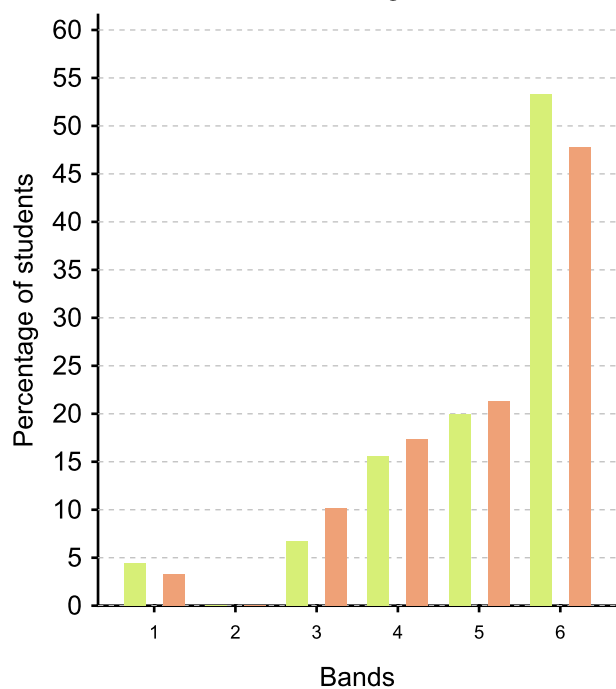
**Percentage in bands:**  
Year 3 Grammar & Punctuation



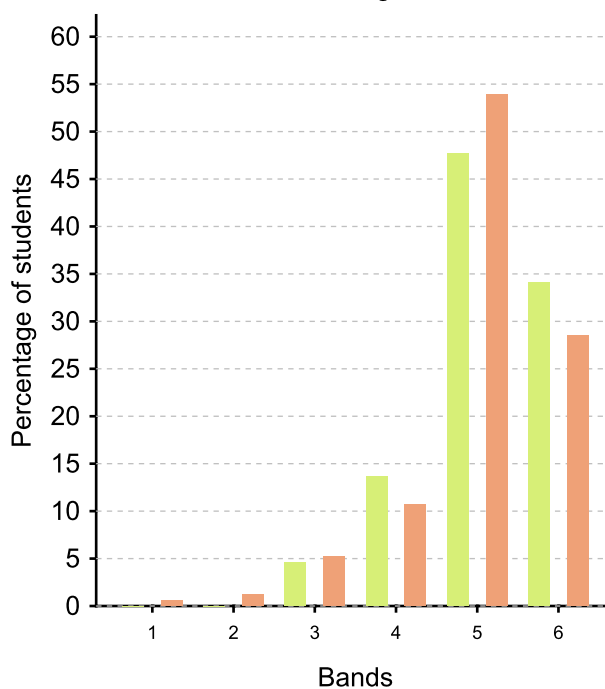
**Percentage in bands:**  
Year 3 Spelling



**Percentage in bands:**  
Year 3 Reading

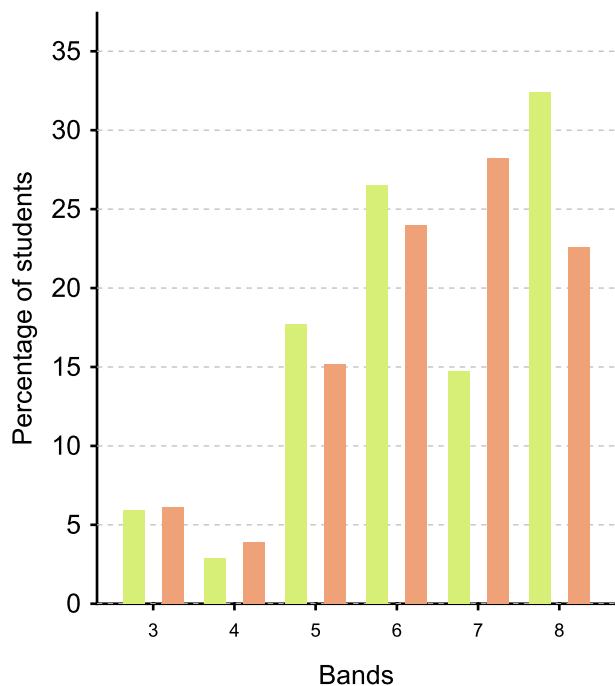


**Percentage in bands:**  
Year 3 Writing

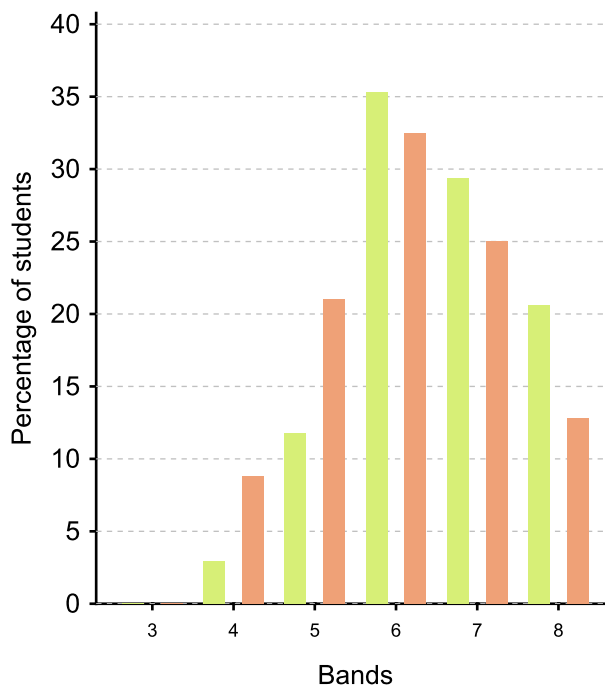




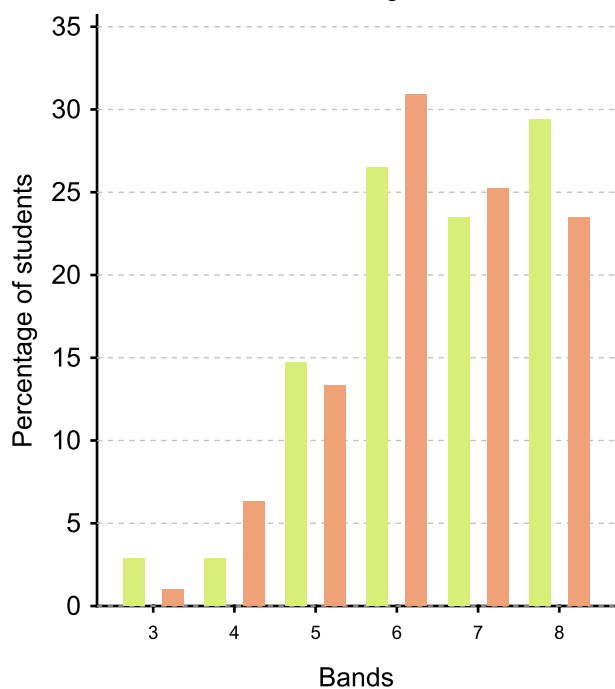
**Percentage in bands:**  
Year 5 Grammar & Punctuation



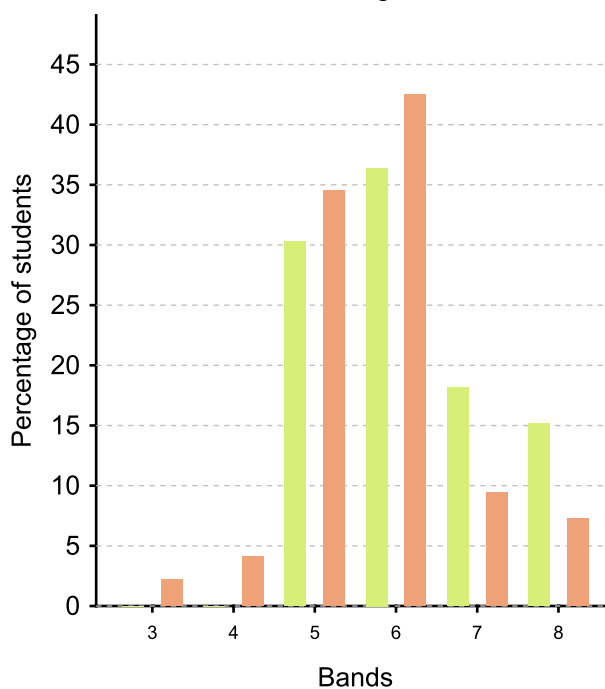
**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Reading



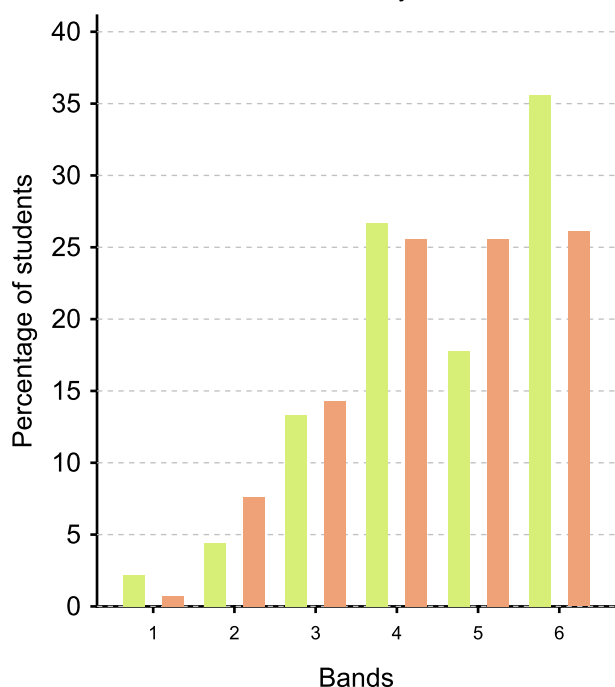
**Percentage in bands:**  
Year 5 Writing



<Use this text box to comment on numeracy NAPLAN data>

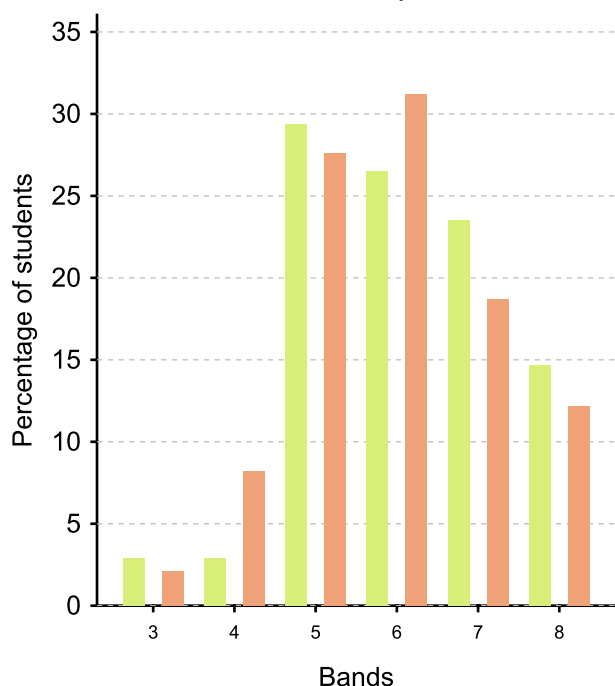
Delete text not required.

**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2015-2017

Delete text not required.

<Use this text box to comment on mandatory reporting requirements in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands>

Delete text not required.

## Policy requirements

### Aboriginal education

During 2017 all staff participated in Professional Learning that improved their understanding of the NSW Department of Education Aboriginal Education Policy. Units of work were developed from Kindergarten to Year 6 that supported and developed our understanding of the Reconciliation process. The anniversary of the Apology, NAIDOC Week and incursions were used as contexts for units of work.

### Multicultural and anti-racism education

In 2017 all staff participated in Professional Learning on the English as a Second Language or Dialect (EAL/D) Progressions and the EAL/D School Evaluation Framework. This Professional Learning enabled teachers to map students and plan specifically for the learning needs. The school also employed a specialist teacher who delivered an EAL/D program for identified students. In semester 2 the school also received funding under the New Arrivals Program (NAP) and implemented a program for those students were eligible under the NAP guidelines. The EAL/D specialist teacher worked collaboratively with individual class teachers to design and implement Individual Education Plans (IEP) for specific students. In 2017 a staff member participated in Anti racism training provided for school based staff in the Anti Racism officer's role. This staff member presented a number of Professional learning sessions to all staff on anti racism.

<You may choose to use this text box and statement to refer readers to the My School website:

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.>