

St Marys South Public School

Annual Report



2017



4279

Introduction

The Annual Report for 2017 is provided to the community of St Marys South 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.

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Principal

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School background

School vision statement

To develop outstanding citizens who:

- are creative
- are innovative
- are critical thinkers
- can communicate and collaborate effectively.

School context

St Marys South Public School is located on the fringe of the picturesque Penrith Valley in the Western Suburbs of Sydney.

Our school has a strong partnership with the Colyton Learning Community where collaboration and innovative learning practices are shared, developed and celebrated.

Our current enrolment is 318 students. In 2016, there were 284 students with twelve classes in operation. A growing population and increase in enrolments, resulted in thirteen classes for 2018.

Our whole school community is active and supportive of school initiatives, placing a high priority on ensuring that our children receive the best possible education for their future success.

St Marys South P.S celebrates and values its rich diversity of students from a range of cultural backgrounds. 7% of students are of an Aboriginal or Torres Strait Islander cultural background. 37% of our students have a language background other than English.

Our school provides a wide range of learning and teaching programs to nurture our students to develop academic, creative, sporting and leadership capabilities. Teaching and learning programs are delivered in spacious, well maintained grounds, comprehensive facilities and innovative learning spaces.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

The continuous emphasis on evaluation using both quantitative assessment data and qualitative teacher judgement is strengthening the school learning culture. The use of the data, judgement and reflection within the context of the Excellence Framework has led to the following general conclusions.

1. Within the Learning Elements, the school is generally Sustaining and Growing.
2. Within the Teaching Elements, overall the school is considered to be at the Sustaining and Growing stage.
3. Within the Leading Elements, the school is generally described as working at the Sustaining and Growing stage.

The following statements summarise the key findings of the evaluative process.

Learning

There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities.

Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good

conditions for student learning.

The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment.

Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive relevant to their stages of learning and development.

Curriculum provision is enhanced by learning alliances with other schools and organisations. The school actively collects and uses information to support students' successful transitions.

Teachers involve students and parents in planning to support students as they progress through the stages of education.

There are systematic policies, programs and processes to identify and address student learning needs.

The school has aligned staff processes and school systems for collecting, analysing and reporting local and external data on student and school performance.

Assessment data to monitor achievements and gaps in student learning are used extensively to inform planning for particular student groups and individual students.

The school has developed explicit processes to collect, analyse and report internal and external student and school performance data.

Student reports contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents.

The school has analysed school performance data and a range of other contextual information and is aware of trends in student achievement levels.

Parents have an understanding of what their children are learning and receive regular information to support progression to the next level.

The school: achieves good value-added results, and around 20 per cent of students achieve at high levels of performance on external performance measures.

Students are showing higher than expected growth on internal school performance measures.

Teaching

All classrooms are well managed, with well planned teaching taking place, so that students can engage in learning productively, with minimal disruption.

Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices.

Teachers incorporate data analysis in their planning for learning.

Assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement.

Teachers take responsibility for changes in practice required to achieve improved school performance and are using data on a regular basis to monitor the effectiveness of their own efforts.

Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice.

Processes are in place to provide formal mentoring or coaching support to improve teaching and leadership practice.

The school identifies expertise within its staff and draws on this to further develop its professional community.

Teachers collaborate within and across stages and faculties to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement.

School-wide and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing

development of all staff.

There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas.

Teachers are actively engaged in planning their own professional development to improve their performance.

Teachers demonstrate currency of content knowledge and teaching practice in all their teaching areas.

Leading

Parents and community members have the opportunity to engage in a wide range of school-related activities.

The school community is positive about educational provision.

The school is committed to the development of leadership skills in staff and students.

Links exist with communities of schools, other educational providers and other organisations to support the school's programs.

There is a broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community.

Staff are committed to, and can articulate the purpose of each strategic direction in the school plan.

Monitoring, evaluation and review processes are embedded and undertaken routinely.

Clear processes, with accompanying timelines and milestones, direct school activity towards effective implementation of the school plan.

The school uses evidence-based strategies and innovative thinking in designing a school plan that delivers ongoing improvements in student outcomes.

Physical learning spaces are used flexibly, and technology is accessible to staff and students.

Succession planning, leadership development and workforce planning are designed to drive whole-school improvement.

Longer-term financial planning is integrated with school planning and implementation processes. The use of school facilities is optimised within the local community, to best meet the needs of students and the local community.

Practices and processes are responsive to school community feedback.

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

COMMUNICATION

Purpose

To improve overall literacy and numeracy outcomes for all students enabling them to be creative, innovative and critical thinkers who can communicate and collaborate effectively.

Overall summary of progress

Throughout 2017, our school priority to improve student performance in literacy and numeracy has led to significant growth for all our students.

This year our school received inclusion in the Early Action for Success initiative, which enabled the appointment of a K–2 Instructional Leader. In addition to this, our school self-funded a 3–6 Instructional Leader. A focus on individual student learning needs, delivery of sustained and tailored professional learning through coaching and mentoring, observations of practice and the continuous tracking of student performance was actioned.

The implementation, monitoring and review of our literacy and numeracy policies led to the embedding of school wide data walls, and consistent and reliable student assessment to flexibly and responsively inform daily classroom instruction.

Our school sustained its commitment to the evidence-based L3 (Language, Learning and Literacy) framework to nurture student reading, writing and language development in the early years of schooling with the engagement of all K–2 teachers in regular training. 100% of teachers indicated the program was effective in supporting the teaching and learning of English. Instructional leadership, classroom observations, the modelling of effective practice, purchasing of quality resources, established partnerships with a local school to share best practice and formative assessment tools have supported early literacy acquisition. Teachers across 3–6 have been supported through instructional leadership to modify, review and reflect on their practices for Guided Reading instruction through Focus on Reading strategies.

A substantial expenditure towards literacy resources has increased our students access to rich, quality texts.

To support expressive and receptive language development, a qualified Speech Therapist was employed, successfully delivering whole class and small group instruction each week.

Our continued focus on Mathematics has led to the devising of a consistent K–6 Scope and Sequence and programming tool to allow teachers to address student learning needs, and confidently and competently teach syllabus content. We continued our delivery of the Mathematical Building Blocks for Numeracy course for teachers, and Targeted Early Numeracy (TEN) strategies formed part of the daily mathematical block in K–2 classrooms. Additional resources were purchased to provide concrete materials and practical activities in all K–6 classrooms.

A new research-based initiative, Learning Links: Counting for Life, was implemented. This enabled some students in years 2 – 6 requiring numeracy support to receive individualised intervention, resulting in a collective average learning gain of thirty-two months.

As part of our commitment to continuous school improvement, we implemented Professional Learning Communities (PLC's) to improve student performance and teacher capacity. Using the research-based Teacher Learning Community, our teachers engaged in collaborative dialogue, action planning and observations of practice to demonstrate and share expertise.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
22% of Year 3 and 20% of Year 5 students achieving proficiency standard in NAPLAN Reading.	Equity: Socio-economic background (\$120 000)	NAPLAN results for 2017 indicate a number of our students are achieving in the top two bands in Reading. In 2017, 21% of year 3 students achieved proficiency level. 20% of year 5 students achieved proficiency level, which is a 14% increase from 2016.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
50% of students achieving at or above expected growth in Reading.		<p>The following NAPLAN results indicate the continued achievement of 50% of our students achieving at or above expected growth for the year cohort.</p> <p>2017 – 56.4%</p> <p>2016 – 56.7%</p> <p>2015 – 56.7%</p> <p>2014 – 51.2%</p> <p>Through continuous assessment, data monitoring and evidence-based teaching practices, our K–2 reading growth data at the end of 2017 is as follows.</p> <p>82% of Kindergarten students achieved at or above instructional reading level 6.</p> <p>92% of Year 1 students achieved at or above instructional reading level 15.</p> <p>93% of Year 2 students achieved at or above instructional reading level 19.</p>
37% of Year 3 and 24% of Year 5 students achieving proficiency standard in NAPLAN Spelling.		<p>The following NAPLAN results show our continued focus on student performance in Spelling, with a 4% increase evident from 2016 for Year 5.</p> <p>Year 3 Spelling</p> <p>2014 – 33%</p> <p>2015 – 35%</p> <p>2016 – 33%</p> <p>2017 – 29%</p> <p>Year 5 Spelling</p> <p>2014 – 28%</p> <p>2015 – 27%</p> <p>2016 – 15%</p> <p>2017 – 19%</p>
Teaching programs show evidence of implementing professional learning in classrooms including TEN, TOWN.		<p>Staff survey data indicated that 100% of teachers include practical activities and concrete materials to facilitate teaching and learning. 100% of teachers support reading fluency and comprehension through appropriately levelled and fluid guided reading groups. 70% of teachers indicated all students could confidently express the learning intention of each lesson. 80% of staff indicated the Mathematics scope and sequence was effective or highly effective. Voluntary professional learning in Mathematics building Blocks, literacy and numeracy best practice, as well as the development and</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teaching programs show evidence of implementing professional learning in classrooms including TEN, TOWN.		implementation of a Schoolwide Mathematics Scope and Sequence, has led to consistency in teaching to support student at their individual point of need.

Next Steps

A collective purpose to ensure effective learning and teaching through stimulating and engaging learning environments underpinned by high expectations, reflective and collaborative practices and differentiation will strengthen our school culture of a strong focus on learning and performance improvement, throughout the school community.

An investment in tailored teacher professional learning, high quality teaching and learning resources, formative assessment practices, differentiated pedagogy and instructional leadership will contribute to our schoolwide priority to improve the performance of every student across K–6. Our school is committed to delivering learning and teaching programs that foster high performance, evidence based teaching strategies and data-driven practices to ensure all of our students have their individual potential developed.

Our continued participation in the Early Action for Success (EaFS) initiative will provide tailored teacher professional development through coaching and mentoring, consistent monitoring and tracking of student assessment data and targeted support to build the capacity of our students, teachers and parents to ensure every student makes measurable learning progress.

Engagement of teachers in a professional learning community model that fosters professional dialogue, collaboration, modelling of effective practice, classroom observations and timely specific feedback to teachers will be imperative to ensuring student assessment for, as and of learning is embedded. A collective focus on visible learning strategies will support the integration of formative assessment in every classroom, confirming that students learn what is taught.

All teachers will engage in professional learning to gain knowledge in assessing, recording and monitoring individual student progress using the National Literacy and Numeracy Learning Progressions. Sustained investment in the Mathematical Building Blocks for Numeracy, Focus on Reading, TEN and L3 (Language, Learning and Literacy) will ensure our teachers build expert contemporary content knowledge and deploy effective teaching strategies.

Engagement of School Learning and Support Officers, parents and the community in the educative process, including the delivery of the Counting for Life program, will support our focus on continuous improvement of teaching and learning. All teachers will be supported to develop a Performance and Development Plan to address their professional learning needs aligned to the Australian Professional Standards to understand and explicitly teach literacy and numeracy to students at all levels of achievement.

Strategic Direction 2

STUDENT ENGAGEMENT

Purpose

To ensure that every student with in our care feels safe, supported and valued. Encouraging active engagement in meaningful, challenging learning experiences that significantly improves educational outcomes for all students.

Overall summary of progress

In 2017, the school has continued its commitment towards ensuring our students are involved in engaging, meaningful and challenging learning experiences that significantly improves educational outcomes. Through a variety of whole school and specifically targeted initiatives, the school has continued to refine and improve upon its already successful practices. This year the school has continued to refine its student wellbeing policies and specifically targeted the improvement of its PBL systems. By involving all stake holders of the school community in this holistic refinement of PBL behaviours and expectations, the school has ensured that St Marys South Public School is a positive and highly engaging educational environment where students feel safe, supported and valued.

To further promote a safe, respectful learning environment the school also organised outside agencies to share their expertise and work closely with the students to design and create a new school character along with the re-design of its existing school mascots. The school has also purchased a variety of large engaging signs that display the new school characters, PBL expectations and a variety of motivational quotes to engage and inspire our students. School surveys reveal that 100% of teachers find that the new PBL systems are more effective and easier for our students to engage with and 100% of the teachers have found that the addition of the new signs around the school have made promoting positive expectations of the students across the school easier and more effective.

The school has also continued its commitment to improving the student's social and emotional intelligence by maintaining and continually refining its resilience programs. Staff capacity was built through a variety of professional learning opportunities aimed at supporting the continual implementation of the Bounce Back program. Small modifications were also made to ensure it was able to be implemented effectively and target the specific needs of the students at St Marys South Public School. When measuring the use of Bounce Back language among the student population 87.5% teachers reported through anecdotal evidence that students are making connections and using the language of Bounce Back to discuss problems, and on occasions peer tutoring is occurring. The results of staff surveys also reveal that 78% of teachers at the school believe the resilience program is effective and they would like the program continued into the future.

In 2017, the school purchased a large amount of ICT equipment aimed at improving student engagement in the classroom in order to maximise student outcomes. The acquirement of these resources has given every student across the school daily access to a digital device and the endless possibilities such engaging technology provides.

To further promote and support student engagement and learning, St Marys South Public School has also continued to run and improve several essential and effective programs and initiatives such as Transition to School, Early Intervention Programs, Homework Club, Transition to High School, Gardening Club, CLC Sport, a range of creative art groups and the Chaplaincy program. The school also performed in Showcase and had a group of students represent the school at the Festival of Instrumental Music.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
80% of staff, students and parents able to communicate the core school rules.	Equity: Socio-economic background (\$15 000)	Anecdotal evidence and student surveys suggests that 85% of students, staff and parents are able to communicate the core school values.
Increase in student attendance to 94%	Equity: Socio-economic background (\$2,000)	Student attendance for 2017 was at 90%. This slight decrease can be attributed to a small number of students experiencing significant number of unexplained absences or extended periods of leave. The school is continuing to work with families and the Home School Liaison Officer to improve student attendance. The school will also introduce regular positive incentives for attendance, work with

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in student attendance to 94%		all stakeholders to increase early identification of students with attendance of concern and develop a variety of communicational platforms to increase the community's understanding of the importance and benefits of regular attendance.
100% of teachers incorporating an Indigenous perspective into their teaching practice and programs.	Equity: Aboriginal (\$3 500)	Following on from the professional development that all staff received on the 8 Aboriginal Ways of Aboriginal Learning, the ATSI committee has continued its work ensuring Indigenous perspectives are incorporated into teaching programs within and across the school. The students also celebrated NAIDOC week by attending a cultural singing and dancing performance conducted by the local indigenous community.

Next Steps

In 2018, St Marys South Public School will continue its commitment towards ensuring that every student is empowered with the social, emotional and physical skills to succeed in school life and beyond. Students will be engaged in meaningful, challenging and innovative learning experiences that significantly improves educational outcomes. The school will continue to refine and improve its successful whole school and specifically targeted initiatives and programs and it will look at ways to further promote and more deeply engage the students of St Marys South Public School.

The school will utilise the large amount of ICT equipment it recently purchased to provide an innovative, engaging educational environment where learning is not limited to the classroom. The school will utilise a range of innovative technologies to increase student's ability to collaborate, reflect and share their learning journey with their peers and the community.

A school-wide, collective responsibility for student learning and success, in which student attendance is of great importance will be fostered and promoted. The school will introduce regular positive incentives for attendance, work with all stakeholders to increase early identification of students with attendance of concern by developing clearly defined referral systems and develop a variety of communicational platforms to increase the communities understanding of the importance and benefits of regular attendance.

In 2018 the school will continue to refine and promote a whole-school approach to wellbeing with clearly defined behavioural expectations to ensure optimum conditions for student learning. The school will utilise the student wellbeing framework to make informed school decisions to promote and drive PBL expectations across the school, ensuring that St Marys South Public School is a safe, respectful learning environment.

Strategic Direction 3

COMMUNITY PARTICIPATION

Purpose

To build a quality learning community that values strong community partnerships that increase learning opportunities for all students and establish lifelong learners.

Overall summary of progress

Our continued priority on improving the overall community participation within our school has enabled us to achieve significant progress in this strategic direction. Improving parent participation within the school was a significant target for 2017. After receiving positive feedback about information sessions for parents as indicated in the 'Community Feedback survey' two sessions were held covering areas of numeracy. Parents and carers were also invited to participate in Meet the Teacher, Parent Teacher Interviews and P & C meetings. Parents of students on Personalised Learning Plans (ATSI, Learning Support and Out of Home Care students) were invited for frequent meetings with teachers to discuss and evaluate their learning plans. This year, feedback reports generated from PLAN (Planning Literacy and Numeracy) were sent home with every child K–6 to provide information on where students are at and where to next in their learning. In addition to this, parents workshops were offered to assist parents/carers in how to interpret the report and they received strategies for how they could help their child at home. Parents were trained to administer 'The Learning Links Program' to students across the school. This was a highly successful program with a collective average gain of 32 months, identified from initial assessments across the areas of Numerical operations, Mathematical reasoning, Addition, Subtraction, Multiplication and Division.. A Parent Communication Survey was sent home in Term 4 in which we received 21 replies. 100% of parents indicated that they were happy with the way in which the school communicated with them and 81% indicated they would like to information sessions on what their child is learning.

During 2017, St Marys South Public School continued to place major emphasis on improving the communication with the school and community. The school has continued to use the school Facebook page effectively posting items on a regular basis and each class provided student work on a weekly basis as per the roster. Data shows that page views have increased by 64% from 2016. We have also reached 381 likes with a consistent rating of 4.3/5 stars. The school website began to be updated to include new information. Fortnightly newsletters have once again been a success with regular updates informing parents of upcoming events.

We have effectively explored and established business and community partnerships in 2017. We resumed our partnership with WSU with 4 students completing their Professional Practice 1. We also participated in the Colyton Learning Community sporting initiative and the Colyton Learning Community Showcase. Year 5 and 6 students participated in the Colyton High Science Transition Program and 2018 Kindergarten students and their families participated in our Kindergarten Orientation Program to assist them with a smooth transition to school.

Lifestart continued to run a playgroup on Friday mornings and a mothers group on Mondays. Both groups are very well attended. Our Starting School Group with Connected Families runs on Tuesdays in Terms 3 and 4. The school provided opportunities and experiences that promote and foster positive relationships and accepting attitudes towards a culturally diverse community including the Easter Parade, Harmony Day, Koori Day, Open Day celebrations, Book Week Parade, Education Week, Showcase, Talent Quest and Movie Night. Our chaplain continued in his pastoral care role. His role has focused on providing support to targeted students and student groups throughout the year.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase of parent participation in school activities. Parent surveys show an increase in their ability to support student learning at home. Parent, staff and student surveys indicate support of positive school culture, inclusivity and respect.	Equity: Socio-economic background (\$26 000)	Parents were invited to attend regular P&C meetings on Thursday mornings from 9:30am. An increase in parent participation at the beginning of the year was noted. Parents were invited to two parent information sessions this year on PLAN data. Parents were also invited to attend a 'Meet the Teacher' session at the beginning of Term 1, 2017. Reports were sent home at the end of Semester one and two. Parents were invited to attend parent/ teacher interviews at the end of Semester one. Whole

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Increase of parent participation in school activities.</p> <p>Parent surveys show an increase in their ability to support student learning at home.</p> <p>Parent, staff and student surveys indicate support of positive school culture, inclusivity and respect.</p>		<p>school assembly times were held on Wednesday 2:15pm every fortnight. The school website is in the process of being updated. We continued to use Facebook page to update community members on a regular basis. We continued to send home effective notes and newsletters. Partnership with WSU continued with four practicum students attending St Marys South throughout the year. Colyton Learning Community school initiatives were continued effectively including: CLC sport, Showcase and the Colyton High School Science transition program. We connected with Learning Links and implemented their Numeracy program. The school conducted 'Tell Them From Me survey'. The Starting School Group program was offered once again in term three and four from 9:30–11:00am. Students attended regularly with parents. Parents were also offered playgroup on the school premises run by 'Lifestart' on Friday mornings from 9:00–11:00am and a mothers group on Mondays. Special events were provided including; Easter Parade, Harmony Day, Koori Day, Book Week celebrations, Education Week Open Classrooms, Movie Night and Talent Quest. The School Chaplain's role continued. His role has focused on providing support to targeted students and groups throughout the year.</p>

Next Steps

In 2018, the Community Participation team will continue to provide relevant information sessions for parents and caregivers, to strengthen parent participation and partnerships. The effectiveness of these initiatives will be evaluated through a parent information survey to be conducted in Term 2, 2018, as well as ascertaining the needs of the parents. Data derived from this survey will identify directions for 2018 onwards.

The school website and Facebook page will continue to be updated throughout 2018. A timetable was developed to ensure all classes have the opportunity to share learning experiences through the Facebook page. A parent survey will be designed and distributed regarding effective parent communication within our school community. Data collected will be analysed and recommendations will be acted on during 2018.

Relationships will continue to be developed with outside agencies. Relationships with Western Sydney University will continue to develop with a number of practicum placements occurring in 2018. Connections with the Colyton Learning Community will also continue as St Marys South Public School will participate in a wide range of initiatives including CLC Sport, Showcase and High School Transition programs. It is the intention that 2018 will also see the implementation of the before and after school care program. In 2018 we will hold a morning tea. The purpose of this event will be to allow parents to become acquainted with all members of staff with the intention of creating an environment that parents feel comfortable in and encouraged to participate in school life.

In 2018, the Community Participation team will place significant emphasis on promoting our culturally diverse school community by providing students with the opportunity to attend a range of special events. These will be specifically designed to ensure St Marys South promotes and fosters positive and accepting attitudes towards others. Particular emphasis will also be placed on encouraging the parents/ carers in becoming more involved in the school and the programs that we run. We endeavour to engage parents in their children's learning and to empower them with the skills to help them become confident lifelong learners.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Flexible funds \$22 027	Allocated funds have been used to employ a Speech Therapist to support student learning. The program included a detailed analysis of students' needs, the development and delivery of programs and the delivery of teacher professional learning to support Aboriginal students. Funds were also used to allow teachers to develop personalised learning programs in consultation with students, parents and carers. One teacher was also funded to be trained as a facilitator for the delivery of the 8 ways of Aboriginal learning program that was delivered to all teaching staff.
English language proficiency	Flexible funds \$64 757	Staffing allocation was used to employ a Learning Support Teacher to assist in reading and EAL/D programs. An additional Reading Recovery teacher was trained and employed to continue the support of students in need of assistance. Flexible funding was used to employ additional SLSOs to support student learning where needs arose.
Low level adjustment for disability	Staffing \$111 731 Flexible funds \$42 782 Total \$154 514	Employment of 3 Student Learning Support Officers resulted in increased Individual Learning Plans for target students and increased targeted practice of student skills,
Quality Teaching, Successful Students (QTSS)	Staffing \$23 057	The staffing allocation was supported with school funds to facilitate teacher Professional Development Plans. This included professional observations and feedback, internal, and external teacher identified professional learning.
Socio-economic background	Staffing \$30 472 Flexible funds \$223 866 Total \$254 338	Flexible funding was used to support the school reading programs including the employment of an additional day of library tuition and additional in class guided reading support. Additional reading resources such as levelled reading books were purchased. Additional funds were used to purchase computer technologies to further facilitate literacy and numeracy programs of the school. The school used the flexible funding to support school planning days, every 5 weeks, to allow for analysis of student learning, planning for student learning and facilitation of professional learning.
Support for beginning teachers	Flexible funds \$20 175	Four teachers received funding support, which was set aside for professional learning/mentoring according to individual needs. All teachers participated in external professional learning including Beginning Teacher workshops. All beginning teachers received support in developing their PDP's and gathering required evidence sets to support their teacher accreditation process.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	141	142	144	125
Girls	149	178	159	159

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.2	94.7	93.5	90.1
1	91.6	93.5	93.5	93.5
2	94.3	92	93	92.4
3	92.8	93.4	90.4	91.5
4	93.8	92.1	92.1	90.9
5	94.1	93.3	90.8	90.4
6	92.7	93.9	90.4	89.8
All Years	93.4	93.3	92.1	91.3
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

School attendance is a critical part of educational success. St Marys South Public School, in partnership with families, is responsible for promoting regular attendance of all students. Parents are legally responsible for attendance of their children. Electronic roll marking is fully implemented within the school. This assists in recognition of patterns of absences. All significant absences are referred to the Learning Support team for follow up, with a focus on students who were late or who developed a pattern of partial attendance. Both class and school reward systems are in place to improve attendance and regular information about attendance is included in our newsletters.

Attendance awards were issued in 2017. Students who

have no more than three days off are rewarded with an attendance certificate at the end of the year. A booklet of absence notes, produced by the school, was sent home as a way of recording absences. These also enabled parents/carers to keep a record of student absences.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	10.53
Teacher of Reading Recovery	0.63
Learning & Support Teacher(s)	1.1
Teacher Librarian	0.6
Teacher of ESL	0.4
School Counsellor	0
School Administration & Support Staff	2.62
Other Positions	0

*Full Time Equivalent

In 2017, no members of the workforce identify as being of Aboriginal or Torres Strait Islander descent.

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	3

Professional learning and teacher accreditation

All staff are regularly engaged in sustained and high quality professional learning sessions which focus on teaching practices and strategies to enhance student outcomes. Professional learning is facilitated by external providers and internal staff members with expertise in specific areas. All professional learning is linked to the school plan and include: 20 staff

participating in whole day professional learning sessions during our school development days. Staff participated in individual professional development opportunities as well as staff meetings and stage meetings. A focus on refining the English and mathematics syllabus implementation led to a number of staff attending external professional learning courses. Additionally, six staff members were trained in L3 Early Stage 1 or Stage 1. School funds were utilised to allow professional learning to occur within stage groups with a focus on analysing student data to identify student needs and inform planning. The average expenditure per teacher on professional learning was \$1900. The total school expenditure on teacher professional learning was \$55 600. Approximately 70% of teacher professional learning funds were used for professional learning in literacy and numeracy and approximately 10% of TPL funds were spent on quality teaching and syllabus implementation.

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

Financial summary

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

	2017 Actual (\$)
Opening Balance	398,585
Revenue	3,006,931
Appropriation	2,922,655
Sale of Goods and Services	984
Grants and Contributions	80,530
Gain and Loss	0
Other Revenue	0
Investment Income	2,763
Expenses	-2,794,717
Recurrent Expenses	-2,794,717
Employee Related	-2,611,650
Operating Expenses	-183,067
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	212,215
Balance Carried Forward	610,800

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	2,060,103
Base Per Capita	46,306
Base Location	0
Other Base	2,013,796
Equity Total	495,636
Equity Aboriginal	22,027
Equity Socio economic	254,338
Equity Language	64,757
Equity Disability	154,514
Targeted Total	27,177
Other Total	274,824
Grand Total	2,857,740

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

School-based assessment

Our school has a strong emphasis on data-driven practices to meet the individual learning needs of each student. We engage in a range of diagnostic, formative and summative approaches to assessment to inform our teaching directions. Through a schoolwide focus on improving student literacy and numeracy results, using methodology such as PM and Fountas and Pinnell Reading Benchmark systems, Running Records, Words Their Way and SENA (Schedule for Early Number Assessment, 1 – 4), we have achieved some pleasing results overall in our schoolwide performance data.

In Literacy,

49% of Kindergarten students achieved at or above the expected benchmark level in Reading. 82% achieved at or above instructional reading Level 6 as a result of L3 Guided Reading.

79% of Year 1 students achieved at or above the expected benchmark level in Reading. 92% achieved at or above instructional reading Level 15 as a result of L3 Guided Reading.

64% of Year 2 students achieved at or above the expected benchmark level in Reading. 84% achieved at or above instructional reading Level 21 as a result of L3 Guided Reading.

77% of Year 3 students achieved at or above the expected benchmark level in Reading.

62% of Year 4 students achieved at or above the expected benchmark level in Reading.

81% of Year 5 students achieved at or above the expected benchmark level in Reading.

72% of Year 6 students achieved at or above the expected benchmark level in Reading.

In Numeracy,

98% of Kindergarten students achieved at or above the expected level in Counting as a process, Early Arithmetical Strategies.

81.5% of Year 1 students achieved at or above the expected level in Counting as a process, Early Arithmetical Strategies.

95.5% of Year 2 students achieved at or above the expected level in Counting as a process, Early Arithmetical Strategies.

86% of Year 3 students achieved at or above the expected level in Place Value.

38% of Year 4 students achieved at or above the expected level in Place Value.

55% of Year 5 students achieved at or above the expected level in Place Value.

47% of Year 6 students achieved at or above the expected level in Place Value.

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.

Our sustained and continued focus on improving student performance and growth through evidence-based practices has been evident in our NAPLAN results.

In Year 3 Reading, 21.5% of students achieved in the top two bands, with 16.7% of students achieving Band 6, resulting in a 4.5% increase since 2015 and 4.9% above the Similar School Group. 71.5% of students achieved at or above Band 3 (above National Minimum Standard).

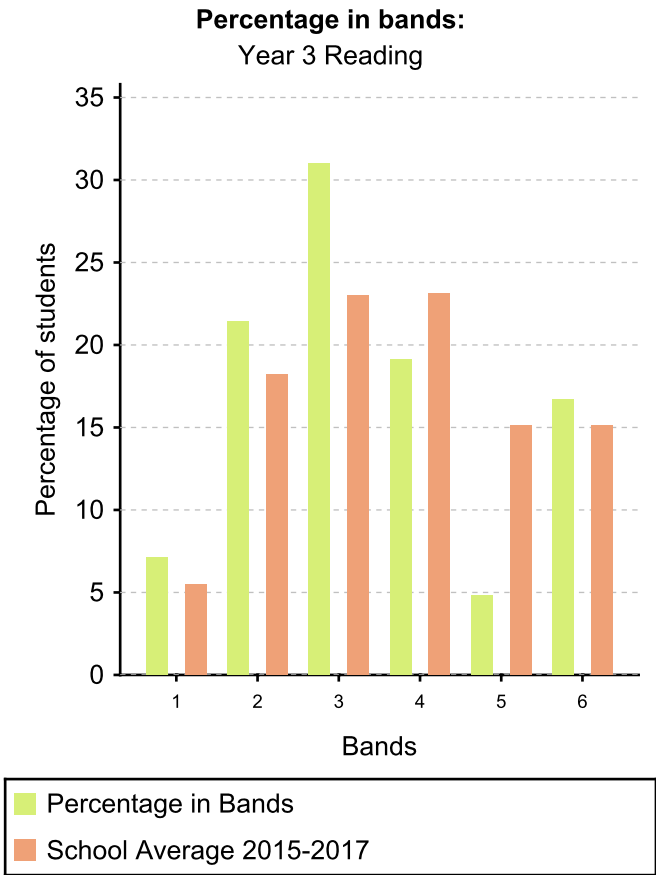
In Year 5 Reading, 20.5% of students achieved in the

top two bands, compared to 5.9% in 2016. This is a 14.6% increase since 2016. 70.4% of students achieved at or above Band 5 (above National Minimum Standard).

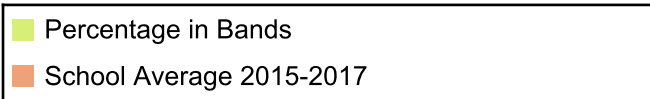
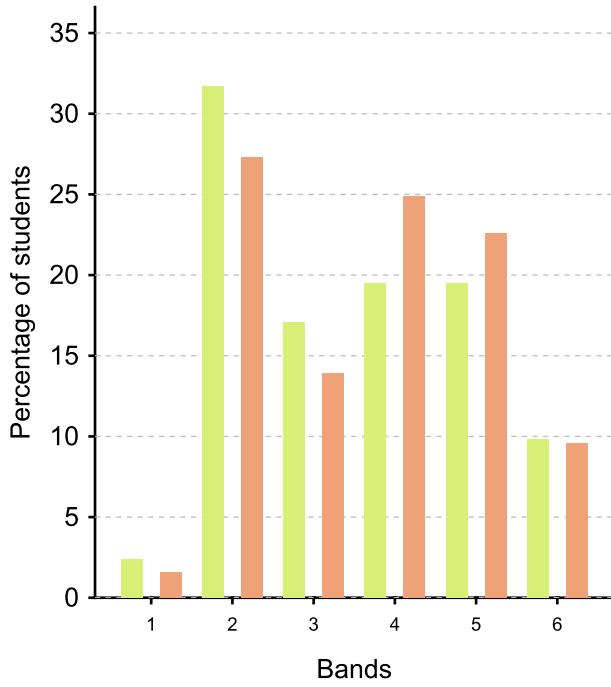
There was a 2.8% decrease in the number of students achieving in Bands 3 and 4. 9.5% of students achieved in the top two bands in Year 3 NAPLAN Writing. 18.1% of students achieved in the top two bands in Year 5 NAPLAN Writing compared to 5.9% in 2016. 66.7% of students achieved greater than or equal to expected growth.

97.6% of Year 3 students and 90.5% of Year 5 students achieved at or above the National Minimum Standard in NAPLAN Spelling.

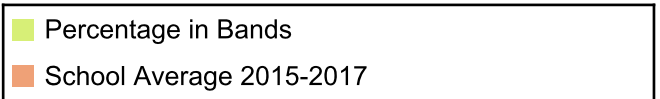
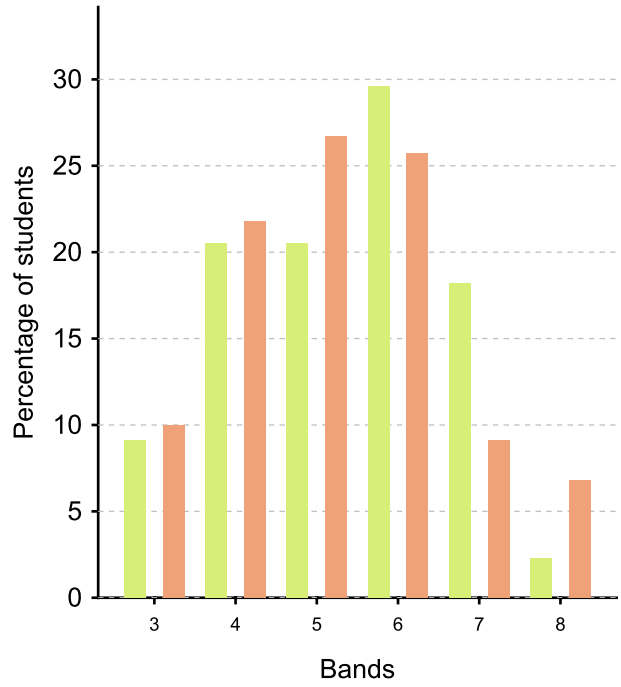
Writing is an area for improvement in 2018.



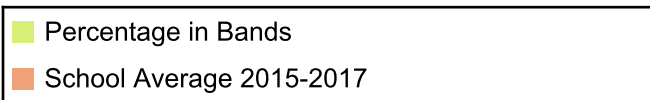
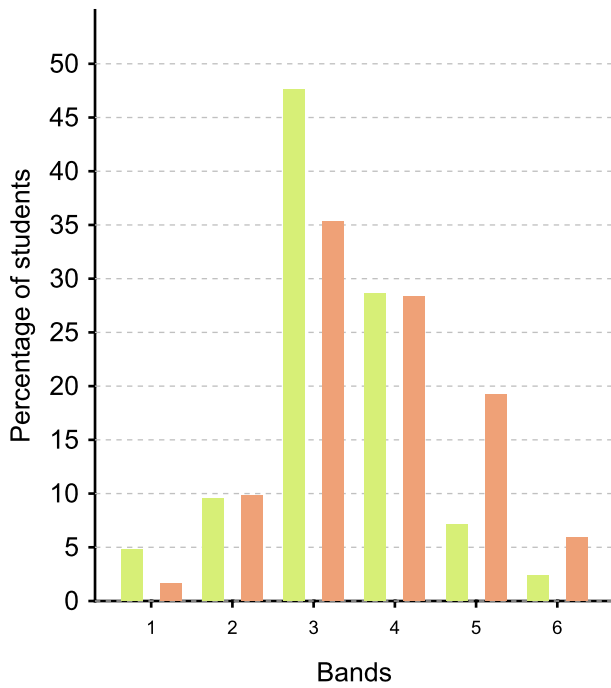
Percentage in bands:
Year 3 Spelling



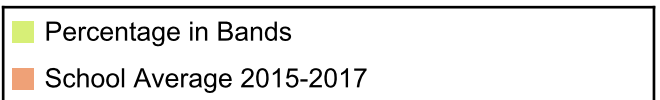
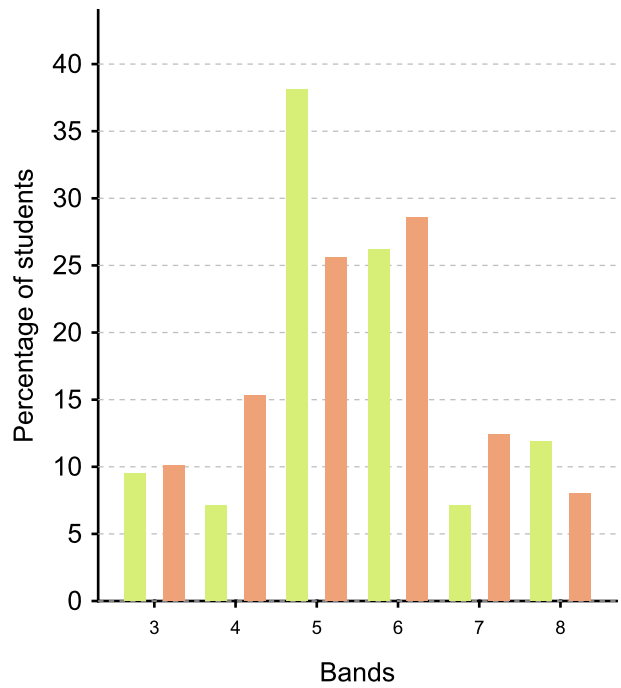
Percentage in bands:
Year 5 Reading



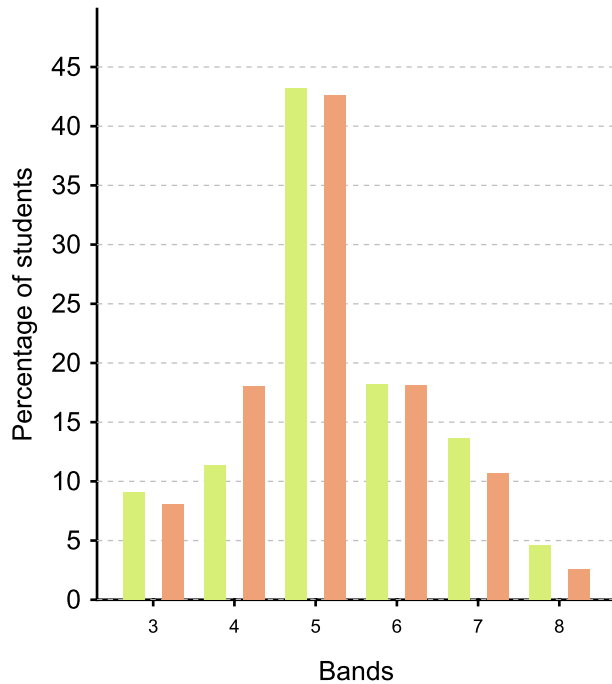
Percentage in bands:
Year 3 Writing



Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Writing

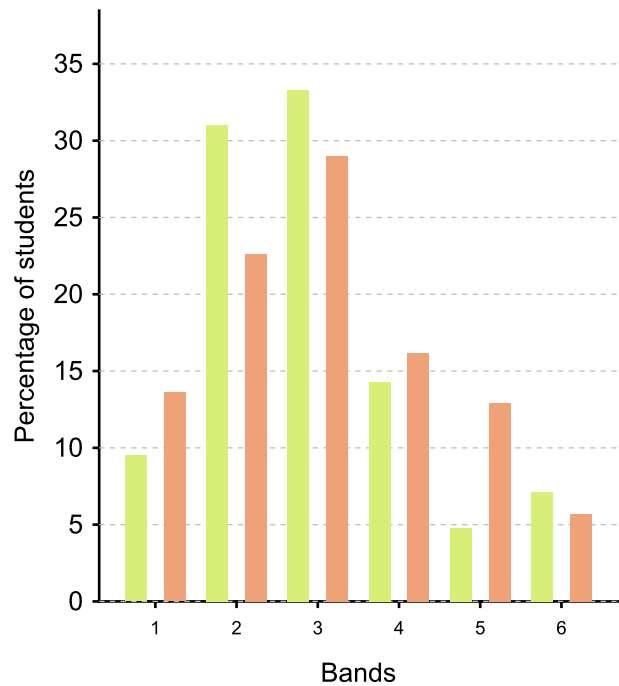


Percentage in Bands
School Average 2015-2017

In Year 3 NAPLAN Numeracy, 11.9% of students achieved in the top two bands. 90.5% of students achieved at or above the National Minimum Standard in overall Numeracy.

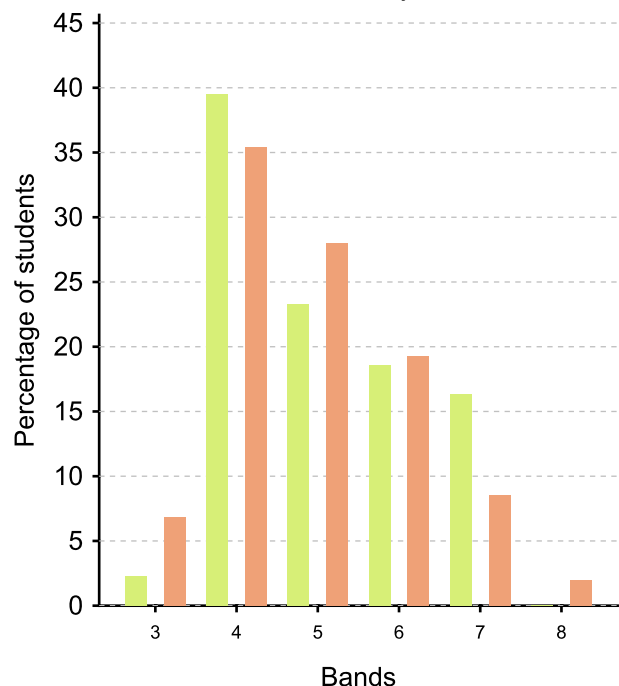
In Year 5 NAPLAN Numeracy, 16.3% of students achieved in the top two bands, compared to 3% in 2016. This is a 13.3% increase since 2016. 97.7% of students achieved at or above the National Minimum Standard in overall Numeracy.

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

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.

Parent/caregiver, student, teacher satisfaction

In the recent Tell Them From Me Survey, 85% of students at St Marys South Public School reported they have a positive sense of belonging. They feel valued by their peers and by others at the school. This is higher than the NSW Govt Norm of 81%. 79% of student say they have positive relationships with friends at school they can trust and who encourage them to make positive choices.

94% of students value schooling as they believe that schooling is useful in their daily life and have strong bearing on their future. 80% of students have positive behaviour at school, meaning they do not get in trouble at school for disruptive or inappropriate behaviour.

Additionally 87% of students believe they try hard to succeed in their learning. When asked about effective learning time, the students responded with a mean score of 8.3. Identifying that important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives. This was higher than the NSW Norm.

Our students reported they have positive teacher–student relations, they feel teachers are responsive to their needs, and encourage independence with a democratic approach leading to a mean score of 8.5. The students believe the school staff emphasises academic skills and hold high expectations for all students to succeed. Pleasing to note was that 61% students indicated they have aspirations to attend University beyond their formal schooling.

It is believed parental involvement has increased within the school, teachers reported they work with parents to help solve problems that may interfere with their child's progress. (8.3). They share students' learning goals with their parents and use strategies to engage parents in their child's learning. Our teachers indicate they are in regular contact with the parents of students with special learning needs. (7.8) they believe that parents are regularly informed about their child's progress. (6.8)

Our teachers use data to inform their practice with a school mean of (8.1) compared to the NSW norm of (7.8). Their assessments help them understand where students are having difficulty. (8.6) and they use formal assessment tasks to help students set challenging goals. (8.1). Teachers use formal assessment tasks to discuss with students where common mistakes are made. (7.8). Teachers indicated they provide examples of work that would receive an "A", a "B", or a "C" (7.2) and teacher provide students with feedback on how to

learnt about the role of the indigenous population as the first Australians and Aboriginal history and culture.

All teaching staff participated in professional learning in the 8 ways of Aboriginal learning to develop better engagement opportunities for Aboriginal students.

St Marys South Public school employed a speech therapist to support the learning development of Aboriginal and Torres Strait Islander students. The speech therapist observed student learning habits and developed programs to assist student learning. Classroom teachers and school learning support officers were provided with professional learning to implement the learning strategies to identified students.

The Learning and Support team assisted in developing and implementing Personalised Learning Plans for all Aboriginal and Torres Strait Islander students in consultation with students and parents/carers.

Multicultural and anti-racism education

Multicultural education and the value of cultural diversity are promoted through the curriculum, through values education and anti-racism awareness.

Students and staff are regularly reminded about the importance of treating each other with dignity and respect and that discrimination and racism will not be tolerated.

Staff and students celebrated Harmony Day on 21 March with a number of teacher led activities designed to foster cultural awareness and understanding.

Policy requirements

Aboriginal education

Aboriginal Perspectives are embedded in the curriculum and taught to all year levels. Students have participated in authentic learning experiences and