

John Purchase Public School

Annual Report



2017



4572

Introduction

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

Leonie Black

Principal

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Message from the Principal

What an honour it is to reflect on the efforts, successes and achievements made throughout the past year and to present our 2017 annual school report. Our students have once again achieved excellent results in literacy and numeracy, evidenced by: numerous external competitions, NAPLAN results, entries into opportunity classes, selective schools and extension classes in secondary schools, as well as school based assessments. We are very proud of the continued academic excellence at John Purchase. Academic results can be viewed in more detail on pages 16–19 of this report.

In addition to focusing on making learning visible through the use of formative assessment across academic areas, we worked hard to ensure deep understandings were gained in the area of reading. Additionally each stage explored various project based learning opportunities, enabling the promotion of: self-regulation, collaboration and critical and creative thinking.

In addition to excellence within our focus areas, students embraced the rich diversity of opportunities offered across sporting and creative disciplines and subsequently achieved impressive accomplishments across these areas.

Our success is a reflection of the collaborative commitment of those who have helped to make our school such a highly effective place for children to learn, to grow and to play. Our students are a thoughtful, capable and hard working group of children who make coming to school every day an absolute pleasure for our staff. Our teachers are highly skilled and dedicated, and are committed to their own professional growth. Our support staff continually work above and beyond. Our parents and community partners have positively supported our students, our teachers and our school programs throughout the year.

I look forward to 2018 with a great sense of optimism as I know that our collective efficacy and high expectations will continue to ensure every child experiences an education of the highest quality.

I commend this report to you as a celebration of our efforts and achievements as well as a careful analysis of our focus areas for 2018. I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Message from the school community

The year just past has been a transitional year for the P&C as we try to build the partnership between school and families that is so beneficial to advancing the education of our children.

First and foremost, the P&C is a volunteer group and I want to thank our crew of volunteers who every year rise up to the challenges facing our school. Please accept the appreciation of the community for all those that have volunteered at discos, barbeque breakfasts, handy work on the grounds, uniforms and lunches, music, carnivals and general administration.

That said we can always use more volunteers and as children move on into high school it is essential that we call upon new families to the community. We are aware that time is precious to modern families and we only ask that you spare what time you can afford. I would also emphasise that your family benefit directly as your children witness your involvement in their community allowing you put names to faces, recognise places and generally strengthen the depth of communication between you and your child.

This year we were happy to continue the tradition of offering the Mother's & Father's day breakfasts and stalls, that bring together so many of the parents across a school community. In addition, as a sign of our appreciation, this year we introduced the Teacher's breakfast, which was gratefully attended by the teachers and staff of John Purchase and we look forward to doing it again in 2018.

The Executive committee would also extend our thanks to Donna, Anna and Marni for the leadership they bring to the Canteen and Uniform Shop. We acknowledge that it is through the diligence and passion of Mr. Felton that our fabulous Band won gold at the NSW championships this year and we look forward to seeing what the future brings. We also warmly welcomed Sue to the team and thank her for her efforts to assist in the management of the accounts for the band, uniform shop and canteen.

Every child, every part of the grounds and virtually every room, has been impacted by the P&C as every cent raised, every second devoted is directed towards the benefit of the school.

This year the P&C continued this with a technology refresh of data projectors that are such a valuable teaching aid in the modern classroom. We finally acquired the coffee machine and we look forward to putting it to good use at our social activities. The P&C participated in the interview panels for selecting the teachers who join our school, but would highlight that any parent can participate if they are endorsed by the P&C and have completed the routine training. As partners in modern education and in recognition of a focus on reading strategies, we continue to co-fund the reading support teacher so essential to children in early stages of learning.

The canteen committee is currently reviewing the draft for the canteen renovation, needed to support the changes to the canteen menu that includes healthier food options. The band has continued to expand and continues to acquire band instruments through the fees that they raise from band families.

Once again, the P&C has benefited from the strong partnership with our talented and enthusiastic teachers and in particular our Principal, Mrs. Black, who has been so generous of her time and experience in helping the P&C to help the school. The P&C looks forward to expanding and strengthening the depth of collaboration with the school, its staff and teachers as we work hard to extend that closeness to the families of our community.

This year will be special as we have some great initiatives to increase communications within the school community, promote school initiatives and to increase the variety of the fundraising already in development. 2018 will be an exciting year for all the possibilities it presents and the great ideas and the talented people who are participating.

Lastly, in March of this year there will be nominations for the named positions within the P&C executive and the teams that run the Band, Uniform Shop & Canteen. Every position in the P&C is available so please consider contributing your time or your experience or both to the common goal of making these school years as beneficial and memorable for our children as possible by attending the meeting on the evening of Monday 12th March.

I would like to extend a personal and heartfelt thanks to Anh, Lorraine, Charaka, and Melanie for all that each of you have brought to the 2017 executive. You are truly a selfless few doing extraordinary things for community.

Thank you and congratulations all on a great year,

Steve Byng

P & C President

School background

School vision statement

John Purchase Public School is committed to developing a confident, competent, innovative community of learners working collaboratively, respectfully and responsibly to achieve excellence

School context

John Purchase Public School is a high performing, progressive school, located in the suburb of Cherrybrook, in the north western suburbs of Sydney.

There are approximately 670 students enrolled at the school, with over 60% coming from language backgrounds other than English. The school has larger cohorts of students in the senior years.

The school has a strong reputation for its quality teaching, excellent student outcomes and breadth of curricular and extra curricular activities. The school honours individual learners through its strong learning support structures and programs, differentiation strategies and Gifted and Talented programs.

The school has a friendly and supportive school community which work together to support school directions. John Purchase works with neighbouring schools to deliver quality learning programs.

Focus areas are: deep, visible, authentic learning for the 21st century child, highly effective teaching using world class research based pedagogical practices and leadership excellence which supports an engaged community.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

LEARNING

The school culture reflects a solid focus on learning, which is evidenced by decision driven data collection and resultant initiatives, as well as effective transition programs and attendance monitoring. There is a strategic and planned approach to whole school wellbeing processes with the introduction of the *Positive Behaviour for Learning* Program, underpinned by school wide use of restorative practices and the explicit teaching of the research based *Friendly Schools Plus*. This has supported the students' capacity to connect, succeed, thrive and learn.

An integrated approach to quality teaching, curriculum planning and curriculum delivery is enhanced through the use of stage planning guidelines, which promote the collaborative review of student work samples and student results including growth data. A focus on minute by minute formative assessment techniques used within lessons as well as pre and post learning sequences, fosters increased responsiveness to student needs. Strong learning support structures incorporating planning and monitoring results in educational provisions commensurate with identified needs.

The percentage of students achieving in the top 2 NAPLAN bands, the number of successful applicants into opportunity classes and selective schools, results of external competitions such as the Mathematics Olympiad, as well as internal measures such as observation of student work samples, show that students perform at high levels.

TEACHING

Teachers have demonstrated a strong commitment to understanding and implementing highly effective, research based explicit teaching practices, which have greatest impact, through opting into professional learning initiatives aligned to the school plan, and applying new understandings within teaching practice. Professional learning initiatives have included:

Focus on Reading, Language, Literacy and Learning, Visible Learning through the use of Formative Assessment and 21st Century Learning. High yield strategies have been reinforced through whole school instruction, school development days, instructional rounds, demonstration lessons, collaborative planning and stage based projects (e.g. mini rounds, lesson study and reciprocal reading).

Student assessment data and wellbeing data, as well as other evidence, is thoughtfully collected and analysed by the leadership team (including aspiring leaders), the instructional rounds team and the teaching staff. These inform future directions and foci, and associated milestones are monitored, so that further adjustments to directions are responsive to ongoing findings.

The professional development processes involve teachers aligning their professional goals with the professional standards and the school's strategic directions. Four teachers completed the 5 year maintenance accreditation cycle and four teachers achieved proficiency in 2017.

Classroom observation and feedback cycles including but not limited to: mini rounds, walkthroughs and instructional coaching, led to improved pedagogical practices, and fostered improved outcomes for students.

LEADING

School activities, training and budgets are aligned to the school's vision and directions, as outlined in the school plan. Stage planning guidelines have been revised by school leaders to facilitate consistency in using student outcomes and NESA syllabi to inform and evaluate learning sequences. The guidelines are designed to demonstrate the processes stage teams follow to collaboratively plan based on the next steps in student learning, as informed by formative assessment and consistency in teacher judgement.

Community partnerships have been developed including a Dural network visible learning team, which enables the sharing of expertise and maximising of resources. The instructional rounds process continues to provide invaluable data which captures a reality of practice across the school and provides recommendations which are actioned to strengthen teaching and leadership capacity. The school has formed several partnerships with universities, local primary schools, the neighbouring secondary school and educational providers.

Flexible learning spaces are being designed to foster various learning formats including collaborative, independent and whole group. iPads are accessible to all classes at an increasing ratio from Kindergarten through to Year 6, and a scope and sequence of robotics resources allows for all students K – 6 to continually build associated programming skills.

Use of school facilities allows for a range of extra-curricular opportunities for students. A number of informative parent sessions are presented to raise awareness. A parent master class was well attended and informed parents of explicit visible learning through formative assessment techniques. The focus group activity identified parents' aspirations and invited input into school directions.

Our self-assessment processes 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

Deep, visible, authentic learning for the whole 21st century child

Purpose

To prepare students to be confident, creative and self directed, life long learners who can embrace and adapt to the challenges and unique demands of the 21st century world with integrity and a high level of emotional intelligence.

Overall summary of progress

This direction has led to many positive outcomes. In 2017, there was a focus on reading which led to deep understandings and enjoyment of reading being fostered through quality tasks, exploration of rich texts and formative assessment techniques which helped make learning visible. This focus has involved a thoughtful, research and evidence based professional learning sequence exploring: use of think alouds, explicit teaching of reading strategies, independent application of the reading strategies, promoting a love of literature, higher order questioning and rich talk using rich text. Key take-aways from school development days and after school professional learning sessions were supported with stage planning, classroom tasks, sharing of practice, observations and feedback.

Student interviews, student work samples, teacher surveys and video snippets of classroom practice also demonstrate that students are engaged in quality tasks, and reading strategies are explicitly taught in a way that improves students' capacity to apply reading strategies when discussing text and when reading independently. This has further enabled deep understandings and fostered enjoyment of rich text.

Classroom walkthroughs have shown that making learning visible through the use of formative assessment is embedded into teaching practice, in a way that moves learning forward.

A partnership was established with the University of Newcastle, enabling stage teachers to collaboratively plan rich, authentic learning tasks, which fostered the development of 21st century fluencies including critical and creative thinking and self-regulation within project based learning programs.

Progress towards achieving improvement measures

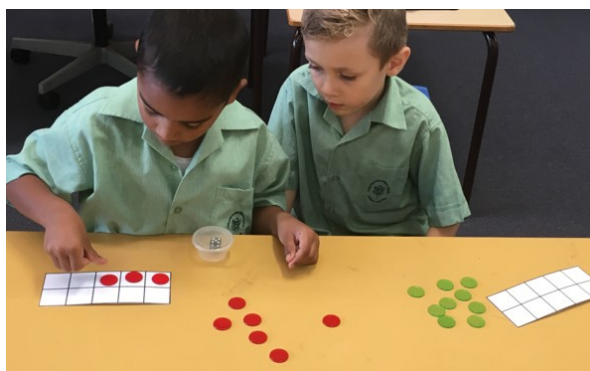
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Average academic performance in NAPLAN, including growth data, is equal to or above similar schools, including comparisons for EaLD students, Aboriginal students and students with disabilities. 88% of students in K – 2 meeting minimum benchmarks set by JPPS – Level 10 in kindergarten, Level 20 in Year 1 and Level 27 in Year 2.	Language Learning and Literacy \$32 000 Focus on Reading \$16 000 Targeting Early Numeracy \$1000 Stage Planning \$3000	NAPLAN performance is above similar schools in Year 3 spelling, grammar and punctuation and numeracy and performance is similar to performance in similar schools in reading and writing. Year 5 NAPLAN performance is above similar schools in reading, writing and numeracy, and similar to similar schools in spelling, grammar and numeracy. Average scaled score growth between Year 3 in 2015 and Year 5 in 2017 in reading was 92.6, compared to 78.2 for the state and 79 for similar schools. In numeracy, average scaled growth scores was 100.9 for our school, compared to 96.8 for the state and 97.6 for similar schools.
Student work samples, use of data walls, responses to Kaser & Halbert's 'Four Questions,' and instructional rounds data demonstrate students' ability to reflect on own learning and development in terms of lesson goals, success criteria and feedback, and to set goals for further learning. They understand what they are learning and what	Stage Planning – as above Instructional Rounds \$3000 Futures Focused Learning \$10 000	Project based learning sequences K – 6 collaboratively developed and coded to ensure development of self regulation, collaboration and critical thinking. Comparison of instructional rounds, walkthrough data and student interviews indicates improvement in students' ability to reflect on their own learning in terms of lesson goals, success criteria and feedback. Students could articulate what they were learning and what they needed to do to improve.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
they need to do to improve their work.		<p>Project based learning sequences K – 6 collaboratively developed and coded to ensure development of self regulation, collaboration and critical thinking.</p> <p>Comparison of instructional rounds, walkthrough data and student interviews indicates improvement in students' ability to reflect on their own learning in terms of lesson goals, success criteria and feedback. Students could articulate what they were learning and what they needed to do to improve.</p>
Restorative and wellbeing frameworks embedded into policy and practice, with 90% of student incident report responses indicating solutions focused resolutions, 10% reduction in socio emotional related referrals, 10% reduction in repeat playground referrals, and improved engagement indicated in TTFM surveys.	Positive <i>Behaviour for Learning</i> resources, signage and printing – \$4 300	<p>Policies and practices at John Purchase are underpinned by the restorative and wellbeing frameworks.</p> <p>Tell Them From Me data indicates significant improvement in advocacy and sense of belonging and a reduction in incidences of bullying. Interviews with a random sample of students from across the school indicate that 100% of students could identify at least one teacher they could talk to if they were having trouble at school, and 90% of students could name at least one adult in the school who believe they would be a success in life.</p> <p>Over 95% of student incident responses were resolved using a solution focus and the restorative framework.</p>

Next Steps

- Extend the visible learning through formative assessment focus to further improve feedback
- Deep learning through the use of thinking routines and questioning
- Further exploration and implementation of evidence based literacy and numeracy practices



Strategic Direction 2

Highly engaging, effective teaching using world class evidence based pedagogical practices

Purpose

To develop teachers as reflective practitioners, learning activators, intellectual workers and change agents pursuing deep pedagogical understandings, so that relevant and innovative learning paths and practices permeate teaching and learning in every classroom, every day for every child.

Overall summary of progress

Decision driven data collection, including data collected as part of the instructional rounds project, led to a focus on reading in 2017. Lesson observations, walkthroughs and classroom video footage in Years 3 to 6 classrooms, demonstrated students engaged in rich literature discussion with rich text. Comparison of student work samples has demonstrated improved practice and students' improved capacity to engage in rich discussion of rich text.

Introduction of the instructional coaching model, whereby early career teachers were mentored and supported through coaching cycles, has resulted in significant gains. Video footage of classroom practice enabled a collaborative view of reality and the establishment of meaningful goals. Survey results have been extremely positive. A feedback culture has been fostered through the coaching cycles. Evidence was sought and analysed on an ongoing basis in terms of impact on quality teaching and student learning.

As part of our direction related to deep learning, our visible learning network organised a professional learning event to introduce the use of Harvard University's thinking routines.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teachers and leaders self-regulate their professional growth, developing, implementing and evaluating their Performance Development Plans(PDPs) and fulfilling accreditation requirements. All PDPs demonstrate a commitment to school directions, accreditation requirements (as required), self development and capacity to reflect on practice.	Professional Learning Budget – \$85 000	A review of Performance Development Plans demonstrate that goals are related to: school directions, accreditation requirements and capacity to reflect on practice.
Instructional Rounds data and activity responses indicate improvement in teachers' depth of understandings of the research literature and improved pedagogical practices across the school	Instructional Rounds – \$3000 Instructional coaching using QTSS funding \$50 000 Beginning Teacher Funding – \$44 000	Instructional rounds documentation demonstrates further capacity in understanding of the research literature. Improved pedagogical practice is evident through filming of practice.

Next Steps

- Opportunities for collaboration extended
- Feedback, assessment and knowing thy impact
- Implementation of technology syllabus

Strategic Direction 3

Leadership excellence which supports an engaged learning community

Purpose

To provide evidence based, collaboratively developed strategic direction underpinned by effective and efficient structures and systems, and enhancement of purposeful community and global partnerships, to support and inspire a sustainable culture of shared commitment, high expectations, respect and excellence.

Overall summary of progress

The Visible Learning master class was well attended with over 80 parents represented. Feedback from the sessions was extremely positive with parents requesting further similar events. Attendance at information evenings and participation in parent teacher reporting forums is very high and indicative of the strong partnership that exists.

Leadership excellence was fostered through distributed leadership and opportunities provided to aspiring executive. This led to staff representing at various academic and network initiatives and the promotion of 3 teachers into more senior substantive executive positions and 2 into more senior relieving positions. Additionally, 2 temporary teachers successfully achieved permanency.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>By 2017:</p> <p>Purposeful and strategic community partnerships are extended within and beyond the school community, which enhance educational opportunities for students and teachers, and which engage hearts, minds and hands. This includes a 10% increase in strategic community partnerships and/or initiatives which:</p> <ul style="list-style-type: none">Ø support school directions,Ø support student learningØ support professional learning for staffØ inform and engage parents <p>Survey results and discussion forums indicate improvement in:</p> <ul style="list-style-type: none">Ø being well informed of student learning, school directions and school eventsØ levels of engagementØ levels of school satisfaction	<p>School Administration Support Staff training –</p> <p>\$1 000</p> <p>Other costs mentioned within other strategic areas</p>	<p>There has been a substantial increase in strategic community partnerships over the past 3 years that have: supported school directions, students' learning and ensured informed and engaged parents. In 2017 this has included:</p> <ul style="list-style-type: none">* partnerships with University of Newcastle for 21st century fluencies project* professional learning projects: the Language, Learning and Literacy Program was extended to Year 1 and Focus on Reading.* initiated and coordinated Dural network Visible Learning Project* introduction of parent master class* increased use of Seesaw to engage parents* a network induction for new teachers to build capacity around our visible learning through formative assessment focus.* China Study Tour* mentor programs* coordinating teach meets with other schools* extension of facility hires to provide additional opportunities to students <p>Parent survey results indicate:</p> <ul style="list-style-type: none">* 82% agreed or strongly agreed with the statement – I am satisfied with school home communication

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
		<ul style="list-style-type: none">* 94% School is connected to community and welcomes parent involvement.* 95% Overall, I am satisfied with our school

Next Steps

- School executive and aspiring executives further develop instructional leadership capacity
- Building a feedback seeking culture including: students, teachers, support staff, parents and wider community
- Further enhancing communication and engagement



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$1 266	Aboriginal perspectives were integrated into class topics across curriculum areas, with students learning about history, culture and current perspectives. Stage 2 students explored Aboriginal perspectives through literature. Class sets of quality texts were purchased to support this work, and teachers built capacity through collaborative planning and lesson observation. This provided students with a deeper understanding of Aboriginal culture and perspectives.
English language proficiency	\$100, 163	<p>Students with Language Backgrounds other than English achieved strong results in literacy and numeracy, indicated by the percentage achieving scores in the top 2 NAPLAN bands.</p> <p>Year 3 reading – 73%</p> <p>Year 3 numeracy – 74.6%</p> <p>Year 5 reading – 68.8%</p> <p>Year 5 numeracy – 62.5%</p>
Low level adjustment for disability	\$ 96, 320 for Learning & Support Teacher and Learning Support Officer salaries	<p>Learning and Support Teacher coordinated learning support and adjustments throughout the school.</p> <p>School Learning Support Officers supported students in classrooms and the playground.</p> <p>13 kindergarten students participated in the <i>Language for Learning</i> Program in Term 4. All students improved conversational skills and oral comprehension.</p> <p>12 students participated in the Multi-lit Program with 9 students completing the program and 3 students progressing 4 or more levels.</p>
Quality Teaching, Successful Students (QTSS)	\$48 857	An instructional coaching program was established to support student learning and quality teaching, with a focus on supporting early career teachers. 18 teachers including early career, experienced and executive teachers participated in the program on a voluntary basis. Work samples, student reflections, student discussions, verbal feedback and survey responses indicated a positive impact on student learning, increased student engagement, implementation of differentiation strategies and increased student reflection.
Socio-economic background	\$5 763	<p>Families experiencing financial difficulties were provided with assistance to enable students to attend excursions.</p> <p>The guided reading program supported students' reading development.</p>
Support for beginning teachers	\$44, 413	Early career teachers received additional release to support collaborative planning,

Support for beginning teachers	\$44, 413	teaching and coaching. They participated in the instructional coaching program as mentioned above. 100% of coaching participants reported the program enabled them to gain confidence in their teaching, they had gained more knowledge about their students and their teaching, that students were more engaged, more reflective and exhibited increased levels of self regulation. All demonstrated formative assessment techniques.
Targeted student support for refugees and new arrivals	0.4 new arrival teacher allocation	Professional learning and professional conversations with the EALD support team supported teachers in catering for new arrival and refugee students. EALD teachers supported 17 new arrival students throughout the year in small groups and within the classroom. Most of the students progressed from either beginning to emergent level or progressed within the 4 aspects of emergent level in speaking, listening, reading and writing.



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	365	370	352	356
Girls	328	316	319	317

There is little difference between school enrolment numbers from 2016 to 2017. Higher enrolment numbers exist in the senior primary grades.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	97.3	95.8	95.3	96.7
1	95.7	96.5	95.5	96.7
2	97.4	95.2	96	95.7
3	96.3	96	96.7	96.7
4	96.5	95.3	96.6	96.9
5	97.4	95.2	96.1	96.7
6	95.8	96	95.4	94.8
All Years	96.6	95.7	96	96.3
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

Departmental guidelines for monitoring attendance are followed. Teachers monitor and record absences and absence notes, and any follow up conversations with parents. Attendance is a regular item on executive meeting agendas. The members of the learning and support team support students with concerning attendance patterns. Information regarding the importance of regular student attendance is disseminated to parents through the newsletter and information packs. Attendance rates are higher than state average.

Class sizes

Class	Total
KB	22
KT	22
KH	23
1/2M	26
1L	24
1F	24
1A	24
2C	23
2W	26
2G	23
3G	27
3E	26
3/4G	31
3W	25
4K	29
4H	28
4B	30
5J	28
5E	26
5B	26
5A	27
6E	29
6S	30
6M	31
6G	30

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	23.72
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.6
Teacher Librarian	1.2
Teacher of ESL	0.8
School Counsellor	1
School Administration & Support Staff	4.26
Other Positions	0

*Full Time Equivalent

The teaching staff included:

- 2 senior executives
- 25 class teachers, including 4 executive
- 12 support teachers (including 10 working at the school in a part time capacity)
- 1 school administration manager, 3 school administration officers, 2 part time school learning support officers and 1 general assistant.

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	20

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	587,635
Revenue	5,017,552
Appropriation	4,654,080
Sale of Goods and Services	3,955
Grants and Contributions	354,820
Gain and Loss	0
Other Revenue	0
Investment Income	4,697
Expenses	-4,786,866
Recurrent Expenses	-4,772,959
Employee Related	-4,311,747
Operating Expenses	-461,212
Capital Expenses	-13,907
Employee Related	0
Operating Expenses	-13,907
SURPLUS / DEFICIT FOR THE YEAR	230,686
Balance Carried Forward	818,321

Finance meetings are held each term to monitor income and expenditure, with one focus being on funding the school strategic plan. A copy of the school's financial statement is tabled at a Parents and Citizens general meeting. Further details concerning the statement can be obtained by contacting the school.

Surplus monies carried over may be used to fund: upgraded reading resources, professional learning projects to support the school strategic plan, employment of a business manager, maintenance and/or replacement of air conditioners, upgrading security systems, flexible furniture for students, converting an administration area into an additional office, and technology resources.

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	4,131,133
Base Per Capita	102,546
Base Location	0
Other Base	4,028,587
Equity Total	203,513
Equity Aboriginal	1,266
Equity Socio economic	5,763
Equity Language	100,163
Equity Disability	96,320
Targeted Total	18,184
Other Total	193,633
Grand Total	4,546,463

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.

Year 3 Writing – 70.4% of students were placed in the top two bands in writing, which is similar to similar schools and above the state's 53.2%. This may be the result of a school focus on formative assessment to foster student self assessment against criteria and exemplars.

Year 3 Spelling– 81.3% of students were placed in the top two bands in spelling, compared to 52.7% across the state and 72.7% in similar schools. This pleasing result may be a result of students' exploration of the four forms of spelling knowledge.

Year 3 Grammar & Punctuation – 89% of students were placed in the top two bands in grammar and punctuation, compared to 67.9% across the state and 82.1% in similar schools.. This excellent result may be attributed to embedding language conventions within regular literacy lessons.

Year 3 Reading – 66% of students were placed in the

top two bands in reading, compared to 51% across the state and 72.8% in similar schools. The *Focus on Reading* initiative has enabled further improvement in this area as demonstrated by classroom observations and student work samples.

Year 5 Reading – 63.6% of students were placed in the top two bands in reading, compared to 39.7% across the state and was similar in similar schools. The *Focus on Reading* initiative has enabled significant improvement in this area since 2016, when 43.1% of students were in the top 2 bands for reading.

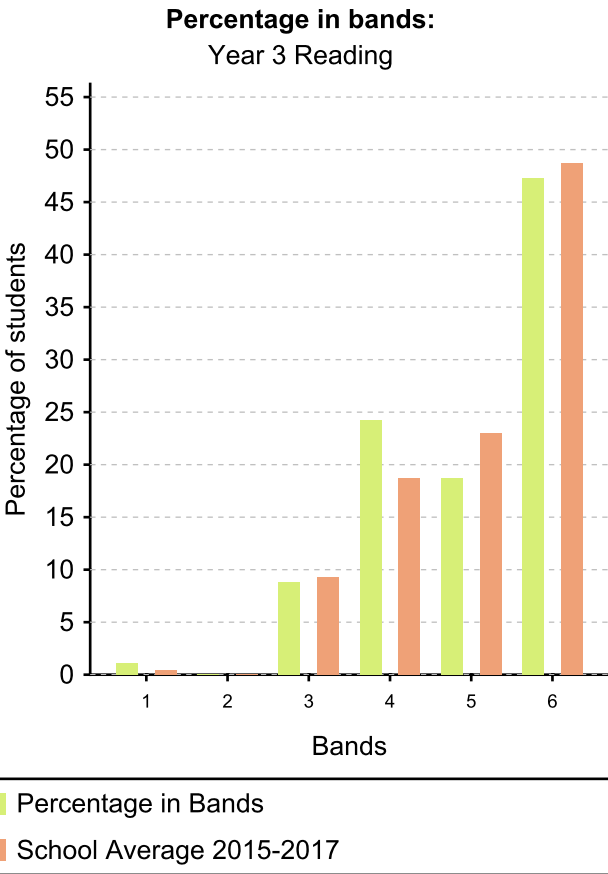
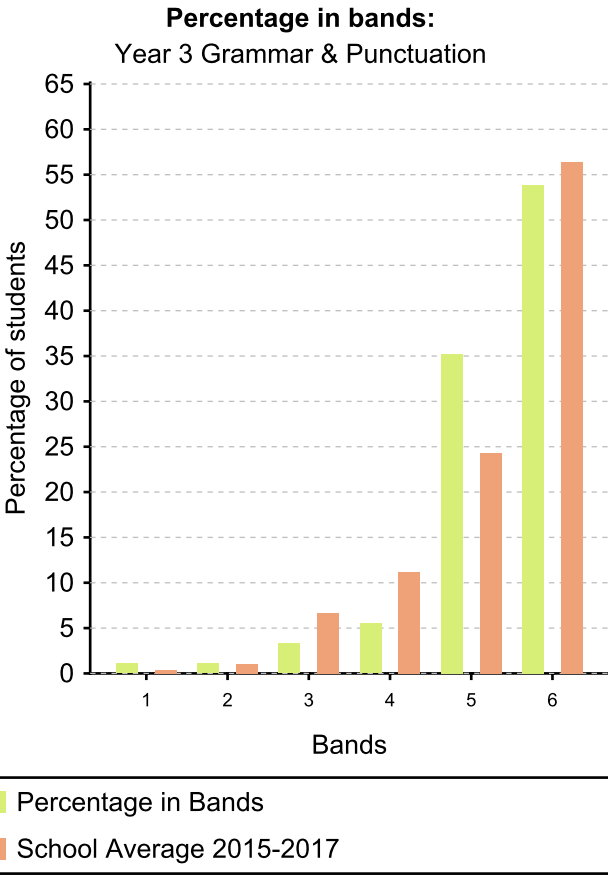
Year 5 Writing – 43% of students were placed in the top two bands in writing, which is above 32.1% in similar schools and above 18.1% across the state. This may be the result of a focus on developing students as assessment capable learners, whereby the students monitor and improve their work based on exemplars and explicit success criteria.

Year 5 Spelling– 59.8% of students were placed in the top two bands in spelling, compared to 38.2% across the state and similarly to the 59.3% across similar schools.

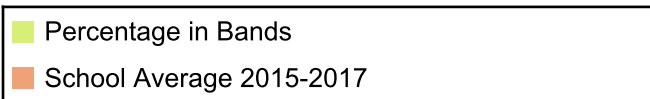
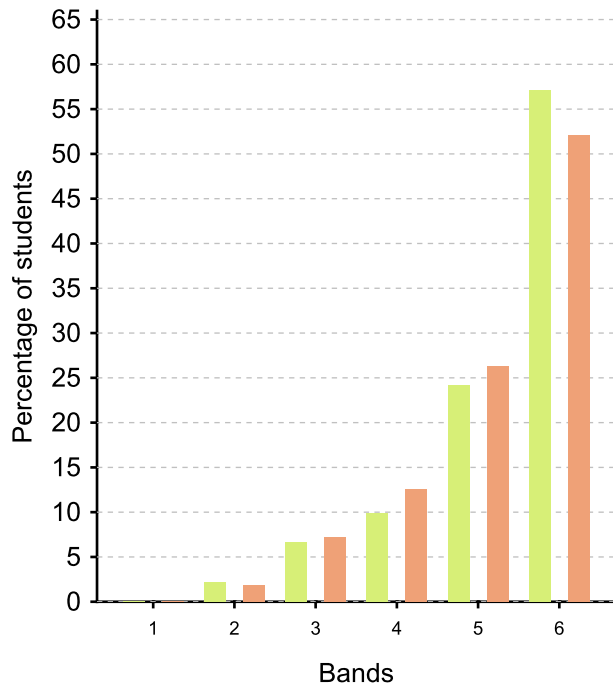
Year 5 Grammar & Punctuation – 58.9% of students were placed in the top two bands in grammar and punctuation, compared to 36.2% across the state and similar to 60.2% across similar schools.

Overall value added results were excellent, with the following percentage of students achieving above expected growth between Year 3 and Year 5:

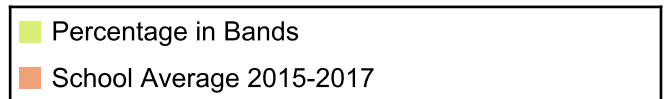
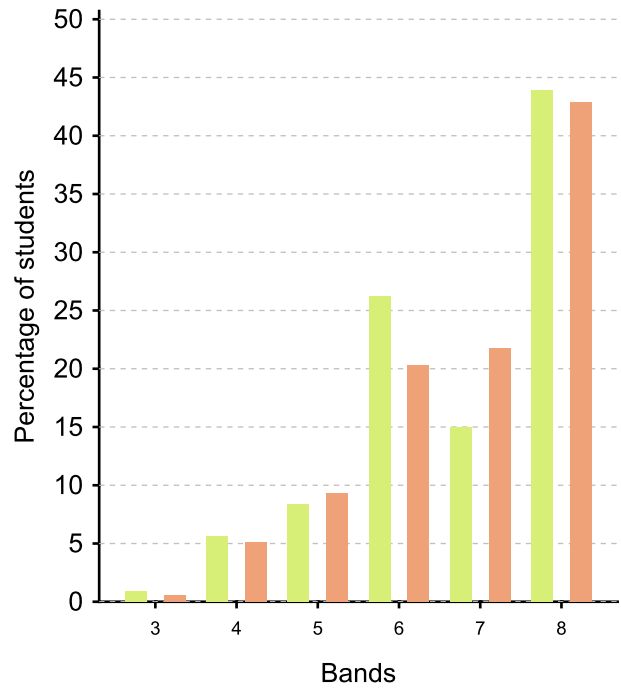
- * 76.3 % in reading
- * 71.1% in writing
- * 59.8% in spelling
- * 66% in grammar and punctuation



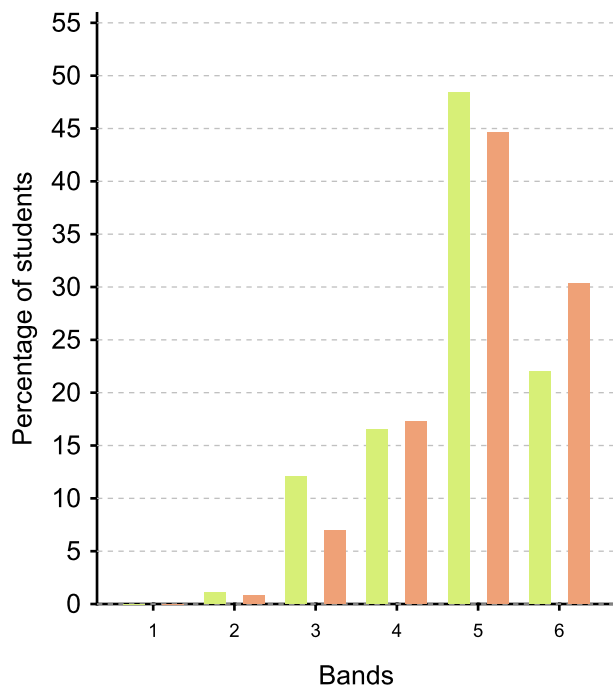
Percentage in bands:
Year 3 Spelling



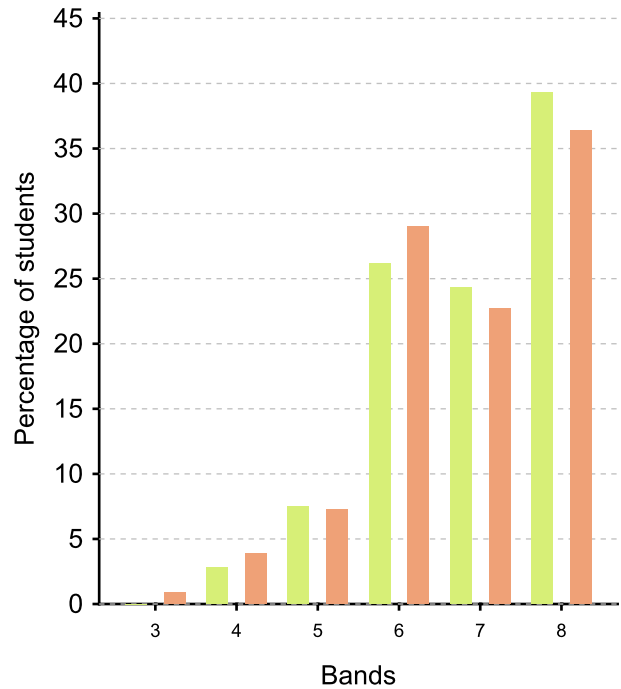
Percentage in bands:
Year 5 Grammar & Punctuation



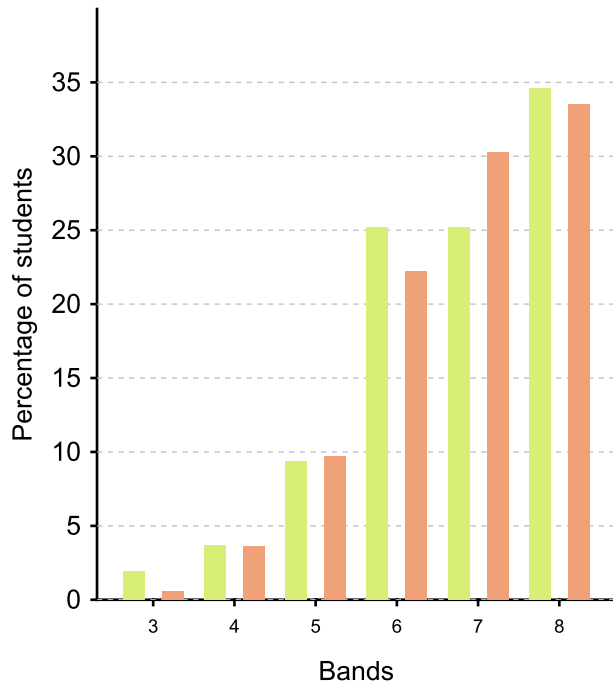
Percentage in bands:
Year 3 Writing



Percentage in Bands:
Year 5 Reading

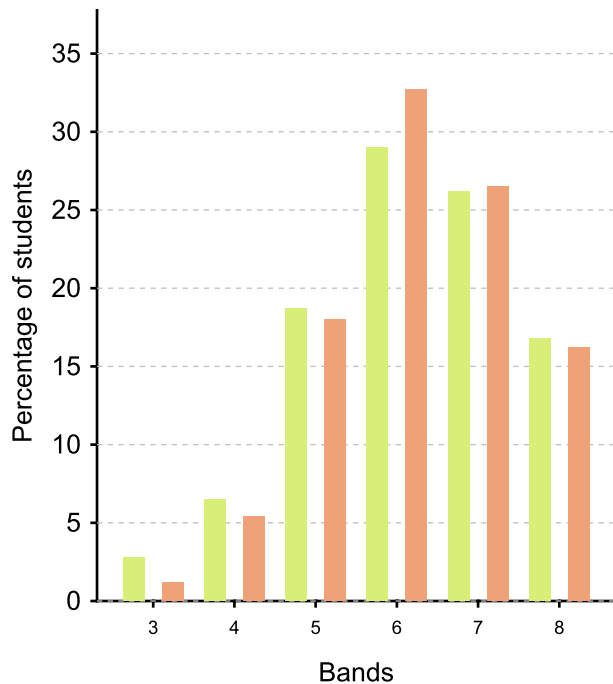


Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2015-2017

In Year 3 Data, Measurement, Space and Geometry, 55% of students were placed in the top two bands, compared to 37% across the state and similar to 58.4% in similar schools.

In Year 3 Number, Patterns and Algebra, 68.2% of students were placed in the top two bands, compared to the 43.7% across the state and similar to 67.1% in

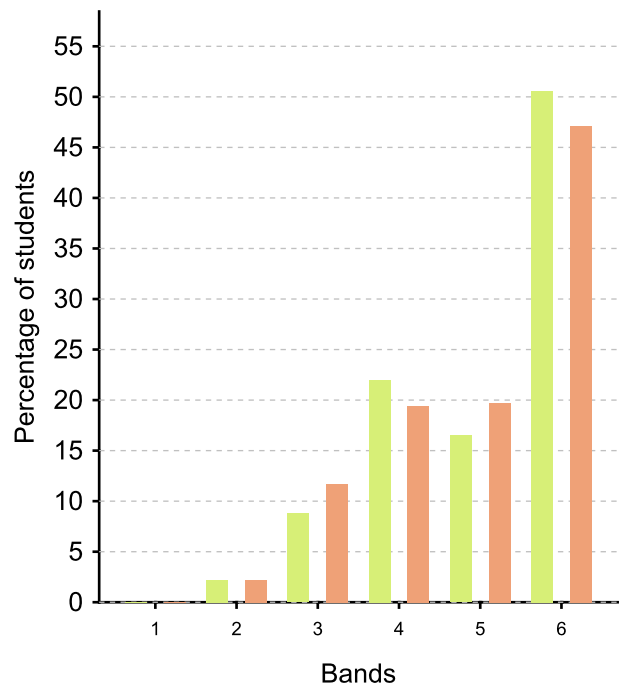
similar schools.

In Year 5 Data, Measurement, Space and Geometry, 59.8% of students were placed in the top two bands, compared to 31.4% of students across the state and above 53.7% in similar schools.

In Year 5 Number, Patterns and Algebra, 65.4% of students were placed in the top two bands, compared to 31.1% across the state and above 56.9% in similar schools.

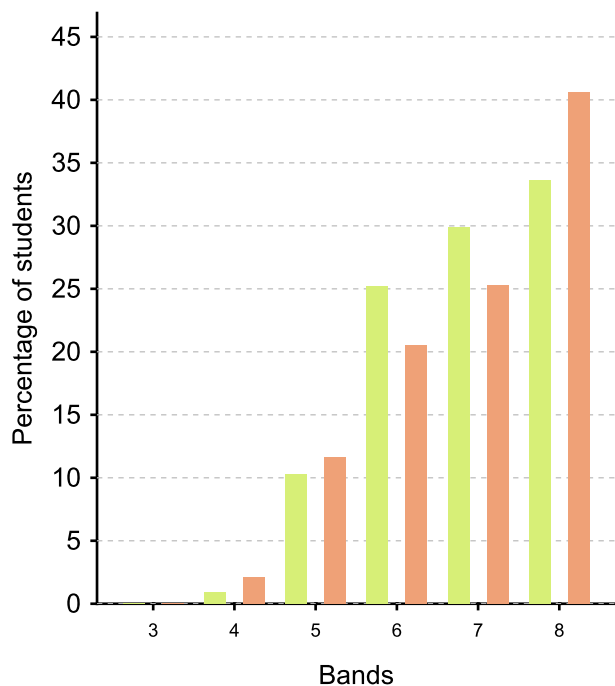
Value added results were excellent, with 75.3% of students achieving above expected growth between Year 3 and Year 5:

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

PARENT SATISFACTION

Parent survey responses were sought to gauge level of parent satisfaction in areas of learning, wellbeing, communication and engagement. 63 responses were returned. The percentage of respondents agreeing or strongly agreeing to each statement are outlined below:

Learning

- I am pleased with the progress my child is making this year 84%
- The teachers provide a stimulating and encouraging learning environment 84%
- 15% of respondents were unsure and 1% disagreed with the statements

Student Wellbeing

- My child feels safe and listened to at school – 85%
- My child is encouraged to repair relationships – 78%
- School is a place where students learn pro-social behaviour – 95%

STUDENT SATISFACTION

The students participated in the *Tell Them From Me* surveys.

- 86% reported a positive sense of belonging, a steady increase from 80% in 2014.
- 97% reported valuing schooling outcomes
- 92% reported positive behaviour at school
- 96% reported trying hard to succeed at school

Some responses were converted to a ten point scale, with 10 indicating strongest agreement with the statement.

- Effective learning was given an overall rating of 8.5, a steady increase from 8.1 in 2014
- Learning relevance was given an overall rating of 8.3, a steady increase from 7.9 in 2014
- Learning rigour was given an overall rating of 8.4, a steady increase from 8.2 in 2014
- Advocacy at school was given an overall rating of 7.9, a steady improvement on 6.9 in 2014

TEACHER SATISFACTION

The teachers participated in the *Tell Them From Me* surveys. Responses were converted to a ten point scale, with 10 indicating strongest agreement with the statement. Overall teacher ratings are outlined below.

- 8 – I work with other teachers to develop cross-curricular or common learning
- 8.2 – when students' formal assessment tasks or daily classroom tasks fail to meet expectations, I give them another opportunity to improve.
- 8.4 – I use two or more teaching strategies in most class periods
- 8 – In most of my classes I discuss the learning goals for the lesson.
- 8.2 – I set high expectations for student learning

Policy requirements

Multicultural and anti-racism education

The school's curriculum is inclusive of a range of programs and strategies, which encourage intercultural understanding. The children explore different cultures, examine and compare cultural perspectives and interpretations of text, and are involved in events that foster social inclusion and individual identity. Harmony Day is celebrated each year to celebrate diversity and its benefits.

An English as an Additional Language or Dialect (EALD) program is provided to support students from a Language Background other than English to meet their learning needs. Specialist teachers provided training to colleagues to build capacity in specific techniques, strategies and assessments.

Anti-racism contact officers are trained in dealing with any related incidents.