

William Bayldon Public School

Annual Report



2017



4602

Introduction

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

Sally Ryan

Principal

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Message from the Principal

At William Bayldon Public School we have continued to provide an environment where an inclusive approach to teaching and learning is at the forefront of the opportunities our teachers provide to ensure each child's needs are met. The school has high expectations for all students and continues to implement learning experiences that encourage children to solve problems, be creative and work as part of a team.

This year, a strong focus on Performing Arts across the school has led to growth in teacher and student engagement and confidence in music, drama and dance.

The establishment of the school band was a huge success with the current number of members growing from 14 this year to 22 in 2018. They have performed at Grandparents Day, music in schools program and band information nights. Their confidence has improved under the supportive, expert direction and teaching from Mrs Wilson, and band teachers Chris Frater and Pete Skelton.

Mrs Wilson has worked alongside most class teachers this year to build their capacity and confidence in teaching music, dance and/or drama. Data shows 100% of teachers have increased in their confidence, with 20% indicating significant increase in confidence. Teacher enjoyment of teaching music has increased significantly with a slight increase in teaching drama and dance. The integration of music within the classroom has increased. Parents have indicated they believe Performing Arts is important, that learning an instrument helps in other areas of learning and that we have great Performing Arts opportunities at WBPS. Student enjoyment of music, dance and drama has increased. A significant difference is that 55% of students in Term 4 would like to be better at dance compared to 37% in Term 1.

2017 has been our first year as an Early Action for Success school as part of the State Literacy and Numeracy plan. Teachers have undertaken professional learning in Literacy through Language, Learning and Literacy (L3) and Working Mathematically through Building Numeracy Leaders. Our teachers have worked hard to implement their learning to enhance the learning outcomes of all our students. They regularly reflect on their practice through the analysis of data, observing students learning and discussing learning with students and colleagues. Teachers have commented that students are talking about their learning and are highly engaged in real life learning tasks.

The result of professional learning and teacher collaborative implementation of this learning has resulted in outstanding student achievements. There has been a higher percentage of students meeting end of year literacy benchmarks on the Literacy Continuum this year than in 2016. In addition, there has been a high percentage of students who have had significant growth this year.

Positive Behaviour for Learning (PBL) is another major achievement for our school over the past 18 months. Ms Ross and Mr Dunn have led the PBL team to ensure a thorough and consultative, process to establish the priorities for our school in PBL. This year, students have worked hard towards consistently following the expectation that everyone

will walk on hard surfaces, use their manners at the canteen and keep our school environment clean. 'Everyone, Everywhere, Everytime.' The PBL team consulted with students, staff and parents and we now have PBL signage around the school. Next year, our PBL will become a focus in classrooms, as well as the playground, and we will have a PBL launch early in Term 1.

The whole school production, The Wizard of Oz, has been a mammoth effort on the part of many staff members, students and parents. Thank you to Mrs Perry who has organised, planned, directed and led the production from the beginning, with a great team from our staff, to successfully create a true musical drama. Congratulations to the whole school community.

I'd like to thank the school captains and vice captain for their efforts. They have attended the Community of Schools Leadership opportunities and contributed their ideas to the Bongil Bongil school leaders initiatives this year. They have also led our assemblies each fortnight and attended the SRC meetings.

I'd like to extend a special thank you to all our volunteers for the positive contributions they have made to our school. This includes parents, carers, grandparents and View Club volunteers who provide breakfast club two mornings a week.

Tracy King, Mel Russell and the rest of the P&C have made donations to support our band and PBL initiatives in their ongoing commitment to the students of WBPS. They too believe that children are at the centre of every decision they make.

School background

School vision statement

At William Bayldon Public School:

we will ensure all our learners are 21st Century learners who will reach their potential through engagement, high academic expectations and pride in learning;

we will display, for all, consistent quality teaching and learning practices where we all realise our capacity to be leaders, learners and teachers; and

we seek to create a school environment that will promote parent and community involvement, respectful relationships and inclusivity.

School context

The school is staffed on a P4 entitlement with our enrolment figures for 2017 at 212, with 35% of our student population being Aboriginal students.

The school has Special Education Classes (SEC) that cater for students with diverse needs.

William Bayldon is a PBL school and has a strong focus on developing the whole child through embedded practices that focus on the three domains of the Wellbeing Framework, 'Connect, Succeed and Thrive.'

The school is accredited Sunsafe and is recognised as a Live Life Well and Crunch and Sip school.

The NSW measure of Family Occupation and Education Index (FOIE) for 2017 is 163 compared with the NSW average of 100. Higher FOEI values indicates greater disadvantage.

In 2017, an Early Action for Success Instructional Leader was appointed for a period of up to four years.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

In 2017, the school team focussed on identifying evidence as part of ongoing evaluation against the School Excellence Framework. School leaders led teams in the application of the SEF to our strategic directions. The collaborative approach allowed leaders to go beyond knowledge of the document to talking about and providing evidence of growth against the each of the three domains of Teaching, Learning and Leading. Leaders will continue to lead staff in gaining deep understanding of the SEF, version 2, in 2018.

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

Professional, future focused teachers

Purpose

To strengthen and promote a learning culture that builds teacher capacity to deliver a high quality, innovative curriculum. Teachers at our school will take action to ensure they are the best teachers they can be. They will be passionate about providing optimal conditions for all students to be actively engaged in a quality education that maximises their capacity as learners who can meet their potential.

Overall summary of progress

There has been a strong focus on improving teacher understanding of student achievement requirements to ensure all students are appropriately placed on PLAN. Teachers have engaged in professional learning, that is classroom focussed, particularly through Early Action for Success, leading to 100% of school targets in K–2 reading being exceeded. All teachers are implementing the new History and Geography curriculums, and will continue to focus on differentiation in Mathematics.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved teacher understanding of student achievement requirements, through quality, ongoing and relevant assessment data when plotting individual students on the PLAN continuum. 100% of teaching staff complete Professional Learning, that is classroom focused, from 2015–2017. 100% of targets set in K–2 (Reading, Comprehension and Writing) are met by the end of 2017. (EAfS)	>\$67000	<i>The Instructional Leader has worked alongside teachers to analyse student data and reflect on practice to continue to improve student learning outcomes.</i> <i>Teachers have utilised professional learning to ensure best practice and curriculum knowledge with a particular focus on L3, History, Geography and Working Mathematically.</i> <i>The LAST has worked alongside Stage 2 and 3 teachers to implement a differentiated approach to Working Mathematically.</i> <i>Kindergarten exceeded all school targets. Year 1 exceeded targets in reading and comprehension, and Year 2 exceeded targets in reading.</i>

Next Steps

In 2018 there will be further professional development opportunities in History, Geography and STEM, with a focus on using children's literature and hands on ideas. Collaborative team meetings for co planning, teaching and reflecting in English and Mathematics, will be implemented with all staff K–6. This will be led by the Instructional Leader and Executive Team. EAfS will be a major component of K–2 stage meetings to collaborate and share ideas on best practice, with a focus on a case management approach to student learning support.

Strategic Direction 2

Inspiring, challenging learning for all

Purpose

To remain committed to the belief that all our students need to be literate and numerate to access learning, across all curriculum areas, and in day to day life skills and opportunities. Regardless of background and ability, we will ensure every student is provided with the optimal conditions to reach their potential and goals. We will provide the learning environments that inspire and challenge our students. Our students will know what they learn matters, and know that becoming self-motivated, confident, creative learners stands them in good stead for the rest of their lives.

Overall summary of progress

Teachers, parents and students have engaged in personalised planning meetings to establish a common understanding of learning needs and goals. Parent involvement in report interviews has improved and there is a greater understanding of how students are progressing towards the achievement of learning outcomes, as well as social and emotional development. Partial and whole day attendance data has been collected and analysed to address trends in poor attendance patterns. However, the planned project has been postponed to 2018.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>A greater % of students have expected growth between Year 3 and Year 5 in NAPLAN, 2017.</p> <p>A higher % of 3-way interviews are conducted so that all stakeholders contribute, share ideas and work together as learning and teaching partners, by Term 3 2017.</p> <p>An increased % of teachers are confident to deliver performing arts in the classroom, and students are more engaged in performing arts opportunities, including band.</p>	\$109 200	<p>NAPLAN results are not reflecting the expected growth for students, Year 3–5.</p> <p>Teachers are more confident to engage parents and students in planning for individual needs, with regular communication and follow up.</p> <p>90% of teachers indicate improved confidence to deliver outcomes based lessons in Music, Dance and Drama. 15% of students in 4–6 learning an instrument and participating in the school band in 2017. 10% of Expressions of Interest indicate new students and parent interest</p>

Next Steps

Attendance surveys for students and parents have been developed for implementation in 2018 as part of our Strategic Direction 1, Quality Learning.

Leaders will undertake professional learning in Visible learning and lead teams to implement quality practices to meet the needs of all students. This will be reflected in teacher's PDPs and whole school practices.

The Instructional Leader will be engaging all teachers in co planning, teaching and reflecting to address identified areas from NAPLAN, PLAN and other assessment data in literacy and numeracy.

Performing arts, including band, school musicals and building teacher capacity to deliver quality programs, will continue in 2018.

Strategic Direction 3

Trusting, respectful relationships

Purpose

To actively and purposefully seek ways to enhance student learning and wellbeing by strategically building relationships with our parents and families, other local schools and community organisations. Respectful and trusting relationships will be established because our parents and families are valued members of the school community and partners in their children's education. Common goals will be established and the whole school community will play an active role in building a quality school community who promote and celebrate what our school achieves.

Overall summary of progress

PBL lessons have been developed and taught across the school for identified target behaviours, and a PBL noticeboard has been developed and updated. Data from self assessment surveys and the School Evaluation Tool, has informed discussions about future staff professional learning and direction.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The school's partnerships are sustainable and are embedded in the culture of the school community. Implement a whole-school approach to well-being by working collaboratively with partners who contribute to improved student achievement and/or well-being.	\$7680	<i>Parent, student and staff consultation process to develop the Anti-bullying Policy was thorough and successful with the plan now in place and endorsed by all stakeholders.</i> <i>Whole school community involvement in national and school based activities to promote anti-bullying in our school community.</i> <i>PBL resources have been purchased and displayed around the school. A thorough consultation process for a mascot was completed.</i>

Next Steps

All staff have a deep understanding of PBL and it is embedded in our daily practices across the school.

Development of a positive reward system that is aligned to PBL. This will be implemented in Term 1, 2018.

The Anti-bullying Policy is on the school website for the school community to engage with.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<\$> \$50 000 • Aboriginal background loading (\$51 000.00)	SLSO support for identified students, in stage 1, 2 and 3, in literacy and numeracy.
Low level adjustment for disability	<\$> \$35500 • Low level adjustment for disability (\$35 550.00)	Additional staffing was provided to implement global and individual low level adjustments for individual and groups of students K–6, resulting in improved engagement in learning, particularly in literacy and numeracy.
Socio–economic background	<\$> \$260 000 • Socio–economic background (\$90 148.00)	Employ teacher to release instructional leader to build teacher capacity in Performing Arts curriculum delivery. Extracurricular learning experiences and community engagement. Stage team collaboration days for planning, assessment and professional learning. Employ Assistant Principal, 2 days per week for Instructional Leadership, Early Action for Success.
Support for beginning teachers	<\$> \$ 11 000 • Support for beginning teachers (\$1 430.00)	Release for 2nd Year beginning teacher and for mentoring staff. Targeted professional learning in Special Education.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	114	111	114	110
Girls	100	82	82	87

Student attendance profile

School				
Year	2014	2015	2016	2017
K	93.9	89.5	95.4	95.9
1	94.1	88	91.2	95.9
2	92.4	90.7	91.6	94.4
3	91.5	90.5	91.7	91
4	94.1	93.7	92.1	93.5
5	89.2	91.8	92.2	92.2
6	92.6	91.3	90.6	93.3
All Years	92.6	90.6	92	93.8
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

Attendance is monitored through Sentral and students who are identified as habitually late, or have a pattern of non-attendance, are case managed by the Executive Team and LAST. Letters are sent home to seek explanations for absences and we encourage parents to work with the school to identify how we can best support their child to attend school every day. If necessary, the HSLO is invited to talk with families about attendance concerns.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	10.6
Teacher of Reading Recovery	0.32
Learning & Support Teacher(s)	0.9
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	8.4
Other Positions	1

*Full Time Equivalent

The above workforce allocation includes one Aboriginal Language and Culture Nest Teacher and one Aboriginal Education Officer. The school also employs a casual Aboriginal Support Learning Officer and an Aboriginal Tutor for language and culture lessons in Stage 1 and Stage 2.

Workforce retention

This year we farewelled Mrs Stokes–Marshall who secured the position of teaching principal at Crossmaglen Public School. Mrs Langdon was appointed through the merit selection process to a permanent classroom teaching position.

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	40

Professional learning and teacher accreditation

All staff have participated in professional learning throughout the year that is aligned to the school's priorities and needs. In addition, teachers set goals in their Performance and Development Plans that linked

to the school's Strategic Directions. Teachers have engaged in professional learning including L3 as a component of Early Action for Success, STEM, Building Numeracy Leaders, Connecting to Country, Eight ways Learning, PBL, online personalised learning, student wellbeing, LMBR training, data analysis, SAS staff PDPs and various compliance training activities. One teacher is part of the newly established Highly Accomplished Lead Teacher Accreditation Network.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

- Income received through voluntary school contributions was \$846
- Expenditure on student curriculum materials, resources and technology included

\$4750 towards Performing arts instruments, materials and resources

\$24032 towards technology purchases including 30 new student laptops, a new speaker system and a reception tv system

\$3274 towards the implementation of PBL at William Bayldon PS

Receipts	\$
Balance brought forward	573,312
Global funds	257,006
Tied funds	571,880
School & community sources	53,376
Interest	7,091
Trust receipts	150
Canteen	0
Total Receipts	889,503
Payments	
Teaching & learning	
Key Learning Areas	56,205
Excursions	2,707
Extracurricular dissections	18,761
Library	757
Training & Development	10,185
Tied Funds Payments	393,907
Short Term Relief	30,851
Administration & Office	45,286
Canteen Payments	0
Utilities	31,397
Maintenance	65,374
Trust Payments	0
Capital Programs	0
Total Payments	655,429
Balance carried forward	807,386

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

	2017 Actual (\$)
Opening Balance	0
Revenue	833,436
Appropriation	808,286
Sale of Goods and Services	60
Grants and Contributions	24,845
Gain and Loss	0
Other Revenue	0
Investment Income	245
Expenses	-367,775
Recurrent Expenses	-367,775
Employee Related	-299,148
Operating Expenses	-68,628
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	465,661
Balance Carried Forward	465,661

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

- Bayldon PS 2017 Finance Committee members were Sally Ryan (Principal), Leanne Gibson (Assistant Principal) and Joanne Carey (School Administrative Manager)
- All financial transactions and processes were carried under Australian Legislations and DoE Guidelines, Policies and Procedures
- Intended use of funds available at the end of the year have been aligned to the school plan 2018 –2020. Funds will be monitored and expenditure guided by the principal working with the finance committee

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

	2017 Actual (\$)
Base Total	1,588,795
Base Per Capita	33,503
Base Location	2,511
Other Base	1,552,781
Equity Total	550,225
Equity Aboriginal	107,773
Equity Socio economic	329,318
Equity Language	0
Equity Disability	113,135
Targeted Total	838,267
Other Total	351,994
Grand Total	3,329,281

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.

The following information outlines the percentage of students who had greater than, or equal to, expected growth in each of the areas from years 3–5.

Reading: 38%

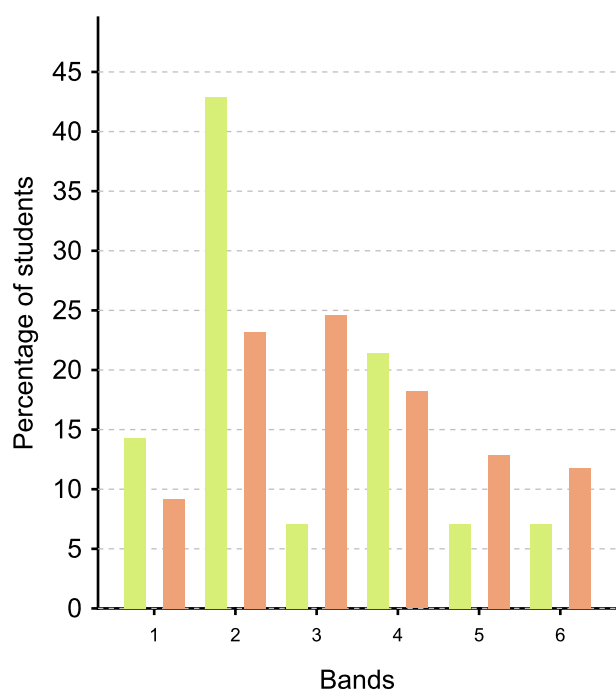
Writing: 42.3%

Spelling: 50%

Grammar and Punctuation: 42.3%

Financial summary equity funding

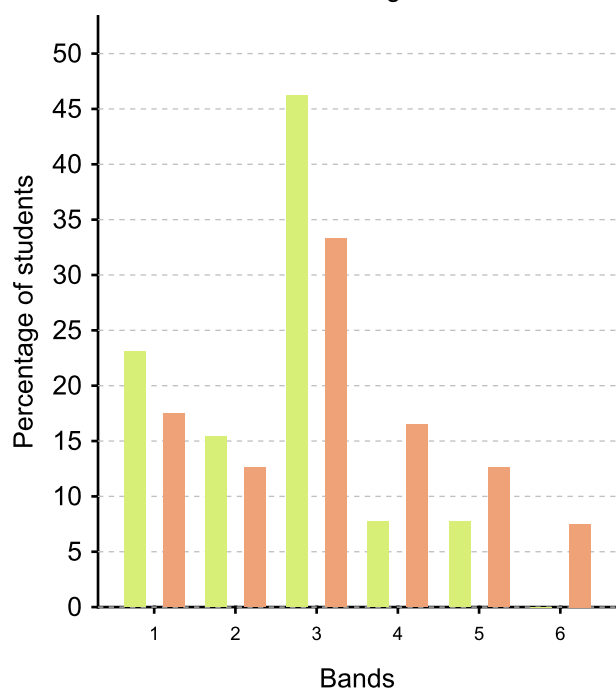
Percentage in bands:
Year 3 Grammar & Punctuation



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	14.3	42.9	7.1	21.4	7.1	7.1
School avg 2015-2017	9.2	23.2	24.6	18.2	12.9	11.8

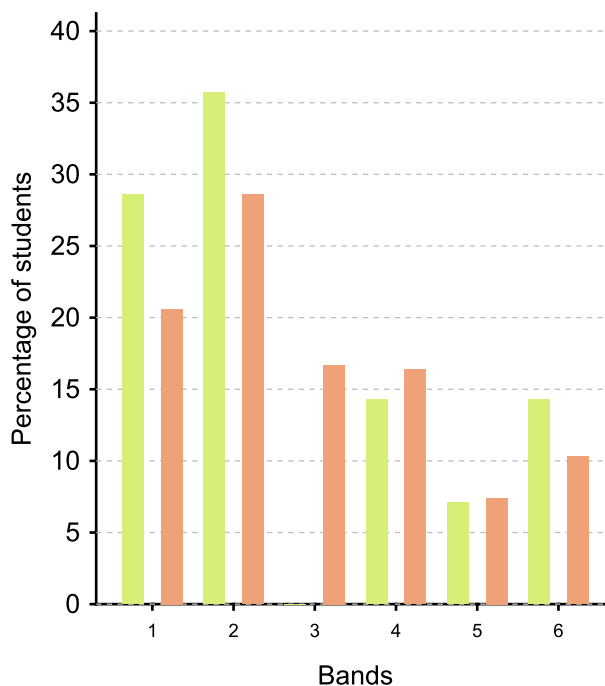
Percentage in bands:
Year 3 Reading



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	23.1	15.4	46.2	7.7	7.7	0.0
School avg 2015-2017	17.5	12.6	33.3	16.5	12.6	7.5

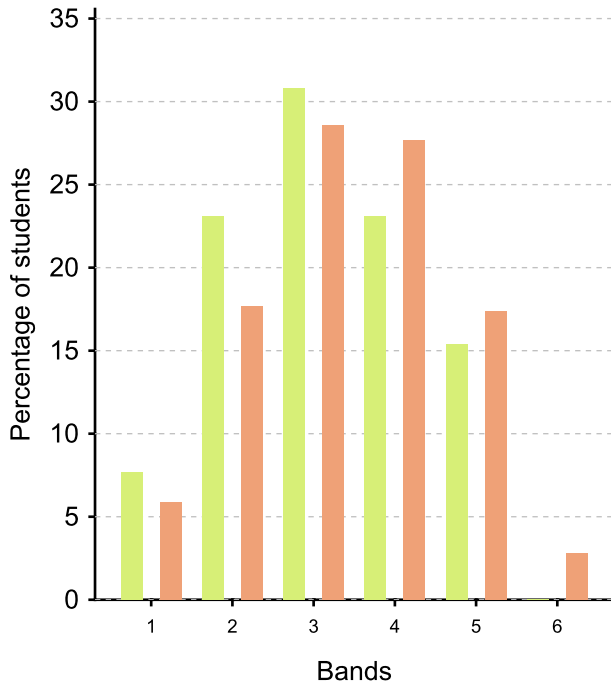
Percentage in bands:
Year 3 Spelling



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	28.6	35.7	0.0	14.3	7.1	14.3
School avg 2015-2017	20.6	28.6	16.7	16.4	7.4	10.3

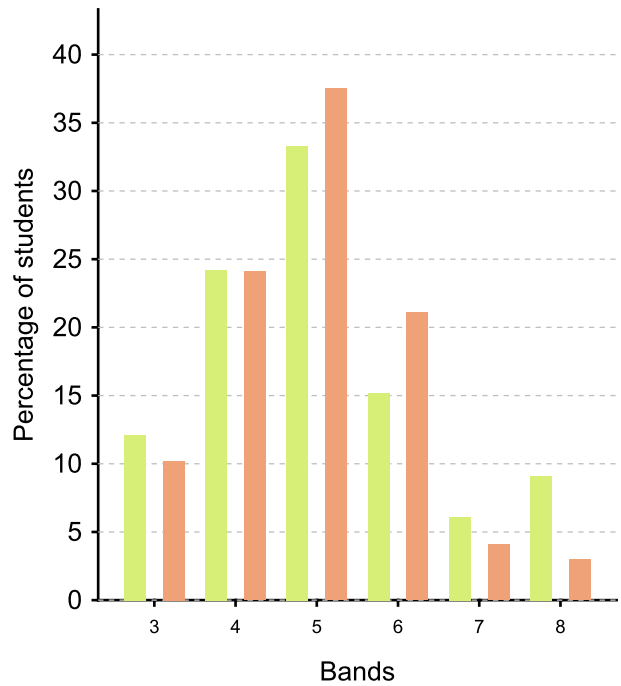
Percentage in bands:
Year 3 Writing



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	7.7	23.1	30.8	23.1	15.4	0.0
School avg 2015-2017	5.9	17.7	28.6	27.7	17.4	2.8

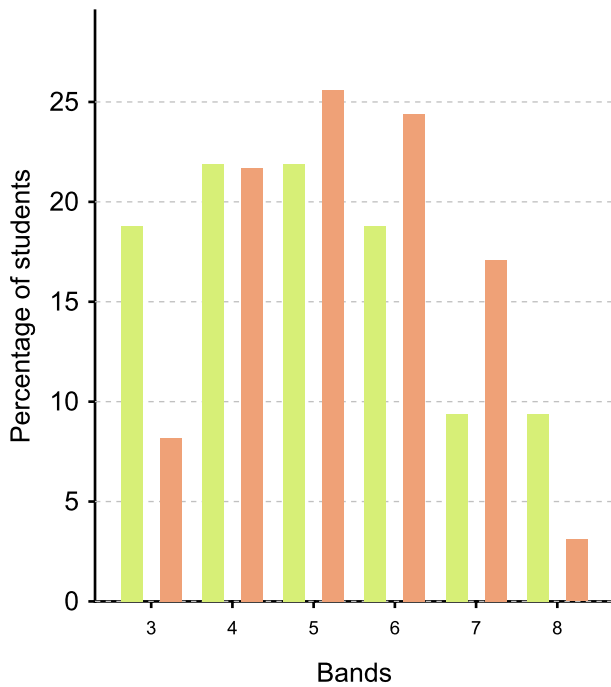
Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2015-2017

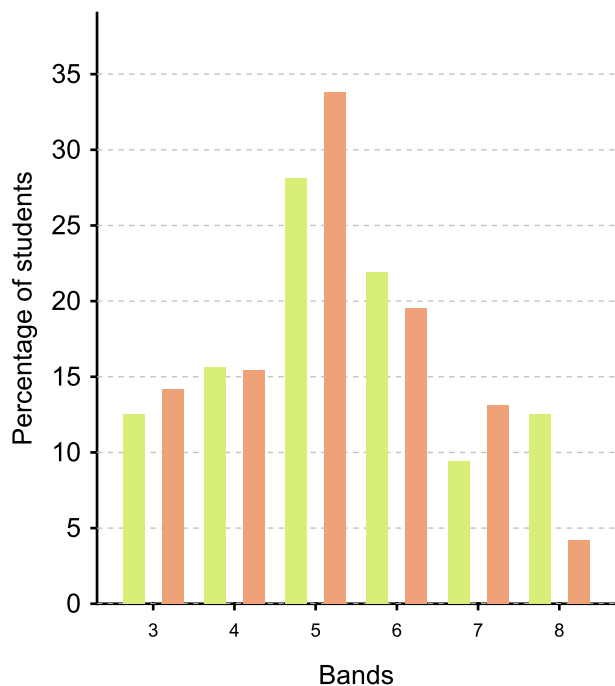
Band	3	4	5	6	7	8
Percentage of students	12.1	24.2	33.3	15.2	6.1	9.1
School avg 2015-2017	10.2	24.1	37.5	21.1	4.1	3.0

Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in Bands
School Average 2015-2017

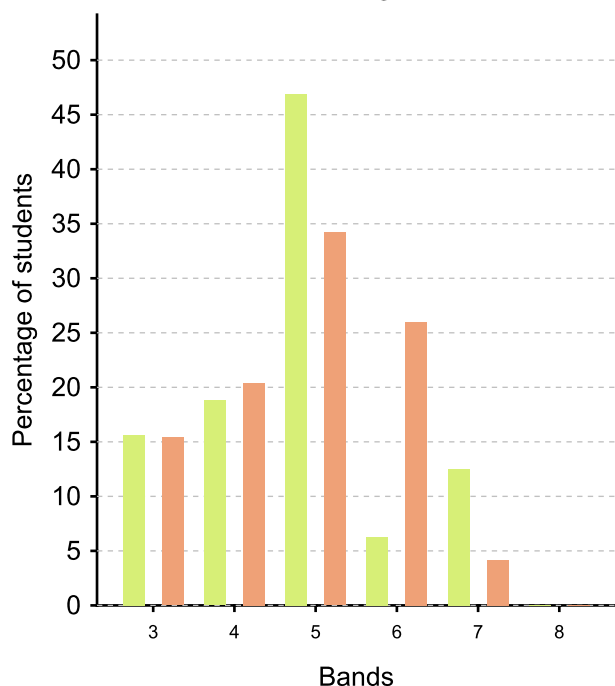
Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	12.5	15.6	28.1	21.9	9.4	12.5
School avg 2015-2017	14.2	15.4	33.8	19.5	13.1	4.2

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	15.6	18.8	46.9	6.3	12.5	0.0
School avg 2015-2017	15.4	20.4	34.2	26.0	4.2	0.0

The following information outlines the percentage of students who had greater than, or equal to, expected growth in overall numeracy from years 3–5.

Overall numeracy: 25.9%

The following information outlines the percentage of students who had greater than, or equal to, expected growth in overall numeracy from years 5–7.

Overall numeracy: 66.7%

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..

Below is the mandatory reporting requirements in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands.

Yr 3 Spelling: 33.3%

Yr 5 Reading: 7.7%

Yr 5 Writing: 8.3%

Yr 5 Spelling: 10.8%

Yr 5 Grammar and Punctuation: 8.3%

Parent/caregiver, student, teacher satisfaction

Each year, schools are required to seek the opinions of parents, students and teachers about the school. This year, we consulted parents, students and teachers as part of the 2018–2020 school planning cycle. This led to the shared development and ownership of the school's vision statement and strategic directions.

In addition, feedback was sought regarding performing arts, as this was a major school focus in 2017.

Parents

Parents were asked to provide thoughts about performing arts and their child. The following is a summary of the data provided.

- 82.4% of respondents stated that performing arts education in primary school is very important.
- 76.5% of respondents stated that learning to play

an instrument helps children in other areas of their learning.

- 82.4% of respondents agreed that there is enough opportunity at our school for students in the performing arts.

Additional feedback was sought through qualitative data. Some of the comments made area as follows:

"My child loves the trombone. Band is the highlight of his life. He loves it so much. I can't talk about it without crying."

"Whatever you are doing in music is working. My child loves it. It's all he talks about at home, the high and low and what you're doing. It's the most he has talked about what he is doing at school, ever!"

Students

Students were asked to provide thoughts about performing arts at school. Comparative data is summarised below.

- 12% increase in students positively responding to the statement "I like doing music at school"
- 15% increase in students positively responding to the statement "Music helps me learn"
- 15% increase in students accessing music, dance or drama outside of the school.

Additional feedback was sought through qualitative data. Some of the comments made area as follows:

"I think that we have improved and I have too. I would love to keep on doing it (music) because I would love to learn more about music and how it works."

"My confidence was not good, but I tried as hard as I could to learn. I think I am better at what I thought I couldn't do. I am so happy I've got better, so my face is a smile."

"Music helped me to get through my troubles. Dance helps me tell my feelings."

Staff

Staff were asked to provide feedback on how the Instructional Leader – Performing Arts impacted on their confidence, knowledge and skills. The following is a summary of data provided.

- 100% of teachers indicated their confidence to deliver an outcomes based program in performing arts increased, with 22% indicating a significant increase.
- 100% of teachers indicated their knowledge and understanding of performing arts elements has increased with 22% indicating a significant increase.
- 89% of teachers indicated that they have used the Creative and Performing Arts syllabus more this year than in the previous 12 months.

Additional feedback was sought through qualitative data. Some of the comments made area as follows:

"I have enjoyed working side by side with the instructional leader to teach music. As a result, I can

integrate performing arts successfully into daily classroom learning."

"I really had no idea how to go about planning a dance routine with students. As a result of working with the instructional leader, the mystery and horror are gone and I feel confident to have a go myself."

"I incorporate the teaching of performing arts in student's daily learning. It plays a very important part of learning and skill development."

Future Directions

The school's focus on performing arts has been successful in 2017 as evidenced above. The school is committed to continuing to enhance the capacity of teachers to implement performing arts programs across the school. We will do this by:

- Continuing the instructional leadership – performing arts in 2018.
- Whole school musical
- Commitment to participation in local eisteddfods.
- Ongoing band tuition
- Ongoing school band

Policy requirements

Aboriginal education

NAIDOC Week 2017

The theme for NAIDOC Week this year was *Our Languages Matter*. The importance, resilience and richness of Aboriginal and Torres Strait Islander languages was the focus for celebrations across the week.

All students participated in various activities at Toormina Public School, alongside our Bongil Bongil Community of Schools. Students participated in numerous activities such as Gumbaynggirr language games, story telling and associated art activities, music and dance. Students enjoyed learning about and immersing themselves in culture.

At our whole school NAIDOC assembly, Aboriginal students presented photos from the Micks Retreat excursion, which is an important Gumbaynggirr site used as inspiration for our new school mural. The mural was unveiled at the assembly by the artist, Tony Hart. The mural extends along the administration building where all parents and visitors to our school can admire and appreciate our continued connection to culture.

Yarn Up

Yarn Up has occurred throughout the year. The focus this year has been on the completion of the mural by a local Aboriginal artist and planning for 2018. This includes planning for senior students to be a part of Yarn Up, ensuring a clear student voice as well as strategies to engage the local community in Yarn Up.

Support in classrooms

A planned approach to targeting the needs of Aboriginal and Torres Strait Islander students was implemented in 2017, with the appointment of an Aboriginal Support Learning Officer (ASLO). The focus for the ASLO varied from in-class support to the delivery of programs written specifically to address student need in Stage 3. Data shows an improvement in literacy and numeracy achievement for these students.

Language and Culture Nest

The Language and Culture nest continues to support the implementation of Gumbaynggirr language within the Bongil Bongil community of schools and across the Mid-North Coast. At our school, students in Stage 1 and Stage 2 regularly participate in planned lessons with a focus on everyday use of language. Throughout the year, students continue to showcase their language skills at school assemblies and during NAIDOC week celebrations. In 2018, language and culture will be further enhanced by the Aboriginal Education officer in Early Stage 1 classrooms.

Connecting to Country

This year our school hosted and participated in a Connecting to Country 3 day workshop. This was developed and delivered by the Coffs Harbour AECG and local Elders. The focus for the first day was on the Stolen Generation. The following day included field trips to learn about the local use of country and the care for resources in the local area. The final day was about making connections with local agencies who support Aboriginal families. It is expected in 2018 that additional staff will access this workshop.

8 Ways Training

Three staff completed training in the 8 Ways of Learning late in 2017. The professional learning is a pedagogy framework that enhances teacher capacity to include Aboriginal perspectives by using Aboriginal learning techniques across all key learning areas. In 2018 these teachers will implement their learning in classrooms and also share their knowledge and understanding with the whole school staff.

Homework Centre

Weekly sessions to support Aboriginal students with their homework continued this year. These sessions were valued by students and parents as we work in partnership to encourage life long learning.

Multicultural and anti-racism education

In 2017, multicultural perspectives were embedded in teaching and learning programs. Throughout the year there was a strong focus on acceptance of differences, as part of our day to day classroom practices and playground interactions. Examples of this include exploring student heritage, traditions and celebrations, how people play around the world and integrated

literacy units.

Harmony Day celebrations took place in March where we promoted the message "Everyone Belongs". Teachers delivered specific lessons utilising the Harmony Day website resource. Stage 3 students were supported to peer teach students in Kindergarten to Year 4. All students were encouraged to wear orange mufti or traditional cultural dress. Traditionally, orange signifies social communication and meaningful conversations.