

Brisbania Public School

Annual Report



2018



1498

Introduction

The Annual Report for **2018** is provided to the community of BRISBANIA 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.

Annette Parrey

Principal

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Message from the Principal

2018 has been a very productive year at Brisbania. Our school has continued to progress in each of the domains of The School Excellence Framework. Our school plan reflected the needs of the school and our progress via the milestones has been pleasing. The initial year of having a High Expectations Mentor to support our Bump It Up goal has been very successful with our 42% goal in the top to bands of Reading and Numeracy in NAPLAN moving closer than last year. We also trialled the NAPLAN online platform in anticipation of using NAPLAN online in 2019. Stage One was supported with differentiated Guided Reading, Early Stage One continued excellent growth in Literacy using L3 pedagogy and hands on materials in Maths. All teachers were trained in Focus on Reading Phase Two following two staff being trained as trainers. Additionally, teachers untrained in Phase One were also trained.

Students were successful on the sporting field and showed excellent sportsmanship in all sports. Our Girls Rugby League team represented the Central Coast in the state finals. Our partnership with Erina Learning Community (ELC) continued to flourish with our annual performance at Erina Fair during Education Week and our biannual Creative Arts Festival at Erina HS. Students are well prepared for transition to school, high school and class for 2019.

Three teachers were farewelled this year due to retirement or a new career direction. We also welcomed a new, experienced Assistant Principal to the Executive. Student numbers have fluctuated throughout the year and some students entering Brisbania have changed the dynamics of stages, requiring extra support and care for academic and behavioural needs. 2018 also saw the establishment of a Student Wellbeing Officer. Our Wellbeing policy continues to be updated as needed and flexible support is provided by experienced School Learning Support Officers, Learning and Support teacher, counsellor, staff and Executive. A Colour Run was added as a reward for students for Term Four that was enjoyed by all staff and students invited to attend.

Changes were made to the access to the school at both High St and Shaw St entry points for disability and pram access.

Our P&C used a Community Grant to turn our backfield green after many years of dirt via artificial turf and install softfall under the play equipment. Our biannual fete was an enormous success raising funds to continue to upgrade the playground. The support of the P&C is greatly appreciated.

Our annual NAIDOC Celebration is a yearly highlight of our appreciation and respect for our Aboriginal heritage. We also supported our country peers raising funds for the Salvation Army to support drought ridden families with water in central NSW.

Brisbania is proud of the education we offer our students and we will continue to provide the best education possible for student growth across all areas of the curriculum, in emotional intelligence and contemporary teaching and learning.

Annette Parrey

School background

School vision statement

Brisbania Public School nurtures students to become successful, confident, creative, lifelong, resilient, contemporary learners who reach their full potential as they strive to *Believe, Persevere* and *Succeed*.

School context

Brisbania Public School is a community focused school located at Saratoga on the Brisbane Water Peninsula of the Central Coast. Brisbane Public School is on the traditional land of the Guringai and Darkinjung people.

Brisbania PS is held in high regard by the community. Students come from a variety of backgrounds.

The school has 473 students in 19 classes with a strong academic, sporting and creative focus for our actively engaged and respectful students. We receive funding for our following programs: Literacy and Numeracy, Aboriginal, Equity, Low Level Adjustment for Disability Funding, Integration Funding and support for beginning teachers– Great Teachers Inspired Learning (GTIL)

Our dedicated and professional staff work in partnership with very strong, supportive parents and community to ensure that every student reaches their full potential in a friendly and safe environment. In 2015, Language, Learning and Literacy (L3) was implemented in Kindergarten. In 2016, Focus on Reading was implemented and Inquiry based learning was a focus K–6.

In late 2016, Brisbane PS commenced participation in the "Bump It Up" initiative. This initiative is focused on increasing the percentage of students achieving in the top 2 bands of NAPLAN Reading and Numeracy.

We are a member of the Erina Learning Community (ELC) with strong links to Erina High School, our partner primary schools and Tjudibaring Local AECG.

Parent and community participation is highly valued at Brisbane PS. Our very active P&C contributes positively to our school community. They work tirelessly to provide much needed funds to assist in the purchase of additional resources. Volunteers assist in classrooms, coaching and transporting students to events and in the canteen.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

In the domains of Learning, Teaching and Leading, Brisbane Public School is Sustaining and Growing. Although the staff are very pleased that they continue to progress on the School Excellence Framework, staff are realistic that further development is needed to maintain or continue to develop.

In the domain of Learning, Brisbane Public School is delivering in learning culture, high expectations and attendance and excelling in transitions and continuity of learning. We excel in Wellbeing with a planned approach and behaviour. Individual learning needs and caring for students are sustaining and growing. Curriculum is an element we have increased in. Our Bump It Up focus has increased our growth in Curriculum, Differentiation, Assessment and Student Performance. Reporting will be modified to include EALD and Learning and Support and Bump It Up intervention for students working in these areas. Our Value Added data has increased to Sustaining and Growing.

In the domains of Teaching and Leading, Feedback will again be a target in 2019 to continue to increase student engagement and progress, this will be coupled with a clear goal or purpose for each activity. Teachers will be encouraged to look back before programming forward. Specific targeted support with accreditation for all staff is planned for 2019. At the beginning of 2019, staff will be surveyed to ask Professional Learning needs and wants that support personal growth or school priorities. New staff will be set up with a mentor to support transition to Brisbane. Early Career teachers will also be supported with a mentor throughout the year. Feedback from parents and community will be sought to support and embed a culture of high expectations.

Changes to committee set up and membership, with increased meeting times, will also support expertise and growth of staff, as well a coordinated approach to managing the communication of administrative staff.

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

Critical and Creative Thinking

Purpose

To prepare every student to work collaboratively and think critically and creatively through contemporary, innovative, quality teaching and learning practices.

Major SEFV2 links (not limited to this SD)

Learning – Learning Culture, Curriculum, Assessment, Reporting

Teaching – Learning and Development, Effective Classroom Practice

Leading – School Planning, Implementation and Reporting, School Resources, Management Practices and Possesses

Overall summary of progress

Critical and Creative Thinking has not experienced the same level of impact as Strategic Directions Two and Three in 2018.

STEM Kits were ordered for Stage Two and used with great enthusiasm as reported in Semester Two reports.

Filmpod filming was used for Erina Learning Community Creative Arts Festival and school promotion.

An Assistant Principal, with responsibility for Strategic Direction One, attended future focussed inservices for room designs and ideas.

Extra laptops and iPads were purchased, a new printer and other pieces of technology as required were purchased. We also received 10 laptops to assist in the trial of the NAPLAN Online Platform Readiness testing.

Tell Them From Me Surveys were completed by students, parents and staff and analysed for future planning..

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The Technology aspect of the Eight Drivers of Student Learning increases to meet or exceed the NSW Government Norm (Baseline 5.8 compared to 6.7 for the State in the 2017 TTFM teacher survey)	Technology resources have been purchased to support all students K–6. The school moved to the new School Website Platform in 2018. Technology and KLA budgets were used for the purchasing of resources required by staff.	The teacher survey conducted in August/September, completed by only 7 teachers compared to 17 in 2017, indicated 5.1 compared to 6.7, which was surprisingly lower than last year. Reports describe technology skills covered in each stage. Filmpod to be used in 2019 by students. Staff have used the service in 2018. Extra robotics resources were purchased and coding was taught in all stages.
In the element of social and emotional outcomes "students are interested and motivated in their learning" the school score will increase from 70% to meet or exceed the NSW Government norm (Baseline 78% in 2017)	STEM, History and Geography syllabus Teacher program School resources STEM boxes Students School Reports	In 2018, student responses in August/September indicated that 80% of girls compared to 42% of boys averaged 63% with NSW Govt norm being 78%. In the March survey, 73% responded positively. By combining STEM and KLAs to ensure critical and creative thinking is occurring K–6, students have been engaged in motivating, contemporary learning opportunities.

Next Steps

In 2019, Strategic Direction One will be led by two Assistant Principals with expertise in Gifted and Talented Education and interest in contemporary teaching and learning classrooms and ideas. Extra laptops and resources will be purchased to support technology and contemporary learning.

Strategic Direction 2

Wellbeing and Equity

Purpose

To develop, connect and support students, staff and community empowered with understanding, knowledge and skills to manage health, wellbeing and equity.

Major SEFV2 links (not limited to this SD)

Learning– Wellbeing, Curriculum, Reporting, Learning Culture

Teaching– Effective Classroom Practice

Leading – Educational Leadership, School Resources, Management Practices and Processes

Overall summary of progress

Wellbeing and Equity continues to be an integral part of Brisbane Public School. As the year progressed, more need for both increased. Our Learning and Support Team, worked hard all year to provide flexible support for the needs of students. The introduction of the Student Wellbeing Officer also assisted with targeted programs for our most needy students. School Learning Support Officers also provided targeted support in classrooms and on the playground daily. Increased need saw the employment of an extra School Learning Support Officer in Semester Two. Executive have worked collaboratively providing support K–6 as required. EALD students were support by a teacher one morning a week, while our Learning and Support Teacher addressed academic, social and behavioural needs through a flexible timetable. Seasons for Growth has been run throughout the year by two teachers and our Student Wellbeing Officer who have provided support for students who have suffered grief, loss and/or separation.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Advocacy at School–school score exceeds NSW Norm (Baseline 7.6 school to 7.7 State 2017). Positive Teacher–Student the school score exceeds NSW Govt (Baseline 8.5 for school compared to 8.4 for State 2017). TTFM Student	SBAR Casual relief SLSOs Chaplaincy Grant YCDI and Seasons for Growth resources Sport In Schools program Erlna HS staff	Students at Brisbane are fortunate that staff know their students, and those in their grade, or past classes so well. Advocacy at school on TTFM survey is maintained from 2017 data. Our data remains the same for Positive Teacher–Student relations– 8.5 where students feel teachers are responsive to their needs and encourage independence with a democratic approach.
75% of students achieved greater than or equal to expected growth in Reading with 61.7% in Numeracy (2017). Trend data for Year 3 will continue to be above NSW DoE– Reading–440.7 and DoE in Numeracy– 410.9 compared to 409.7 and will aim to reach state 416.1. Year 5 will continue to be above DoE–Reading– 508.0 and aim to reach or better state 500.65 and aim to match or better state in Numeracy–489.4 compared to 499.6 state.	NAPLAN online platform testing iPads	Students achieving greater than or equal to expected growth showed 63.6% compared to 58.5% for state in Reading and 59.1% to 55.3% in state for Numeracy. Trend data demonstrated Year 3 Reading results were at 426.1 compared to 428 for state and 402.7 compared to 406.07 for Numeracy. Year 5 Reading results were 497.8 to the state of 502.69 and 493 to 493.7. Brisbane will continue their focus on Bump It Up to attempt to reach expected improvement measures. A differentiated approach to Numeracy will be introduced in 2019.
The percentage of Year 3, 5 and 7 students in the top two bands in Reading and Numeracy	BIU targeted support from SBAR staffing	Brisbane increased students in the the top two bands in Reading and Numeracy to 37.36%.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
increases from 29% 2016 to 35.6% 2017 to 42% 2019 –value add of sustaining and growing.		Students' results in NAPLAN showed value added at Sustaining and Growing.

Next Steps

In 2019, Differentiation in Numeracy and Guided Reading will be key initiatives and areas utilising Higher Expectation mentor and Tuggerah Office's School Services support.

TTFM surveys will again be used to gauge teachers, students and parents' responses or future planning and areas for improvement.

School Learning Support Officers will be employed to provide flexible, targeted support. EALD and LaST support will meet student needs via flexible programming and timetabling and a newly appointed Student Wellbeing Officer will continue to support students via Learning and Support Team or Executive direction.

NAPLAN will be online in 2019, so results will need to be analysed carefully, even though students preferred the online platform trial this year.

Strategic Direction 3

High Expectations

Purpose

To continue to build teacher's capacity in delivering contemporary, quality, differentiated teaching and learning programs with clear learning intentions for all students.

Major SEFV2 links (not limited to this SD)

Learning– Curriculum, Assessment, Reporting, Student Performance Measures, Learning Culture

Teaching– Effective Classroom Practice, Data Skills and Use, Professional Standards, Learning and Development

Leading – Educational Leadership, School Resources

Overall summary of progress

The introduction of the High Expectations Mentor has benefitted the students and staff, even though NAPLAN results may not show expected progress. Reading has again been the focus with staff inserviced in Differentiated Guided Reading, Effective Feedback and *Focus on Reading* Phases One and Two. L3 based pedagogy in Kindergarten continues to provide strong results and structured programs with students learning to work independently. NAPLAN results continue to show growth for the Premier's Priorities in Bump It Up towards our 42% in top two bands for Reading and Numeracy with 37.32%.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
90% of students K–2 will be reading at or above the following levels: Kinder – 8, Year 1 – 18 and Year 2 – 26 (Based on Plan Continuum)	PL SBAR SENA TESTING Best Start assessment PLAN data Learning logs Bump It Up walls 5 weekly school based assessments Explicit Direct Instruction lessons Stage 1–3	Best Start training for 3 x 2019 Kindy teachers completed. Tricia Bradney, Bump It Up, Tuggerah Office support, continued her Guided Reading in Stage One support. Staff completed Focus on Reading Phase Two training as their cashed in SDD for Friday 21 December. Focus on Reading Phase One training for staff untrained completed. PLAN and Reading Levels entered. Data for Kindergarten to Year 6 presented to Exec and shown to Director. NAPLAN value added data showed Sustaining and Growing.
90% of students meet or exceed SENA benchmarks.	SENA testing completed in Semester One for Stage One	Support is targeted at students' level through in class maths programs.
Aboriginal Students 30% in top two bands (where data is significant) or each student reaches expected growth.	No extra support from Aboriginal funds provided to Aboriginal students	There was one student in both Year 3 and 5 at NAPLAN testing. time. Expected growth was reached in Year 5 Numeracy, Spelling and Writing.

Next Steps

In 2019, The High Expectations role will continue with the same AP off class three days a week working on the Bump It Up initiative, training and data analysis.. The other APs will have a day per week to support their teams in Reading and Numeracy. They will liaise with the High Expectations Mentor so support is co–ordinated and effective. Support from the

School Services team will focus on Differentiated Guided Reading in Stage One and K–6 Differentiation in Maths, coupled with effective and timely feedback. Student NAPLAN and school assessment data will be used to form Bump It Up targeted support groups. Learning Progressions will be trialled and used by Kindergarten in Term One and Years 1–6 from Semester Two. Aboriginal students' results will be monitored to increase opportunities to move into top two bands of NAPLAN. SENA testing will be reviewed with a relieving, experienced Assistant Principal coming to Brisbania in 2019. A review of Reading level data will also be carried out.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	SBAR Funding \$11 972	Tjudibaring Local AECG awards held at Erina HS. ELC Creative Arts Festival featured combined Aboriginal dance group that was initiated and taught by two teachers from Brisbania. Aboriginal Cultural time continued on Friday mornings with Ms Simpson. NAIDOC Day utilised experts in Art, local history, dance and didge.
English language proficiency	SBAR \$9 637 for the year. \$1 204.62 per 5 weeks	EALD support continued to meet students' individual English language needs via teacher support.
Low level adjustment for disability	SBAR \$124 873 for the year LaST 0.8 FTE– \$83 290 Flexible funding– \$41 583 So per 5 weeks– \$15 609.	LaST and SLSO timetables continue to support students requiring extra support. LaST role reviewed for 2019 with clear role description.
Quality Teaching, Successful Students (QTSS)	SBAR 0.801 FTE	High Expectations Mentor (HEM) role has worked extremely well in 2018. Value Added data on NAPLAN shows that Brisbania is Sustaining and Growing. The data collected by HEM has shown growth and Brisbania's support from Tuggerah Office in 2019 will include differentiation in Numeracy as well as Guided Reading in Stage One. Focus on Reading Phase Two and staff not trained in Phase One completed. Bump It Up support has been timetabled for all stages to continue our goal of 42% in top two bands of NAPLAN and to support all students. Gifted and Talented identification will be a focus in 2019 as well.
Socio-economic background	SBAR \$36 465	Resources have been purchased to supplement existing Numeracy and Reading resources. Old guided readers will become home readers and be replaced by new guided readers for Levels 15–30. Basic Maths equipment has been purchased for each room to begin 2019. FoR Phase One and Two training completed by staff. Four SLSOs support students in class and on the playground daily.
Support for beginning teachers	\$3 750 per 5 weeks	Beginning teachers supported both at school and through outside PL in areas of need or interest related to school plan.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	225	229	228	233
Girls	210	229	242	242

Enrolments have fluctuated this year although we have maintained 19 classes.

Students have enrolled throughout the year from the Independent and Catholic school systems as well as other state schools.

Unexpected leavers at the end of the year have initiated Brisbania's decision to utilise school funds to maintain 19 classes, in 2019, even though we are only entitled to 18, to support our Bump It Up goal.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.3	94.2	93.7	93
1	94.5	93.1	93.4	93.3
2	94	93.3	94.1	92.8
3	95.1	94.1	93.8	93.9
4	94.6	93.5	93.3	93.5
5	94	93.2	94.1	92.5
6	94.1	93.9	93	91.7
All Years	94.5	93.6	93.6	93
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Attendance remains consistent to state data.

Regular attendance at school is essential to assist students to grow, flourish, and prosper. To promote and encourage this at Brisbania Public School in 2018, we began giving Awards of Excellence to students who have 98%+ attendance rate each term. Encouraging regular attendance is a core school responsibility and data was used to inform and identify students who may need extra support in reengagement.

Brisbania has had many students on extended leave due to travelling overseas or interstate, one student attending weekly dance tuition and one habitual non attendee.

Teachers are monitoring lateness and absences carefully with quick follow up.

Teachers monitor non attendance and record contact with parents by either phone or letter.

If no correspondence is received after 7 days, the absence is recorded as unjustified.

Teachers record absences electronically daily.

Home School Liaison support has been used this year to support chronic non attendance and lateness.

The Learning and Support Team has been monitoring attendances and has been liaising with families offering support to increase attendance.

Class sizes

Class	Total
KK	20
KG	20
KC	19
K/1NT	20
1B	22
1S	23
1C	23
2S	24
2/3P	26
2T	24
3M	30
3H	30
4K	27
4D	26
5M	29
5A	29
5/6H	28
6S	26
6WM	26

Structure of classes

Classes were formed following the Department of Education Guidelines for maximum number wherever possible. All classes have a mix of ability. Cross stage classes were necessary for K/1NT and 2/3P. The teachers managed this extremely well with stage support. In 2019, Stage 3 will revert to 5/6 classes to separate some students requiring extra support for a variety of needs.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	17.4
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
School Administration and Support Staff	3.48

*Full Time Equivalent

Three teachers identify as Aboriginal. One teacher is on extended leave.

Teacher qualifications

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

Teacher qualifications

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

Professional learning and teacher accreditation

Teachers are keen to partake in Professional Learning and have been to workshops or completed on line learning on:– Wellbeing, Leadership, Learning Management Business Reform, Child Protection 2018, Autism, Mentoring, Beginning teacher support, Learning and Support, English as an Additional Language, Bushfire Response, Anaphylaxis, CPR, Asthma, Healthy Canteen Strategy ,Bump It Up– network meetings, Critical and Creative Thinking, Future focused learning and learning spaces, Complaints handling, Multi Sensory Processing, Learning Progressions, Robotics, Quality teaching, self care, NAPLAN online readiness and platform training, SCOUT training, Accreditation, Adjustments, FM Web training, EV Peer Principal training, Leadership modules, Sport Policy requirements, Mental Health Conference , HR SAP training, Outlook training, EFPT training, Attendance updates, PD/H/PE syllabus, STEM, Best Start 2019 training, Library for 21st century learners, *Focus on Reading Phase One and Two*, Rock and Water, various sport training, environmental education with Rumbalara, classroom management, Principals' conference, Secretary's Roadshow, e–emergency care, Website training, Science and Technology syllabus, 2018–2020 School Planning process and NAPLAN analysis.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	453,391
Revenue	4,007,564
Appropriation	3,694,554
Sale of Goods and Services	24,912
Grants and Contributions	280,476
Gain and Loss	0
Other Revenue	0
Investment Income	7,622
Expenses	-3,773,623
Recurrent Expenses	-3,773,623
Employee Related	-3,381,224
Operating Expenses	-392,399
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	233,941
Balance Carried Forward	687,333

Careful financial planning is used to allow the best outcomes for students and staff as well as maintaining the physical buildings and grounds.

Remaining funds will be used to employ our 19th classroom teacher and Higher Expectations Mentor to continue to support our Bump It Up focus.

Staff Professional Learning and programs for students with an emphasis on our Bump It Up Target of 42% in top two bands of NAPLAN in Reading and Numeracy by 2019, while allowing students opportunities to engage in cross Key Learning Area activities to ensure education of the whole child.

Employment of extra SLSOs, top up of RFF and SAO time and employing a Casual Relief teacher will also use up leftover 2018 funds.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	3,171,260
Base Per Capita	90,884
Base Location	0
Other Base	3,080,376
Equity Total	182,947
Equity Aboriginal	11,972
Equity Socio economic	36,465
Equity Language	9,637
Equity Disability	124,873
Targeted Total	63,053
Other Total	133,169
Grand Total	3,550,429

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

A concerted effort has been made in 2018 to use data more productively across KLAs.

L3, Early Intervention, PLAN and NAPLAN data has also been used more effectively by teams under Executive and High Expectation Mentor supervision to address areas for improvement.

Data walls have been updated regularly to discuss and monitor student growth.

Intensive assessment for Bump It Up has been incorporated in programs.

Additionally, Transition data has been passed on and discussed with 2019 teachers.

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

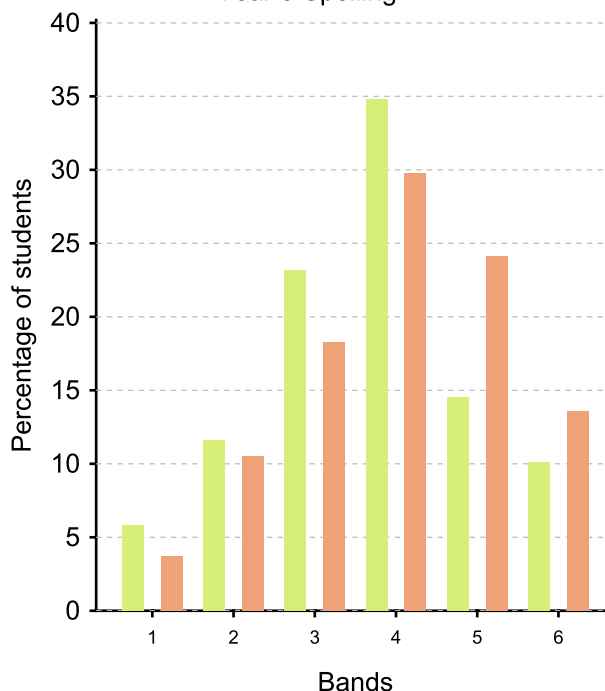
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Brisbania was pleased with the results in growth for NAPLAN Reading and Numeracy with 37.32% in top two bands now within reach of our 42% by 2019.

2018 data shows that while still below state we are improving. In Year 3 Reading, Brisbania has 48% in the top two bands whereas in Year 5 we have and 35% . For writing, 30% in Year 3 and 28% in Year 5. In Spelling, 24% in Year 3 and 58% in Year 5. In Grammar and Punctuation, 43% in Year 3 and 28% in Year 5. In trend data for Year 3, Brisbania was 426.1 compared to the state of 428 in Reading and for Year 5, 477.8 compared to 502.6.9 Greater than or equal to expected growth was 63.6% compared to 58.5 for state.

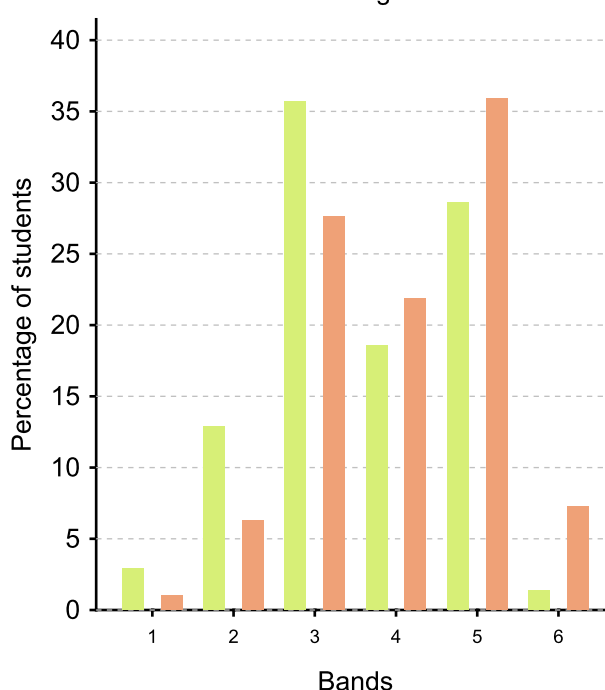
Although the focus for "Bump It Up" is Reading and Numeracy, our focus will also include writing, grammar and punctuation and spelling through revised scope and sequences linked to syllabus and SCOUT areas for improvement, explicit, differentiated teaching, regular analysis of PLAN and PLAN 2 data and stage assessments.

Percentage in bands:
Year 3 Spelling



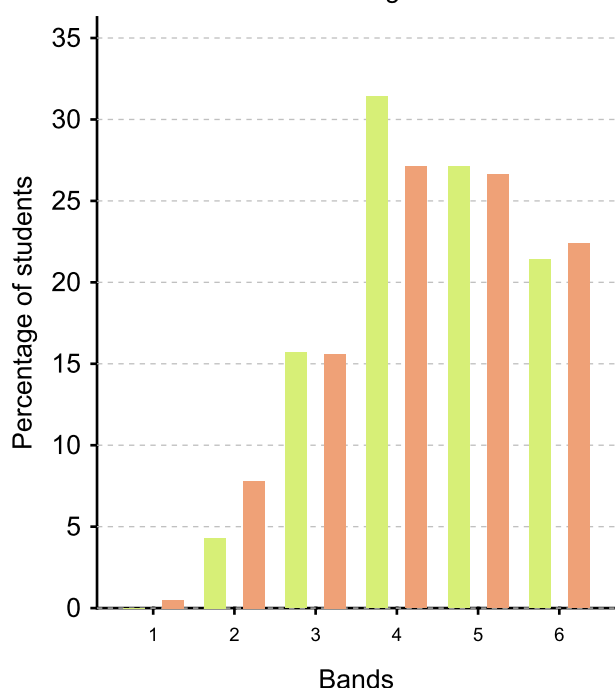
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 3 Writing



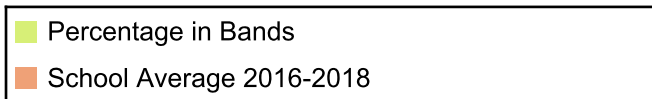
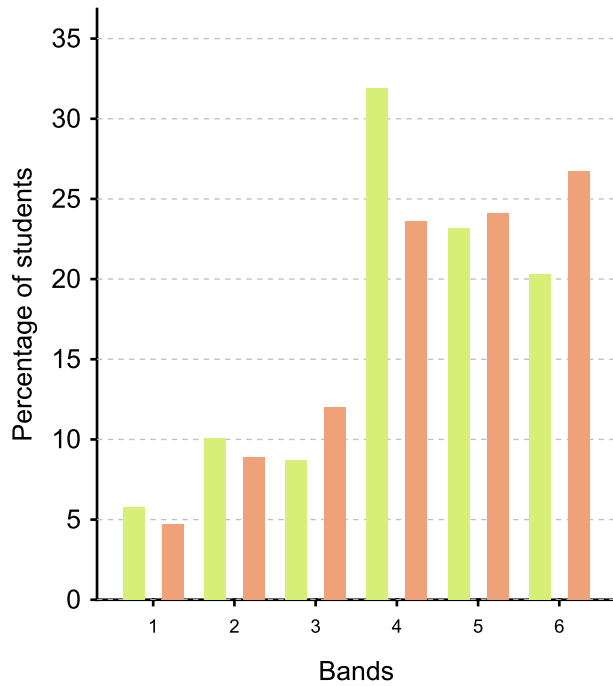
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 3 Reading

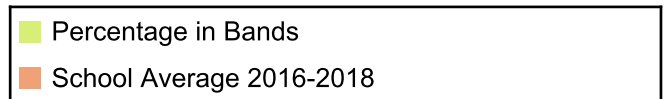
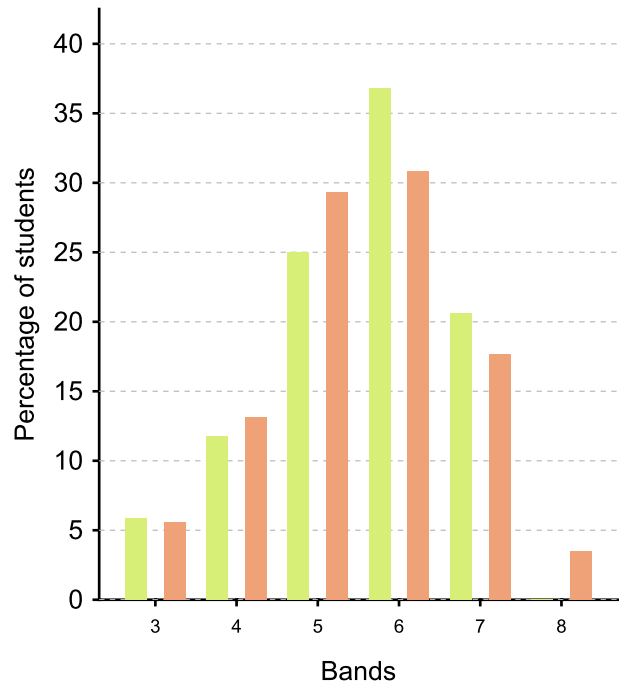


Percentage in Bands
School Average 2016-2018

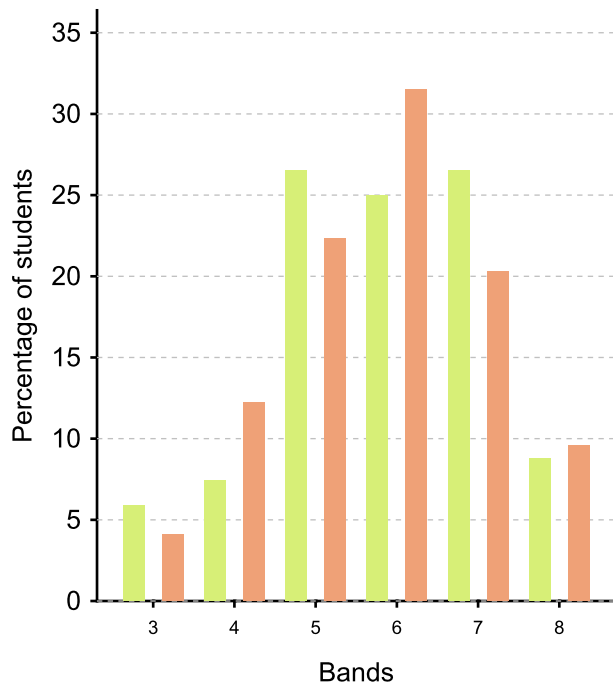
Percentage in bands:
Year 3 Grammar & Punctuation



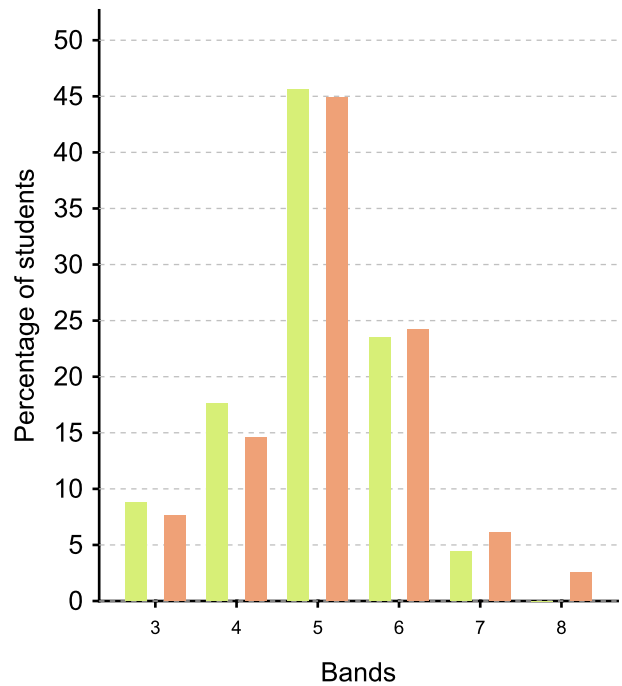
Percentage in bands:
Year 5 Spelling



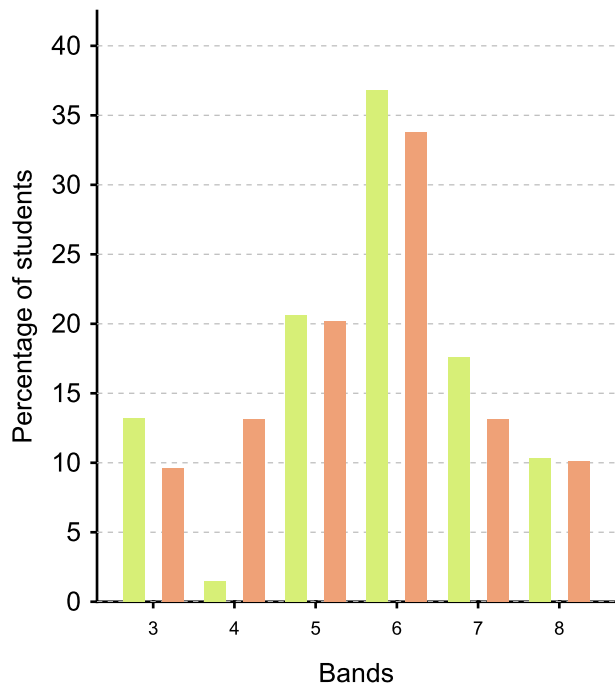
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Grammar & Punctuation



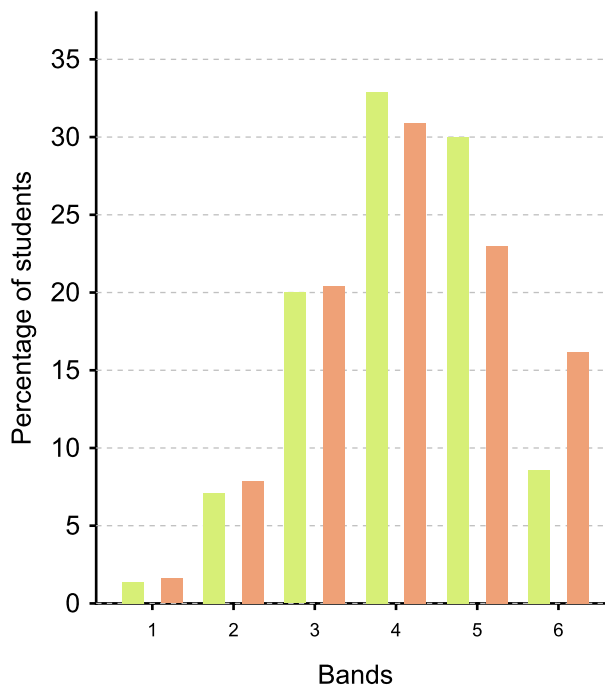
Percentage in Bands
School Average 2016-2018

In Numeracy, 39% for Year 3 and 26% for Year 5 students were in the top two bands. In trend data for Year 3, Brisbania was 402.7 compared to the state 406.07 and for Year 5, 493 compared to 493.7 for state.

Greater than or equal to expected growth was 59.1 compared to 55.3 for state%.

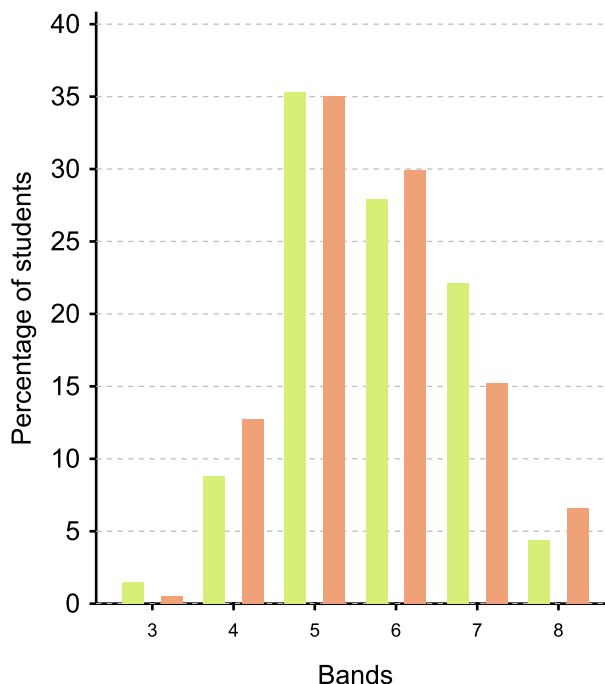
Differentiated Maths strategies will be a focus for Bump It Up support in 2019.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

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.

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, only one student in Year Three and Five is difficult to report on to maintain confidentiality. Neither are in the top two bands. However, with our Bump It Up focus, both have the capacity to move into the top two bands for Reading and Numeracy,

Parent/caregiver, student, teacher satisfaction

In March, 174 students in Years 4 to 6 under took the TTFM survey.

Social– Emotional outcomes

71% of students compared to 83% state wide had a high rate of participation in sports, which is lower than 2017.

Brisbania had 8% lower for girls and 19% lower for boys than NSW Government norms.

In Extra curricular activities we were 18% lower than the norm, again, 3% lower than 2017.

Brisbania had a higher positive relationships and positive behaviour at school than the norm.

Brisbania was 12% lower for positive homework behaviours than the norm.

We were 7% lower on interested and motivated.

We were only 7% lower than the norm for students with high skills and high challenge in English and Maths. 24% found English and Maths challenging and were not confident of their skills.

Drivers of Student Outcomes

Brisbania was 0.2% below for Effective Classroom Learning Time. We matched state norm for Rigour and were higher for Relevance.

We were 9% lower for Victims of bullying.

We were 0.1% lower for Positive Learning Climate and 4% for Expectations for success than the norm.

Advocacy for the school was 1% lower.

We were 1% higher than NSW norm for Teacher–Student relations.

Demographic factors

96% of students were born in Australia and 8% are Aboriginal. This is not accurate from school data.

Aboriginal students (not accurate)– 8%

University– When I finish High school, I expect to go to university

41%– Strongly agree

21%– Agree

27%– Neither agree or disagree

4%– Disagree

7%– Strongly disagree

In August/ September, 163 students in Years 4 to 6 under took the shortened TTFM survey.

Social– Emotional outcomes

Brisbania had a 5% higher positive behaviour than state norm.

7 teachers, which is a smaller response than last year, and 29 parents, which is almost double, completed the survey.

Teachers were asked questions related to Focus on Learning the first from the Eight Drivers of Student Learning.

In **leadership**, 71% work with school leaders to create a safe and orderly school environment, 61% had school leaders supporting them during stressful times and 61% had school leaders taking the time to observe their teaching. Providing guidance for monitoring student progress, creating new learning opportunities for students and helping improve teaching are focus areas from 2017 that have been increased through our Bump It Up strategy in 2018.

68% of teachers talk with other teachers about strategies that increase student engagement, while 75% discuss learning problems of particular students. 75% of teachers **collaborate** with others in developing common cross– curricular or common learning opportunities, 71% sharing lesson plans and other materials while 75% discuss assessment strategies with other teachers.

In **learning culture**, 79% set high expectations for student learning and discuss learning goals for the lesson. An increase in teachers talking to students about the barriers to their learning and written feedback would assist learning. Student engagement also needs to be a focus in 2019.

In using **data informs practice**, 72% of teachers use assessments to help them understand where students are having difficulty, with 64% regularly using data from formal assessment tasks to decide whether a concept should be taught another way. 57% of students receive feedback on their work that brings them closer to achieving goals. 79% of teachers try to link new concepts to previously mastered skills and knowledge and 71% state their students are very clear about what they are expected to learn in **teaching strategies**. Students receiving written feedback on their work at least once a week will be a focus in 2019 coupled with **clear goals** and **effective timely feedback**.

54% of students have opportunities to use computers

or other interactive technology for describing relationships among ideas or concepts. **Technology** is our lowest driver with only 32% stating students use computers or other interactive technology to track progress towards their goals. 50% assist students using computers or other interactive technology to undertake research. 82% of teachers establish clear expectations for classroom behaviour with 82% making an effort to include students with special learning needs in class activities in the area of **inclusive school**. Individual education plans will be used as a priority to set goals for students with special learning needs.

In the area of **Parent involvement**, 81% of teachers work with parents to help solve problems interfering with their child's progress and 71% answered that parents understand the expectations for students in my class. 71% reported that parents are regularly informed about their child's progress, this could be increased with calls weekly to parents ensuring all parents are rung throughout term.

Additionally, Four Dimensions of Classroom and School practices are surveyed. In **challenging and visible goals**, 82% establish clear expectations for classroom behaviour. With 79%, setting high expectations for student learning and 66% discussing learning goals for lessons. Identifying a challenging learning goal relevant to the use of interactive technology and providing examples of work that would receive a given grade could be areas of focus in 2019.

In **Planned learning opportunities**, 64% indicated students become fully engaged in their learning and 64% of teachers in our school stated colleagues share their lesson plans and other materials with them. An area for improvement is students have opportunities to use computers or other interactive technology to analyse, organise and present subject matter.

71% are regularly available to give feedback and monitor progress of individual students. Written feedback on work could be a goal and parent feedback on work in 2019 for **Quality Feedback** improvement.

68% of teachers talk to other teachers about strategies that increase student engagement and 72% know that their assessments help them understand where students are having difficulty. Students using technology to track progress towards their goals will be a focus area in 2019 as a strategy to **overcoming obstacles to learning**.

58% of teachers strongly disagree or disagree that they would consider teaching in a more rural or remote part of NSW.

Of the teachers who responded– 4 teachers had taught at Brisbania for 6 or more years. 71% have taught for 6 or more years. 50% are permanent full time, 38% permanent part time and 13% temporary full time.

75% of teachers who responded to the survey are accredited at Proficient Teacher while 25% are teachers conditionally or provisionally accredited, working towards Proficient.

86% agreed that school leaders at Brisbania are leading improvement and change and 85% clearly communicate their strategic vision and values.

Overall, teacher responses are slightly lower than in 2017 which is disappointing as is the overall response.

A 10 point scale is used to measure seven perspectives for fostering relations between the school and the community from parents in the areas of Parents feel welcome; Parents are informed; Parents Support Learning at Home; School Supports Learning; School supports Positive Behaviour; Safety at School and Inclusive School. 29 parents responded to the online survey with almost equal numbers in K–2 and 3–6 between the parents.

60% of parents feel welcome at Brisbania, higher than 2017, with 72% responding that written information from the school is in clear, plain language and 59% feel well informed. 78% of parents responded that reports on their child's progress were written in terms they understood. 36% of parents indicated they attended meetings more than three times with 79% involved in school committees and 26% talking to a teacher 3 times or more.

In regard to voluntary work at school, 17% assisted in the classroom each week. 19% assisted with school sport once or twice a year and 10% assisted in the canteen once or twice a term. All reduced in 2018.

71% talk with their child about feelings towards other children at school. 60% ask about challenges at school and 69% take an interest in school assignments. 51% talk about how important schoolwork is.

Students spend up to 30 minutes per day on homework, with parents assisting them.

60% of parents believe teachers expect their child to work hard, with 59% responding that teachers have high expectations for their child to succeed and 68% for teachers showing an interest in their child's learning and 60% expecting homework to be done on time.

78% responded that their child is clear about the rules for school behaviour with 72% feeling teachers expect their child to pay attention in class.

64% of parents responded that their child feels safe at school, this a drop of 19% from 2017. 47% believing the school helps prevent bullying.

Emails and school reports were the most useful types of communication.

School newsletters followed by social media, emails and the school website were the most popular type of communication to find out school news.

93% of parents have aspirations for their child to finish Year 12, with 50% expecting their child to attend University and 31% for TAFE.

Focus groups and online surveys, as well as TTFM in 2019 will again be run to support school improvement

and student, staff and parent satisfaction.

Policy requirements

Aboriginal education

This year, we had a total enrolment of 20 students with 6 new Kindergarten students. In Term One, we held a yarning afternoon for our Aboriginal students and families. Unfortunately, only one parent attended, but it allowed them to chat with teachers and Executive about school routines and what we do for our Aboriginal students in regards to their education.

Aboriginal Education played an important role when developing curriculum based units of work and all staff played a pivotal role in implementing Aboriginal Education strategies, which include 8 ways, within their learning environments.

All students were involved in Reconciliation Week where we held a special assembly to discuss the importance and raised funds for the Cathy Freeman Foundations 'Stomp Out the Gap' initiative. Throughout the week, activities were designed and implemented in each classroom regarding Reconciliation Week.

Our Year 3–6 students attended the annual dance performance from the local NAISDA Dance College held at the Art House, Wyong, where all students were thrilled and inspired by these wonderful dance students.

We are fortunate to have three Aboriginal teachers on staff. One teacher is on extended leave at present.

Five of our students were chosen to represent our school with the NAISDA Dance College, through the audition process, to choreograph and perform for audiences at the Central Coast Dance Festival. They then went on to the Central Coast Showcase performance. This is the fourth year that students from our school have been involved.

Our NAIDOC celebrations were coordinated by a proactive Aboriginal Education committee held in Term Four, with a wonderful day of activities for all students. This year, we had the local elders perform a smoking ceremony that had the students captivated. We also had traditional meats, Johnny cakes, art and craft, storytelling, dance and didgeridoo workshops. All students had a wonderful time with lots of positive feedback from teachers, parents and community members. Students from Stage Three were also invited to take part in NAIDOC celebrations at Erina High School along with students from other schools in the Erina Learning Community.

Leadership opportunities were given to many Aboriginal students this year to give their personalised acknowledgments.

The Tjudibaring Local AECG played a huge role within our school this year, with our Aboriginal teachers heavily involved. The 3rd Annual Awards Night recognised the outstanding contribution our students and our teachers make by being nominated and

rewarded for their ongoing hard work throughout the year.

Students' Personalised Learning Pathways (PLPs) continue to be planned collaboratively between the families, students and teachers, with an emphasis on measurable and achievable goals. Teachers were informed that PLPs are a working document and need to change with new goals after each specific goal has been met.

Multicultural and anti-racism education

Harmony Day

Harmony Day 2018 was when we celebrated, at Brisbania Public School, Australia's cultural diversity and shared what we have in common. The central message for Harmony Day was that 'everyone belongs'. Students across the school wore orange, the colour representing Harmony Day and participated in a range of activities.

Multicultural perspectives are taught across the Key Learning Areas. Students are presented with inclusive teaching practices which recognise and value the backgrounds and cultures of students. Tolerant attitudes towards cultures, religions and world views are always promoted.

Our anti-racism contact person continues to address the minimal reported incidences of racism at Brisbania Public School. Brisbania is a very tolerant school.

Other school programs

Headstart

Our Kindergarten Headstart is an innovative program which aims to familiarise children with their new school environment and its routines in the year before they start kindergarten. The program runs for five half days during Term Four and actively engages children in the type of learning experiences they will encounter in their first year of school and enables them to establish positive relationships with their peers, teachers and older students at the school. Teachers are able to observe each child's social skills and fine/gross motor skills. It also allows for the school to provide new parents with an orientation to the school and give them important transitional information. This year, teachers from the Central Coast have asked our Kindy team to share how Headstart is run after hearing how well it prepares our students and teachers for the following year.

Year Seven 2019 Transition

Brisbania Public School, in partnership with Erina High School, took part in an extensive transition program for Year Six to Year Seven. The program has been designed in an effort to provide all students with appropriate and relevant support, and to assist the students in becoming familiar with the school layout,

routines and staff members. In Term One, Year Seven Advisors (2019) from Erina High School addressed the current Year Six students about expectations for high school, outlining specific programs on offer which included the eTec, A-Stream and Learning Opportunity classes at Erina High School. In Term Two, Year Six staff met with learning support staff from relevant local high schools to ensure that appropriate information was passed on and support was afforded for a child's learning or medical needs.

Later in the year, Erina High School hosted a number of events including the Year Six Fun Day, Year Five Fun Day and the Year Five Little Day Out; days where all Stage Three students were given the opportunity to interact with students from other schools in the Erina Learning Community. We had two students take part in the more intensive transition program known as 'Head Start' at Erina High School, which enabled them to become even more familiar with the school's routines and various support people and spaces within the school. At the end of Term Four, Erina High School hosted the student Orientation Day and Parent Information Evening to ensure consistent information is passed on to both students and parents in relation to high school transition.

Student Leadership Team

Our 2018 student leadership team excelled in their roles and responsibilities this year. Molly, Blake, Beau, Will, Allira and Clayton set an example for other students and assisted with organising and supporting events such as assemblies, fundraising initiatives, Kindergarten Headstart, our wellbeing program 'You Can Do It', and also made an effort to attend local community events such as ANZAC Day and Remembrance Day at the RSL Club and the annual Rotary Club afternoon tea. The students of the leadership team prepared speeches on the 'Five Keys to Success' for the 'You Can Do It' program to share with their peers and the younger students in the school. We wish them all the very best for future leadership opportunities at high school.

Central Coast Gifted and Talented Camp

Two of our students were successful in being accepted into the 2018 Central Coast Gifted and Talented Camp; Charli in Year 6 for English and Marhysa in Year 5 for Visual Arts. Both girls attended camp for four days at Point Wolstoncroft Sport and Recreation Centre, Gwandalan. Along with taking part in enriched workshops delivered by experts in their field, the girls were also given the opportunity to participate in a variety of sport and recreational activities (such as high ropes, archery and canoeing).

Sport

2018 again proved to be a most successful and enjoyable one for the students of Brisbania on the sporting field. Our Southern Central Coast Zone continues to set a benchmark within the area, with the professional, dedicated staff from all schools ensuring that students are afforded opportunities to showcase their sporting talents, display and experience

sportsmanship, and simply be involved. Most importantly, PSSA sport allows children from a wide range of sporting abilities and backgrounds to enjoy the pleasure and pride of representing their school. The zone's annual ball games carnival was once more a highlight of this, with student participation a major focus. Over 120 of our students were able to enjoy a fun day, while developing fundamental movement skills as well as learning what it means to be working together as a team.

During the year, students represented the school in a wide range of sports. Teams competed in the NSWPSA knockout competitions in boys and girls soccer, along with rugby league. Our girls' netball team also took part in the state knockout, creditably reaching Round 6 of the competition. 2018 saw the school further its focus on both League Tag and Oztag, with a large number of students involved outside of school in both local and representative teams. Teams from both Stage Two and Three competed in the Central Coast Oztag Gala Day with Stage Two taking on the League Tag carnival. For the first time, Brisbania entered teams in the girls rugby league competition. Their effort was remarkable. Starting with only one student with rugby league experience, the girls soaked up the opportunity, winning the local competition convincingly. From here, they had the opportunity and honour of representing the Central Coast at the state carnival. Taking on rivals from across the state, our Brisbania team, again, belied their experience in the sport to finish in 3rd place. A wonderful effort!

Again, a huge vote of thanks must go to both staff and parents, who acted in coaching roles. Further appreciation is also extended to our dedicated band of parents who assist with transport and bring wonderful support for the children in their sporting endeavours.

2018 realised a number of outstanding personal achievements of which each of the students should be exceptionally proud. Of particular note this year was Skye, one of our senior students, who was named Southern Central Coast PSSA Girls Swimming Champion along with the 'Athlete of the Meet' award. She went on to represent our zone at the Sydney North Carnival and State Carnivals. Zoe was named SCCPSSA Senior Girls Athletics Champion. Erin was named 'Player of the Series' in both oztag and girls rugby league. Ben also represented Sydney Nth PSSA at the State Swimming Championships.

Students, in all stages, are involved in weekly sport activities. These sessions enhance the development of fundamental movement skills and provide opportunities to develop individual game skills in a variety of games and sports. In addition to this, students took part in activities presented through 'Sport in Schools' program, with a focus this year being on gymnastics and fundamental movement skill development.

Children in Stages Two and Three participate in group fitness activities twice weekly. These activities are student led and, again, target a wide range of fundamental movement skills. Stage Three students have also been involved in a high intensity fitness circuit with a goal to improved personal individual

cardio fitness levels. This program forms the basis of student participation in the Premier's Sporting Challenge.

The overriding aim of all sporting opportunities provided to the children of the school is to foster enjoyment and fun through physical activity. In so doing, students are exposed to benefits that will influence their entire lives. A significant component of each child's involvement in these activities is the reinforcement of the notion of fair play, socialisation and sportsmanship.

School carnivals were conducted in Swimming, Athletics and Cross Country with the K–2 children enjoying a very successful Athletics carnival of their own in a picturesque location on the Davistown Waterfront. The following are the results of the senior carnivals:–

Swimming: KANAGAROO

Cross Country: KANGAROO

Athletics: KOALA

The overall champion house for 2018 was KANGAROO.

A plan for 2019 is to also accurately verify, recognise and use the local indigenous language names for their various houses.

Our carnivals continue to be enthusiastically supported by parents, friends and relatives who create a supportive atmosphere which is appreciated by both staff and students.

Our Sports coordinator, Greg Anderson, retired this year and has passed on his wisdom to a team of teachers who will fulfil the coordinators' roles. We thank Greg wholeheartedly for his enthusiasm and dedication to promoting healthy students who display sportsmanship, interest and skills.

Wellbeing

Brisbania Public School prides itself on nurturing its students to become successful, confident, creative, life-long resilient contemporary learners. In achieving our goal, our Wellbeing policy includes the You Can Do It! program where students K–6 are consistently and explicitly taught the values of resilience, persistence, organisation, confidence and getting along with others. Students have appeared more engaged in their learning and the common language being used along with the meaningful teaching programs across the school is helping to resolve issues that arise inside and outside the classroom. School signage, assembly awards, the Principal's end of year barbeque and Colour Run with 98% student attendance at both events have reinforced positive behaviour.

This year, Brisbania Public School introduced a Student Wellbeing Officer (SWO) three days per week to support the social and emotional wellbeing of students. The SWO worked closely with the school Learning and Support Team to deliver student resilience and

wellbeing programs.

Seasons for Growth

During 2018, our Student Wellbeing Officer qualified for being a companion for the 'Seasons for Growth' program by attending a two day course. Four groups went through the educational program to deal with changes in life, and how to accept and move on from them. Two groups did the level three program (Years Five and Six), one group the level two program (Years Three and Four) and the other group did the level one program (Years One, Two and Kindergarten). The program for each group involved eight lessons and a celebration party. The feedback from the children and families who participated has been extremely positive.

Public Speaking Competition

During our voluntary speaking competition at Brisbania PS, two children from each stage were chosen to represent our school at the Southern Central Coast Public Speaking Competition. Out of the eight chosen, Brisbania PS received three highly commended awards and qualified for the finals in The Central Coast Public Speaking Competition at Warnervale Public School. No other school was the recipient of so many awards! We had two Early Stage One and one Stage One representative in the final level of competition. All three speakers were brilliantly engaging. One of our Early Stage One speakers won the competition. Congratulations, Brisbania PS, what fantastic results!

Debating

In Term One, a group of Stage Three students participated in a debating enrichment day at Avoca Beach Public School. Following from this enrichment, Brisbania entered two teams into the NSW Premier's Debating Challenge. Students who participated in the Premier's Debating Challenge learnt the fundamental skills of debating and competed against many local teams. Brisbania also hosted a number of debates, enabling our debating teams to compete in front of a home audience. Both teams faced wins and losses throughout the competition. More importantly, however, is that all of the students improved their public speaking and debating skills dramatically and had fun in the process.

Central Coast Dance Festival

The two Brisbania Dance Groups performed in many various events throughout the year. Brisbania was lucky to have both of our dance groups accepted into the Central Coast Dance Festival at Laycock Street Theatre. These dances were also performed at Erina Fair as part of Education Week celebrations.

Day for Daniel

In October, the students and staff at Brisbania once again participated in the annual Day for Daniel. Day for

Daniel is Australia's largest child safety awareness and education day. Students participated in the day by wearing red and participating in a community walk down to the beautiful foreshore of Davistown Waterfront. We are thankful to students and families who generously donated a gold coin for this event. Our efforts on this day enabled us to raise much needed funds to promote child safety in our community and across Australia.

Library

2018 has seen our school library program continue to play an important role in the learning of our students and teachers through activities such as borrowing, researching and Premier's Reading Challenge. Book Week activities were also held, ending with a whole school Book Parade and Library Opening by our Student Leadership Team Representatives and Aboriginal students. This was to acknowledge the generosity of the P & C who funded the new furniture, making it an ideal learning space for students to use during classes, lunches, Chess Club, Ethics classes, Yarning Circles in the new Aboriginal Learning Area, along with Professional Learning activities for staff.

Our circulation statistics have been maintained since 2017 as students are continually encouraged to always keep a book in their classroom and for take home reading.

Thank you to the parents who supported our library program through donations, giving their children the opportunity to borrow each week and with assisting throughout the year.

Erina Learning Community Creative Arts Festival

Janelle Chapman, our Assistant Principal, coordinated the festival with two outstanding performances in November showing our collaboration and talent in Erina Learning Community. Our students performed in the Brisbane Drumming Circle and two dance groups as well as the combined ELC choir. A Filmpond movie was shown to showcase our Creative Arts programs.

Environment Education 2018

Brisbane's recycling efforts this year have prevented more than 25 000 litres of paper and cardboard going to landfill. This also reduced the school's costs for extra skip-bin collections. The Stage Two Environmental Leaders collect each classroom's recycling and ensure that only recyclable products are placed in the yellow bins, which are collected in the Central Coast Council's (CCC) fortnightly service. At the Fete, we trialled using Recycle bins provided by Envirobank Recycling to collect drink bottles and cans. The proceeds raised

extra funds for the P&C and reduced our avoidable waste. Wrap free days were held to highlight the importance of reducing the need for single-use plastics by bringing foods and drinks in re-usable containers.

Mrs Cummings organised a competition for World Environment Day for students to invent and create practical items using recycled objects from home. The creations were amazing!

The school environment was enhanced early this year by Mrs Farncomb and the Environmental Leaders' efforts to clear and plant flowers and shrubs along main walkways. In Term Two, the garden beds and the worm farm were relocated to a larger area. A parent donated extra beds and compost and we won a Vegepod from the Erina Fair and Mitre 10, Kincumber competition. Thankfully the covers on the garden beds have prevented the bush turkeys from continuing to destroy the gardens. We plan for the students who attend "The Tunnel" at lunchtime to assist in maintaining the gardens. Staff attend, after hours School Garden network meetings to compare notes and gain valuable 'green' information.

During Term Four, Mr Masters (SWO) assisted students to prepare, compost and mulch the existing and new garden beds in preparation for a great crop of vegetables and herbs early next year. We received 2 new compost bins for participating in the CCC's "Love Food, Hate Waste Food Smart" workshop and survey organised by the P&C and we hope to begin a regular composting campaign in 2019 to further reduce the school's avoidable waste. To fund the maintenance and expansion of our gardens, we hope to sell produce to staff and families at our special school events. We will also donate our healthy produce to our wonderful school canteen.

Learning and Support

Early Literacy support replaced the Reading Recovery program in 2018. Year One students were identified by classroom teachers to participate in regular, one-to-one or small group lessons to revise phonics, phonemic awareness, reading and writing skills with a Reading Recovery trained teacher and supported by volunteers. The additional support enabled students to attain their expected reading levels and return to learning in their classroom. Students who continued to have difficulty, were referred to the Learning and Support Teacher for specialist assessments for further support. Year Two students were again supported by the volunteer reading team providing regular, one-to-one practice for phonics, sight words, and reading. The volunteer team plays an important role for our early learners. Numeracy support has been provided for Stages Two and Three. The students revise and practise early number skills and strategies in a small group with the Learning and Support Teacher. "The Tunnel" has operated at lunchtime every day for students who prefer/need a smaller, quieter or more structured area to play. Students are helped with social skills and play etiquette when needed. In order to support the whole child, occasionally students have been supported during time out from their daily school activities. This year, a Student Wellbeing Officer (SWO)

appointed for 3 days per week this year. The SWO worked with students in small groups to support confidence and resilience within the You Can Do It guidelines. The SWO also conducted the Seasons for Growth program for nominated students. In the playground, students are supported by the SWO and SLSOs for social skills and playing by the rules strategies.