

# Fairy Meadow Public School

## Annual Report



2018



1898

## Introduction

The Annual Report for **2018** is provided to the community of Fairy Meadow Demonstration 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.

Kris Mawson

Relieving Principal

### School contact details

Fairy Meadow Public School

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4284 2009

## School background

### School vision statement

Fairy Meadow Demonstration School (FMDS) works together as a dynamic learning community for student success and achievement in an innovative, stimulating, complex and challenging environment. Every student is engaged through quality, explicit teaching and learning and has the exciting opportunity to become a successful learner. We support each and every student to become confident, happy, valued and creative individuals who will grow to be active and informed citizens who strive to reach their individual potential.

At FMDS we deliver excellence, success and opportunity.

At FMDS we are safe, respectful and responsible.

At FMDS we learn to live.

### School context

Fairy Meadow Demonstration School is situated in the northern suburbs of Wollongong and the Illawarra approximately 80km south of Sydney. FMDS has classes from Preschool to Year 6 with a current enrolment of approximately 400 students, 55% of which is boys. The school has a support unit of four classes K–6 meeting the learning needs of students with mild, moderate or severe intellectual and physical disabilities. Although these students have their own classes they are integrated with mainstream students in learning opportunities including Student Representative Council, school assemblies and special events, sport and performing arts, including choir and dance. The school enrolment includes 32% of students with a non-English speaking background and 5% of students of Aboriginal and Torres Strait Island background. FMDS has a strong teaching emphasis on the core subjects of English and Mathematics while delivering a wide variety of opportunities to students in a supportive and inclusive learning environment. Our school has a commitment to deliver quality teaching, to challenge students, to deliver success in terms of student learning outcomes by engaging every student in every class and to build community partnerships. FMDS maintains strong partnerships with the University of Wollongong (UOW) delivering authentic learning opportunities for pre-service teachers within the school's classrooms from preschool, mainstream K–6 and support classes. The Illawarra Woodworkers Group volunteers to offer students, identified at risk of disengagement from learning, real opportunities to learn in woodwork classes one afternoon per week. FMDS is an active member of the Keira Community of Schools (COS) with Keira High School being our local high school.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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

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

### Learning

In the area of Learning, the school's on-balance judgement for this element was Sustaining and Growing across most domains. The school's external validation process supported this judgement reflecting a demonstrated commitment within the school community that all students made learning progress.

The school's curriculum provision and evidence-based teaching practices provided a high expectations framework, within which all students effectively develop their knowledge, understanding and skills. The school monitored and reviewed its curriculum provision. Staff worked on reviewing and revising the areas of writing, spelling and mathematics, in particular, to meet the changing requirements of our students. Teaching and learning programs communicated expected student progression in knowledge, understanding and skill and the assessments that measure them. Teachers differentiated curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students articulated their learning and began to understand what they needed to learn next to enable continuous improvement.

Staff used consistent school-wide practices for assessment, the school data plan, to monitor, plan and report on student learning across the curriculum. Formative assessment was integrated into teaching practice in every classroom, further

developing that students learn what is taught. Teachers routinely used evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students. Teachers continued to develop and use reliable assessments to capture information about student learning. Criteria for student assessment was shared with teachers, parents and with students. Formative and summative assessments created opportunities for students to receive feedback on their learning. The school worked collaboratively with UOW staff and preservice teachers, demonstrating a range of formative assessment practises in their classrooms, and at the University, through the EDPD301 program. This relationship promoted and sustained a mutual learning community.

The school collected and analysed information to inform and support students' successful transitions. Clear and defined procedures were developed to support collaboration with parents of students whose continuity of learning is at risk. Attendance data was regularly analysed and was used to inform planning. Whole school and personalised attendance approaches were developed to improve regular attendance rates for all students, including those at risk. The school continued to adopt a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn. The school's value-add trend was positive. At least 90% of students achieve at or above national minimum standards on NAPLAN reading, writing and numeracy. Most students showed expected growth on internal school progress and achievement data.

The school collected, analysed and used data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning. Well-developed and evidence-based approaches, programs and assessment processes identified, monitored and reviewed individual student learning needs. Established expectations of behaviour that were co-developed with students, staff and the community, are designed to ensure effective conditions for learning. They were explicitly, consistently and supportively applied across the school.

## Teaching

In the area of Teaching, the school's on-balance judgement for this element was Delivering across most domains.

Teachers were committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. The school's on-balance judgement for this element was Sustaining and Growing. Teachers collaborate across stages/teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students. Our teachers are constantly developing skills of explicit teaching techniques such as questioning and assessing to identify students' learning needs and used a range of explicit strategies to explain and break down knowledge. An area of staff ongoing development and growth is the area of Feedback. Teachers provided explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning. School staff worked in partnership with our COS group and the UOW to demonstrate effective and varied teaching and learning and formative assessment practices. This was demonstrated to peers in our COS as well as preservice teachers, to positively impact on student learning.

A school-wide approach to effective and positive classroom management is evident. PBL is embedded in the class and all settings across FMDS. Clear expectations, processes and practices are evident. Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions. The school's on-balance judgement for this element is Delivering. Teachers engaged in professional learning that built skills in the analysis, interpretation and use of student progress and achievement data. The leadership and LST team regularly used student progress and achievement data to inform key decisions such as resourcing and implementation of new programs or initiatives. Assessments were developed and used regularly across stages/year levels or the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension. The development of purposeful and effective mathematical assessments was a focus across the school this year.

All staff demonstrate personal responsibility for maintaining and developing their professional standards. Professional Standards are a reference point for whole school reflection and improvement. The school's on-balance judgement for this element is Delivering. Teachers used the Australian Professional Standards to measure themselves, reflect on their practice and plan for and monitor their own professional development to improve their performance. Teachers' attainment of their professional goals in their PDPs and their maintenance of accreditation was supported by the school. Four teachers gained accreditation at proficient in 2018.

Our staff are proficient in their teaching of literacy and numeracy, meeting the needs of students in their subject/stage. Their professional learning was more effectively aligned with the school plan, and evidence of impact on the quality of teaching and student learning outcomes was to be evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice. Teachers engaged in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, or for particular student groups. This included negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice. School leaders ensured that direct support was available to new staff members from experienced teachers, and beginning teachers were mentored. A Beginning Teacher Learning Hub was formed, and funding was directed to support these teachers in their professional journeys. All teachers demonstrated currency of content knowledge and evidence-based teaching practice

in all their teaching areas. Technology and learning spaces across the school, were assessed and better utilised to enhance student learning.

## Leading

The principal and school leadership team developed effective leadership capacities to promote a positive school culture, supporting student and community engagement through a shared strategic vision. The school's on-balance judgement for this element is Delivering, with some sub elements growing and sustaining. The leadership team ensured that implementation of syllabuses and associated assessment and reporting processes met NESA and Department of Education requirements, forming a sound basis for student learning. The leadership team endeavoured to ensure that the teacher performance and development policy is implemented in a culture of high expectations for every staff member. The leadership team undertook annual staff performance and development reviews for teaching and non-teaching staff. Poor performance was identified and managed.

Parents and community members were given the opportunity to engage in a range of school-related activities which help build the school as a cohesive educational community. As a result of External validation 2017, the school plan became more the core of continuous improvement efforts, with the school's vision and strategic directions evident in its activities. The plan was well conceived by all staff and implemented and improved throughout 2018. This is an identified area for continued growth and a priority within the school.

The leadership team, with the school community, engaged in the process of planning, implementation, monitoring and self-assessment and the school plan aligned to student and system priorities and ensure responsiveness to emerging needs. Staff, students, parents and the broader school community are welcomed and engaged, where possible, in the development of the vision, values and priorities of the school. This is an identified area for continued growth within the school.

The school collected and analysed learning and wellbeing data to monitor the achievement of milestones and review, self-assess and report performance annually. School resources were used to best support improved student outcomes and high-quality service delivery. The school's staffing was organised and managed to ensure an effective learning environment. The leadership team allocated staff resources to support the achievement of the school's strategic priorities. Physical learning spaces are used flexibly to meet a broad range of student learning interests and needs.

Technology is effectively used to enhance learning and service delivery. The use of school facilities by the local community delivers benefits to students, the priorities in the school plan drive financial decisions and Management practices and processes, administrative systems, structures and processes underpinned ongoing school improvement and the professional effectiveness of all school members. Administrative practices and systems effectively support school operations and teaching. All school staff are supported to develop skills for the successful operation of administrative systems and a positive customer service ethic is evident. The leadership team measures school community (parent and student) satisfaction and this is an identified area as a future priority.

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

Leading Learners – Creating a culture of aspirations and lifelong skills.

### Purpose

To improve student learning through the delivery of consistently high quality and differentiated teaching practice across all key learning areas that demonstrates pedagogical excellence based on research. This will be facilitated through the development of internal and external professional community teams.

To ensure assessment data will drive innovative practices and promote student engagement, problem solving skills and the ability to think, resulting in measurable growth for all students.

The school works in partnership with the UOW to enable explicit systems that facilitate professional dialogue, observations and mentoring.

To facilitate quality assessment by knowing where learners are in their learning, where they need to go and how best to get them there.

To facilitate differentiation by teachers extending their professional knowledge and practice to improve each and every student's learning outcomes and wellbeing.

### Overall summary of progress

Staff worked on reviewing and revising the areas of writing, spelling and mathematics, in particular, to meet the changing requirements of our students. Teaching and learning programs communicated expected student progression in knowledge, understanding and skill and the assessments that measure them. Teachers differentiated curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students articulated their learning and began to understand what they needed to learn next to enable continuous improvement. Staff used consistent school-wide practices for assessment, the school data plan, to monitor, plan and report on student learning across the curriculum. Formative assessment was integrated into teaching practice in every classroom, further developing that students learn what is taught. The school collected, analysed and used data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• Increase the number of students in the top two bands in writing.</li><li>• Increase the number of students in the top two bands in numeracy:<ul style="list-style-type: none"><li>• All students show growth in literacy and numeracy in school based assessments.</li><li>• All Aboriginal students are monitored, tracked and supported to maximise their learning potential.</li><li>• All teachers' teaching and learning programs demonstrate evidence of differentiation for student needs.</li><li>• Targeted students are supported with ILPs, PLPs, G&amp;T, STEM, LST intervention and demonstrate improved learning.</li><li>• Highest achievers are identified and provided with opportunities to maximise their learning potential.</li></ul></li></ul>	<p>\$40,000 staff professional learning</p> <p>\$10,000 Aboriginal Education day</p>	<p>* Updated Data and Curriculum Plans, work samples and assessment tasks, Scope &amp; Sequence. * Collection and analysis of 2018 LST intervention and support, L3, PLAN, Literacy and Numeracy Continuums, annotated student work samples, ILPs, PLPs, Aboriginal students PLAN and Continuums data in preparation for Term 1, 2019 "Handover Process." * Evaluate Draft FMDS Aboriginal Education Plan and Draft Reconciliation Action Plan to inform 2019 implementation.</p>



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• Increased effective use of Assessment for Learning strategies, including formative assessment and visible learning by students and teachers.</li><li>• Preschool children self-regulating on set expectations.</li></ul>		* Updated Data and Curriculum Plans, work samples and assessment tasks, Scope & Sequence. * Collection and analysis of 2018 LST intervention and support, L3, PLAN, Literacy and Numeracy Continuums, annotated student work samples, ILPs, PLPs, Aboriginal students PLAN and Continuums data in preparation for Term 1, 2019 "Handover Process." * Evaluate Draft FMDS Aboriginal Education Plan and Draft Reconciliation Action Plan to inform 2019 implementation.

## Next Steps

Further investigation into evidenced based practice with a focus on continually developing staff expertise in English and Mathematics. A look into inquiry learning and the development of the 4C's across the school as a culture of learning for our students. Aboriginal education will be highlighted by the introduction of a yarning circle to utilise as an outdoor learning environment.

## Strategic Direction 2

Excellence in Teaching – Embedding a culture of high expectations through explicit, quality teaching using evidence based strategies.

### Purpose

To foster a school culture of high expectation with students, staff and parents.

To develop quality teachers and leaders who deliver excellent instruction everyday across all curriculum areas. Teachers activate learning, working in a collaborative manner to produce rich curriculum through targeted professional learning.

To facilitate assessment for learning, to learn and about learning and ensure it will be practised. Individual students will reach their potential to become productive and successful citizens now and in the future.

### Overall summary of progress

Teachers were committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. Teachers collaborate across stages/teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students. An area of staff ongoing development and growth is the area of Feedback. Teachers provided explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning. School staff worked in partnership with our COS group and the UOW to demonstrate effective and varied teaching and learning and formative assessment practices. A school-wide approach to effective and positive classroom management is evident. PBL is embedded in the class and all settings across FMDS. Clear expectations, processes and practices are evident. Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions. All staff demonstrate personal responsibility for maintaining and developing their professional standards.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> <li>• Implement and review FMDS Curriculum Plan and Scope &amp; Sequence in Writing, Spelling and Mathematics.</li> <li>• University of Wollongong DEMs Programs implemented and reviewed.</li> <li>• All classrooms demonstrate effective and ongoing Assessment for Learning and formative assessment strategies.</li> <li>• Research best practices and implement pedagogical changes where required</li> <li>• Increased evidence of critical and higher order thinking in all classrooms supported by G&amp;T, STEM and 4C's learning.</li> <li>• Evaluate newly amended Aboriginal perspective units and RAP Action Plan.</li> <li>• PBL and wellbeing data reflects positive growth in all areas.</li> <li>• Review Preschool QIP.</li> </ul>	<p>Resources for preschool \$40,000</p> <p>Professional learning \$30,000</p> <p>Curriculum resources \$40,000</p>	<p>*Evaluation of UOW EDPD 201 feedback from UOW, FMDS. * Updated Data and Curriculum Plans, work samples and assessment tasks, Scope &amp; Sequence. * Collection and analysis of 2018 LST intervention and support, L3, PLAN, Literacy and Numeracy Continuums, annotated student work samples, ILPs, PLPs, Aboriginal students PLAN and Continuums data in preparation for Term 1, 2019 "Handover Process." * Preschool Assessment &amp; Rating Action Plan and 2018 QIP Review</p>



## Next Steps

PBL signage and upkeep of quiet spaces will occur. Preschool playground will be reconstructed and resources updated as per Assessment and rating advice. 4C's transforming school learning will begin in term 3. UOW demonstration lessons will continue and be reviewed annually.

### Strategic Direction 3

Leading – Developing effective leadership capacities to promote a positive school culture, supporting student and community engagement through a shared strategic vision.

#### Purpose

To maintain a focus on authentic, distributed, instructional leadership by establishing a professional learning community focused on continuous improvement of teaching and learning and improved student learning outcomes.

To create an environment that encourages the community to be active participants within the school. Deep, genuine, shared connections will enrich and expand the lives of learners.

#### Overall summary of progress

The leadership team ensured that implementation of syllabuses and associated assessment and reporting processes met NES and Department of Education requirements, forming a sound basis for student learning. The leadership team endeavoured to ensure that the teacher performance and development policy is implemented in a culture of high expectations for every staff member. Parents and community members were given the opportunity to engage in a range of school-related activities which help build the school as a cohesive educational community. The leadership team, with the school community, engaged in the process of planning, implementation, monitoring and self-assessment and the school plan aligned to student and system priorities and ensure responsiveness to emerging needs. The school collected and analysed learning and wellbeing data to monitor the achievement of milestones and review, self-assess and report performance annually. School resources were used to best support improved student outcomes and high-quality service delivery.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• Increased leadership capabilities and capacity, teaching and leadership standards, leadership profiles, roles and responsibilities.</li><li>• Tell Them from Me data analysed annually.</li><li>• Improvement in parent participation in Tell Them from Me survey.</li><li>• Increased parental engagement in school activities and programs to support children's learning eg. Meet the Teacher attendance data, P&amp;C.</li><li>• Increasing enrolment trends for Preschool and Kindergarten following effective transition programs and positive school profile. Preschool review of NQF QA 6 &amp; 7.</li></ul>	<p>Preschool assessment \$10,000</p> <p>Parent/Community events \$5000</p>	<p>* Staff discuss with AP's the evidence they have collected and impact. * Roles and Responsibilities. * PDPs and evidence folders. * TPL logs and Staff Meeting TPL reports and presentations.</p>

#### Next Steps

Further community engagement activities will be activated to improve community involvement and promote parent voice in the school. School culture will be developed through a shared vision of expectations and an ongoing evaluation of where to next.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Celebration day \$5000 Planning for yarnning circle \$20,000	* Analysis of 2018 funding and program priorities * Analysis of 2018 Aboriginal Education Plan and planning for 2019. * Analysis of support and learning growth for Aboriginal students by Aboriginal Education Team and LST.
<b>English language proficiency</b>	Employment of EAL/D teacher	* Analysis of 2018 funding and program priorities effectiveness and planning for 2019. * Analysis of 2018 ESL and EAL/D support and learning growth for targeted children by EAL/D teacher and LST.
<b>Low level adjustment for disability</b>	Employment of SLSO	* Analysis of 2018 funding and program priorities effectiveness and planning for 2019. * Analysis of support and learning growth for targeted students by LST.
<b>Quality Teaching, Successful Students (QTSS)</b>	Relief staff \$20,000	Planning days and CTJ days
<b>Socio-economic background</b>	Resources \$50,000 Professional learning \$10,000 Extra support teacher \$50,000	* Analysis of 2018 funding and program priorities effectiveness and planning for 2019. * Analysis of support and learning growth for targeted students by leadership team.
<b>Targeted student support for refugees and new arrivals</b>	Extra day EAL/D teacher	* Analysis of 2018 funding and program priorities effectiveness and planning for 2019. * Analysis of 2018 ESL New Arrivals, Refugees and EAL/D support and learning growth for targeted children by EAL/D teacher and LST.

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	202	207	206	196
Girls	167	167	170	159

Numbers of students at Fairy Meadow Demonstration School have remained relatively steady over the past few years. Celebrating the success of the school via media and social media will continue to support the profile of the school.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.3	94.6	93	93.5
1	95	90.9	94.8	92.4
2	93.2	93.8	91.9	94.5
3	94.6	94.5	95.3	91.8
4	93	93.9	94.7	93.4
5	94.7	92.9	94.5	94.6
6	91.7	93.2	93.8	92.8
All Years	93.6	93.4	94	93.2
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

School attendance is monitored by Assistant Principal's of each stage in consultation with Principal and Home School Liaison Officer. A school procedures for attendance document is followed by all staff members and attendance is monitored through EBS4.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	16.42
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.8
School Counsellor	0.8
School Administration and Support Staff	8.22

\*Full Time Equivalent

One permanent staff member is Aboriginal however has been on extended leave for the year.

### 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	

### Professional learning and teacher accreditation

Professional learning for 2018 was focused on writing, mathematics, formative assessment based on University of Wollongong connections, data analysis and spelling. All permanent staff are accredited with NESA at proficient level with three graduate teachers submitting successful applications for proficiency. Beginning Teachers funding allowed for development in areas of high interest and need. Aboriginal Education and EALD were a focus.

## Financial information

### Financial summary

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

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	359,239
<b>Revenue</b>	4,501,183
Appropriation	4,264,109
Sale of Goods and Services	62,320
Grants and Contributions	172,201
Gain and Loss	0
Other Revenue	0
Investment Income	2,554
<b>Expenses</b>	-4,005,909
Recurrent Expenses	-4,005,909
Employee Related	-3,634,321
Operating Expenses	-371,588
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	495,274
<b>Balance Carried Forward</b>	854,514

Planned capital expenditure will be budgeted for in 2019 with upgrades to technology in classrooms, upgrades of environmental areas, a preschool playground upgrade, an office refurbishment and an ongoing plan to upgrade the school hall.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	2,552,374
Base Per Capita	81,459
Base Location	0
Other Base	2,470,915
<b>Equity Total</b>	347,687
Equity Aboriginal	17,786
Equity Socio economic	98,836
Equity Language	54,406
Equity Disability	176,659
<b>Targeted Total</b>	744,796
<b>Other Total</b>	442,674
<b>Grand Total</b>	4,087,530

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

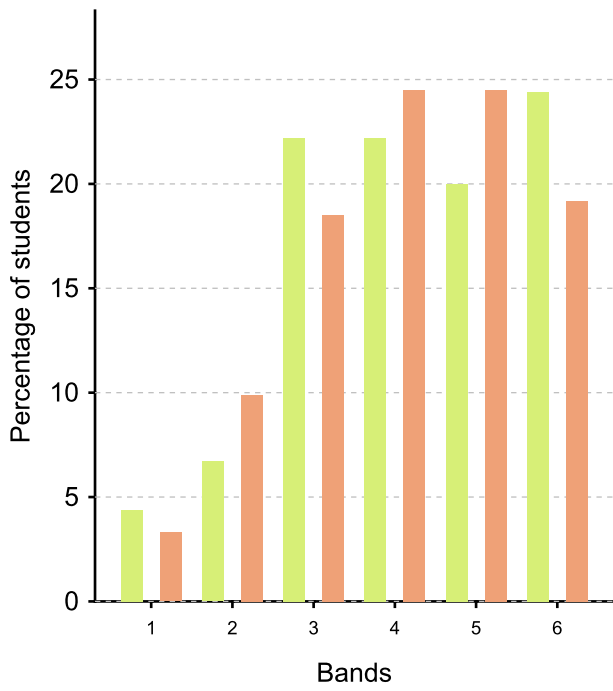
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

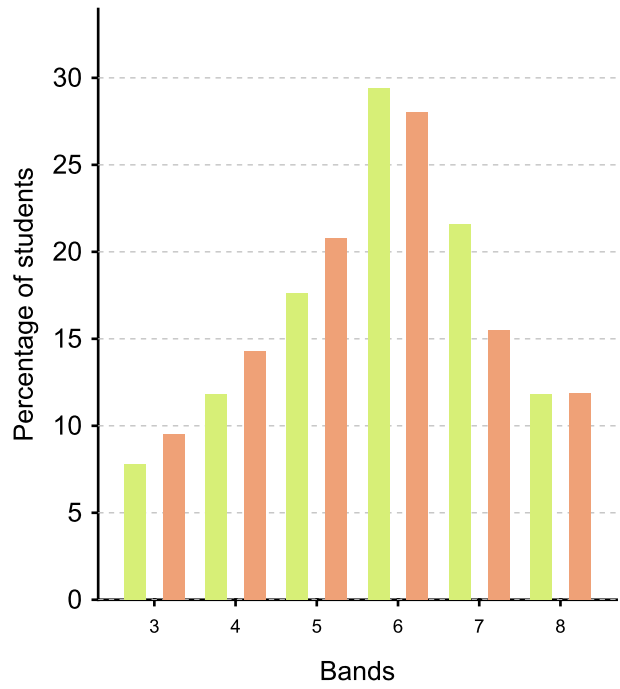
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats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

All data was analysed and showed significant growth in the top two bands in reading and Spelling in Years 3 and 5. In Year 3 writing there was a slight decline in school performance but the students remained above state average. In Year 5 in reading and spelling significant growth was obtained.

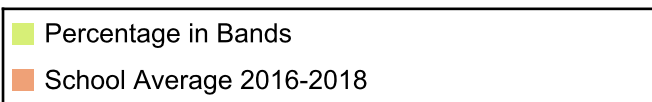
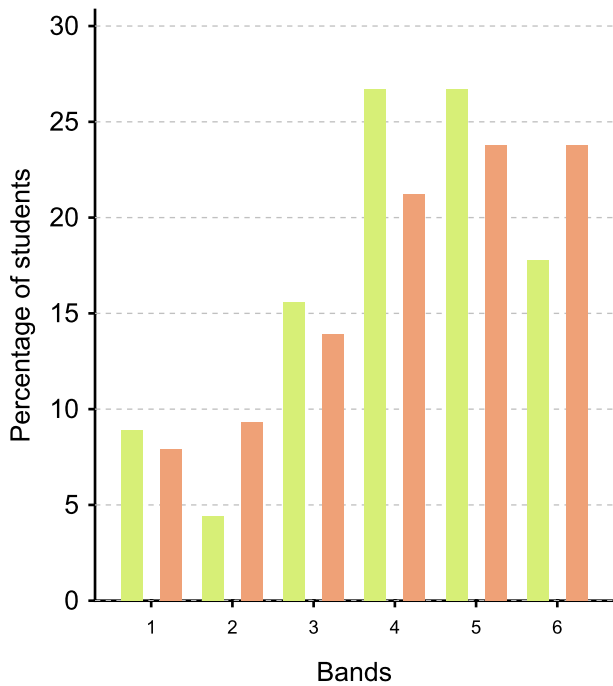
**Percentage in bands:**  
Year 3 Reading



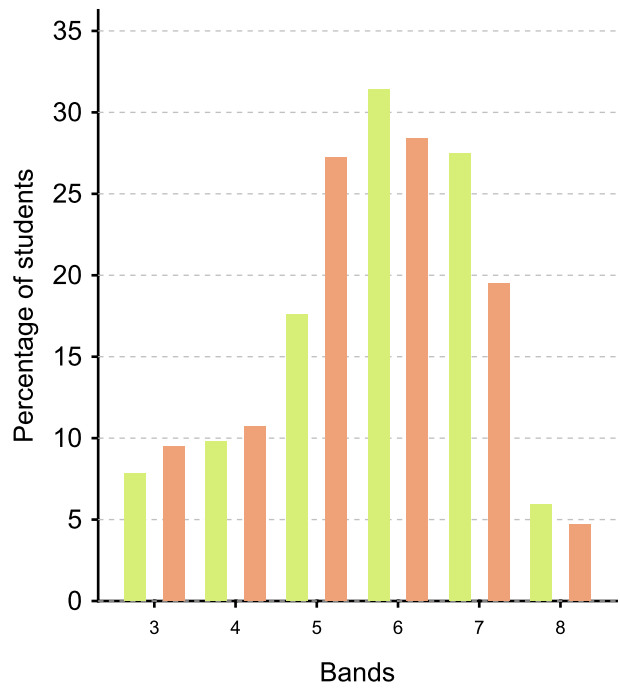
**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 3 Spelling



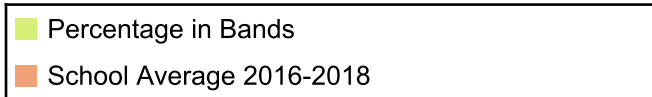
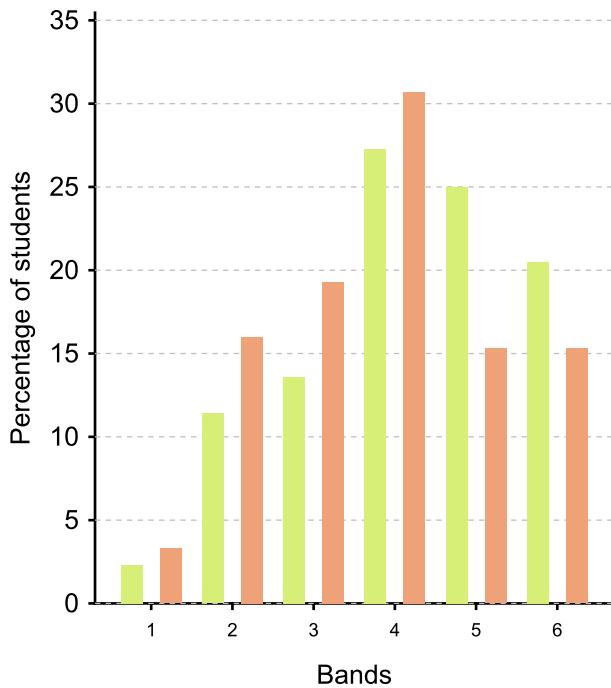
**Percentage in bands:**  
Year 5 Spelling



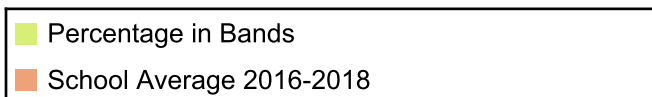
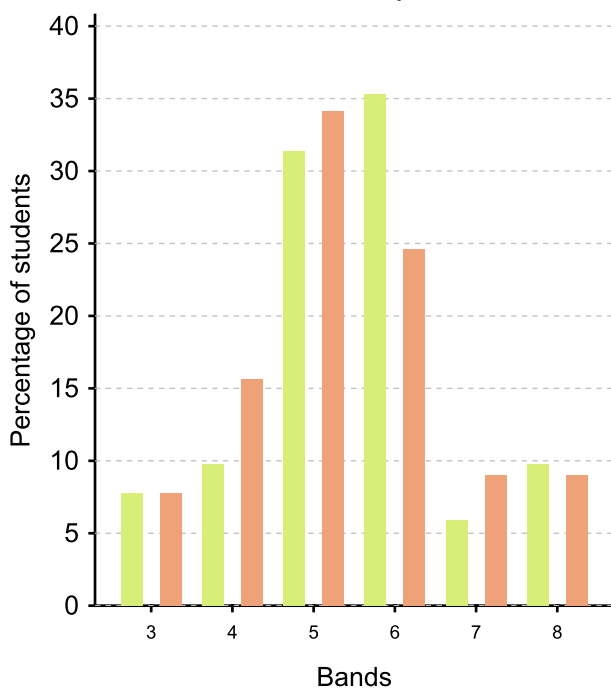
Numeracy data indicated growth in the top two bands for both Year 3 and 5 students. In Year 3 growth was above state average. In Year 5 numeracy the gap between school and state average was closed and the school met the average.



**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Numeracy



*Improving Aboriginal education outcomes* for students in the top two NAPLAN bands improved from 31–34% of children from 2017 to 2018. A significant growth from 24% in 2015.

## Parent/caregiver, student, teacher satisfaction

Parent interviews were held with parents during External Validation. They indicated that they were impressed with transition programs and the Positive Behaviour for Learning program. They were pleased that the program was consistent and procedures were clear for all stakeholders. Communication was good across the school and parents felt that they were communicated to effectively. There was an increase in the use of social media for communication across the school.

Staff were involved in the evaluation of the 2018 school plan and milestone achievements. They evaluated and reflected on the achievements and provided where to next.

Students were involved in the end of year evaluations and completed in school surveys on programs that had been administered in 2018. Student leaders were active in decision making processes that will be activated in 2019.

## Policy requirements

### Aboriginal education

All children were provided with an PLP that was monitored and revised every 10 weeks. Parents were invited to an afternoon tea to be included in the goal setting opportunity. A celebration day was held in 2018 with local Aboriginal elders providing an incursion.

### Multicultural and anti-racism education

All EAL/D children were provided with support and instruction for half an hour three times per week. The EAL/D teacher provided staff with ongoing support in classrooms and assisted in the development of IEP's where required.

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* –