

Picton Public School

Annual Report



2018



2867

Introduction

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

Lyn Fraser – Principal

Christine Beard – Relieving Principal

School contact details

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Message from the Principal

Picton Public School offers a broad range of academic, cultural and sporting opportunities for our students. Through whole school effective partnerships we are committed to the development of engaged, confident, creative and innovative students. Our ongoing goal is to develop an inclusive, caring differentiated and successful learning environment.

The school's Safe, Respectful Learner program aims to develop respectfulness, positive and connected relationships among the whole school community. We continuously work hard to build positive problem-solving strategies and resilience to create independence as learners and successful citizens.

The students have demonstrated their school pride in collectively fundraising for charities and the broader community. They continuously achieve great results across academic, cultural and sporting pursuits and outstanding school citizenship. The staff are very proud of the students' willingness to embrace new opportunities.

Our outstanding P & C led by Lauren Manning (President) and Brenda Cunningham (Vice President) continues to support the school with regular fundraising which directly resources our classrooms with quality differentiated teaching and learning programs. Their commitment to the students and whole school community is appreciated by the staff at Picton Public School.

Lyn Fraser

Christine Beard

(Principal)

(Relieving Principal)

Message from the school community

This year has been a positive one for Picton Public School's P&C Association. As a team, we have worked closely with Mrs Fraser (Principal) and Mrs Beard (Relieving Principal) and all staff to support our school and our children's education.

This year we have continued with our fundraising initiatives that have proved to be extremely successful in the past few years. These fundraisers were only made possible due to the enthusiasm and commitment of our school community.

This year our team consists of approximately 30 financial members. Each of our members has contributed to our team and school's successes. They have brought with them a positive 'can do' attitude along with fresh and innovative new ideas. We look forward to working together again next year.

This year, we as a P&C, are strengthening relationships not only within the P&C and the school community but we are

delighted to continue to see new relationships being forged within our local and business community. We look forward to nurturing these relationships in the coming years to mutually benefit our communities.

We are excited to head into 2019. We look forward to introducing some new initiatives, welcoming new members to the team and ensuring our P&C is an even stronger and more effective team in support of our school and its community.

Lauren Manning

P&C President 2018

Message from the students

This year has been an exciting one for the student leaders and the other students of Picton Public School. This year we had an 'adopt a cow' day where students dressed up as cows or farmers and raised money to adopt our very own cow.

Back in Term 1, playground activities were held to allow students who were feeling lonely and in need of a friend to interact and befriend other students they may not have known before.

When Term 2 rolled around we started collecting bottles for the 'Return & Earn' program. The rewards from this went right back into purchasing prizes for cow day, playground equipment tubs and twenty eight iPad covers.

Finally in Term 3 we ran lunchtime movies and other activities and were able to donate \$350 to Stewart House with the profits. We have raised a lot of money this year and are proud to be able to support our student leadership activities and charity. We now look forward to using the last of our 'Return & Earn' money to purchase sport equipment for lunch and afternoon tea time.

By Indy Jackson (Captain) and Charlotte Jenks (Vice Captain)

School background

School vision statement

At Picton Public School, we believe by working in partnership with parents and the school community in a strategic, enthusiastic and purposeful way that we will inspire the development of engaged, confident, creative and innovative individuals who feel a strong sense of belonging to their school.

We encourage students to reflect the following characteristics of:

- Respectfulness and developing positive and connected relationships.
- Building positive problem solving strategies and resilience for now and the future.
- Independence as a learner, focusing on achieving personal success.

Our goal is to develop an inclusive, caring, differentiated and successful learning environment for students. The ultimate goal is to promote lifelong learning where students can take their place in the wider community as happy, independent and successful citizens.

School context

Picton Public School is located in a changing rural/urban interface (on the south western edge of Sydney) serving a varied socio-economic context.

There are approximately 383 students with a small percentage of students from different nationalities (5%) and Aboriginal students (2.5%).

There is a strong and traditional sense of community with parents who have very high expectations of excellence, for their children across academic, cultural and sporting programs. Parents work in a genuine partnership with the school and actively support and are involved in their child's learning. This strong parental commitment to supporting their children is reflected by an active P&C which supports the school plan and participates in ongoing consultative processes.

We have a highly experienced staff with continuity of tenure and staff who have strong ties to the community. The school plays an important role in our local community and is a focal point for public education.

Inclusion is a strength and focus of our school with three support classes at Picton Public School.

Picton Public School reflects a calm, settled and focused learning environment for students with very strong parent involvement across a wide diversity of curriculum opportunities with high behavioural and learning expectations.

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.

We are Sustaining and Growing in the domains of Learning and Teaching. Our school excels at school planning, implementation, reporting and school resources.

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

Connected Teaching and Learning

Purpose

To ensure teaching and learning is differentiated in all classrooms where teachers use information about individual students' capabilities and engage them in rich learning experiences with formative assessment strategies embedded.

Overall summary of progress

The Quality Teaching & Learning Cycle is embedded into school culture and practice. Teachers regularly demonstrate comprehensive knowledge of curriculum and use of professional dialogue when programming, assessing and reporting to address student learning needs. All classes K–6 implement Individual Learning Plans for students needing adjustments and support.

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">All teaching staff are embedding evidence-based teaching practices in their classrooms. These include using assessment for and of learning, learning intentions, success criteria and feedback to feed forward.Individually and collaboratively teachers will evaluate the effectiveness of their teaching practices, analysing student engagement and learning. <p>To increase the number of students achieving in the top two skill bands.</p>	<p>RAM funding directly supports Teacher Professional Learning in literacy and numeracy—\$9,856</p> <p>Professional Learning—\$25,528</p>	<p>All staff involved in professional learning driving differentiated teaching and learning programs.</p> <p>Reflected in all K–6 classrooms are students who use self-assessment and teacher feedback to reflect on their learning and work towards learning goals (self-directed learners).</p> <p>Handover data is current: ILPs, IBPs, PLPs, notes on disabilities and adjustments, Lexile and guided reading levels, SA Spelling test results, achievement levels for all literacy and numeracy strands and NAPLAN and PLAN data.</p>

Next Steps

Teachers use 'hand-over data' to form groupings in literacy and numeracy. Regular collection and evaluation of data will drive robust professional discussions on teaching practices and differentiation. Instructional Leader and collegial sharing through demonstration lessons of best practice supporting school plan focuses.

Continue Teacher Professional Learning in line with current pedagogies at staff meetings, team forums and internal and external visits. Morning Routine embedded K–6 for drill and practice in response to internal and external data eg; Naplan focus : Grammar and Punctuation, numeracy and global connections.

Strategic Direction 2

Successful Learners and Leaders

Purpose

To ensure the learning environment is informed by sound, holistic information about each student's wellbeing and learning needs, enabling every student to reach their full potential.

Overall summary of progress

There is an ongoing sense of belonging in our school environment that is focused on learning, achieving ones best, demonstrating respectfulness and taking responsibility for academic, social and emotional decisions. This positive culture is embedded across the whole school.

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">• Positive, respectful relationships are evident among students and staff.• All teaching staff is confident and consistent with the implementation of processes such as ILPs, BLPs, PLPs and Learning Support Team procedures to promote student wellbeing and learning.• All teaching staff is invested in building and sustaining a culture of inclusivity through quality diverse teaching and learning programs which reflect differentiation, supporting students to becoming self-motivated learners.	<p>\$6,500 SRL Signage</p> <p>Socio-economic background funds supporting professional learning /Curriculum Connector Role-\$71,370</p>	<p>Student learning and support processes are embedded into daily practices.</p> <p>A consistent approach K-6, to the School's 'Safe Respectful Learner' and 'Friendly Schools Plus' programs. SRL award program is implemented successfully and valued by all students, teachers and community. Students are engaged, motivated and rise to accept challenges in various school-based and external programs.</p>

Next Steps

The school continues to value and support every student. Processes are embedded into practice across the whole school setting, supporting students through explicit instruction and ILPs, PLPs and IBPs. Regular communication in all forums and access to DEC specialist services. Teaching and learning programs are reviewed and based on current pedagogies and evidenced-based. Robust data analysis will take place every term to measure student attainment and improvement (in line with Milestones).

Strategic Direction 3

Quality Educational Leadership and Collaborative Culture

Purpose

To build a dynamic culture of high expectations where evaluative practices, professional dialogue, collaboration, classroom observation, the modelling of effective practice, developing teacher and leadership capacity and collegiality are facilitated and enhanced.

Overall summary of progress

All Consistent processes to collaboratively review teaching practices. Teaching and non-teaching staff proactively seek to improve their performance in line with Teaching Standards. PDPs are collaboratively created to support capacity building and the school plan. Professional learning is based on current evidence-based pedagogies.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students are achieving at or higher than expected growth on in-school and external assessment data as reflected in L3, PLAN and SMART data. Measurable teacher improvement through lesson observations and feedback. Staff participation in sharing expertise and leading teacher professional learning. All teachers demonstrate a sound understanding of Learning Progressions and engage in professional dialogue which reflect a commitment to the pursuit of excellence.	SCOUT training for executive team– Business Intelligence, Naplan analysis– \$ 1000 for Casual Relief Socio-economic background funds to support TPL	All teachers demonstrate a sound understanding of Learning Progressions and engage in professional dialogues which reflect a commitment to the pursuit of excellence. They know the needs of their students at point in time and share their assessment data for a positive transition to the next year.

Next Steps

Continue teacher professional learning to support innovative teaching and learning programs (Morning Routine, STEM/G & T and Mindfulness). Data is collected every term to analyse in-school targets by the executive team. Programs are evaluated ensuring continuous monitoring of improvement.

Link teacher PDP goals to school plan.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$8,935	Curriculum Connector Role initiative to support differentiated teaching and learning programs in literacy and numeracy. Teacher professional learning in line with current pedagogies.
English language proficiency	\$2,146	Literacy resources.
Low level adjustment for disability	\$135,328	0.7 LaST across the school to support learning in literacy. 0.2 Well-being Role Learning Support Coordinator Role– supporting all students, liaising with executives, parents, community and accessing specialist services..
Quality Teaching, Successful Students (QTSS)	\$74,961	Supervision of teaching staff– infrastructure. Teacher support with PDPs and professional learning linked to school plan.
Socio–economic background	\$71,370	Student Assistance for families experiencing financial difficulty. Curriculum Connector Role supporting whole school literacy and numeracy initiatives.
Support for beginning teachers	\$13,450	Two teachers supported with differentiation of teaching and learning programs, evidence–based assessment data and accreditation process/completion.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	218	195	185	182
Girls	212	218	207	191

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.5	94	95	92.7
1	94.5	94.9	94.2	94.1
2	94.6	93.6	95.7	93.1
3	95.2	93.9	94.8	93.1
4	94	93.6	93.7	92
5	93.8	93.4	93.7	91.2
6	92.5	93.7	94.1	90.6
All Years	94.2	93.8	94.5	92.3
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

Non-attendance is handled professionally by our school following departmental policy. We have implemented the SMS Engine to provide parents with an easy response method. Regular meetings with the Home School Liaison Officer is scheduled to discuss student absences and track attendance progress. New initiatives such as whole school Mindfulness to address anxiety in students and Individual Learning and Support Plans are designed to improve student attendance and engagement.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	15.2
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	6.02

*Full Time Equivalent

Our school has one Indigenous Staff Member.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	52
Postgraduate degree	48

Professional learning and teacher accreditation

Total school expenditure on Professional Learning \$24,978—all key learning areas: Whole staff TPL for Differentiation, 7 Steps to Successful Writing, Design Thinking (Science), Executive SCOUT training, The Berry Street Education Model (two staff members), Students with Disabilities experiencing trauma (SCU teacher), Justin Caban and Casual relief for external school visits 'Morning Routine' strategy.

Beginning Teacher: \$13,450

One teacher at graduate level, two teachers gained their accreditation this year and the remainder of staff all at Proficient.

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	288,143
Revenue	3,878,752
Appropriation	3,697,489
Sale of Goods and Services	27,874
Grants and Contributions	149,542
Gain and Loss	0
Other Revenue	0
Investment Income	3,846
Expenses	-3,764,245
Recurrent Expenses	-3,764,245
Employee Related	-3,433,193
Operating Expenses	-331,052
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	114,507
Balance Carried Forward	402,650

Financial management processes and governance structures at Picton Public School have been established to meet financial policy requirements. A finance committee was established at the beginning of Term One to share decision making, make recommendations and to prepare the school budget. All staff are aware of the need to strictly adhere and comply with guidelines to control and monitor expenses within the planned budget. Sharing of financial matters were regularly shared through the school P&C during the year.

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	2,499,918
Base Per Capita	79,459
Base Location	4,320
Other Base	2,416,139
Equity Total	217,779
Equity Aboriginal	8,935
Equity Socio economic	71,370
Equity Language	2,146
Equity Disability	135,328
Targeted Total	606,999
Other Total	215,767
Grand Total	3,540,464

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

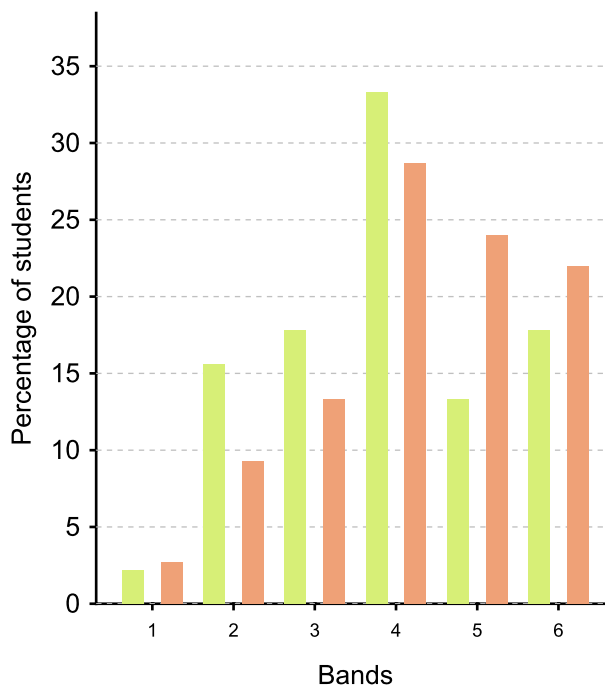
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

Literacy results are sustaining and growing. Area to focus on in 2019 – Grammar and Punctuation

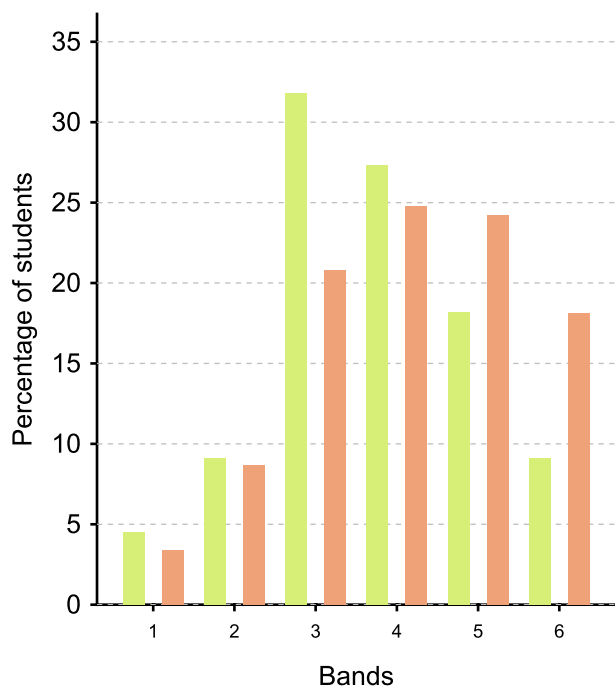
Percentage in bands:
Year 3 Grammar & Punctuation



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	2.2	15.6	17.8	33.3	13.3	17.8
School avg 2016-2018	2.7	9.3	13.3	28.7	24	22

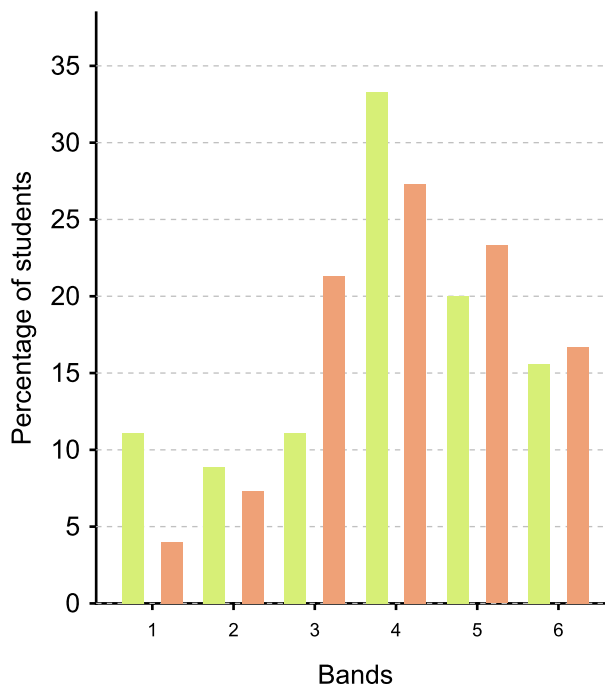
Percentage in bands:
Year 3 Reading



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	4.5	9.1	31.8	27.3	18.2	9.1
School avg 2016-2018	3.4	8.7	20.8	24.8	24.2	18.1

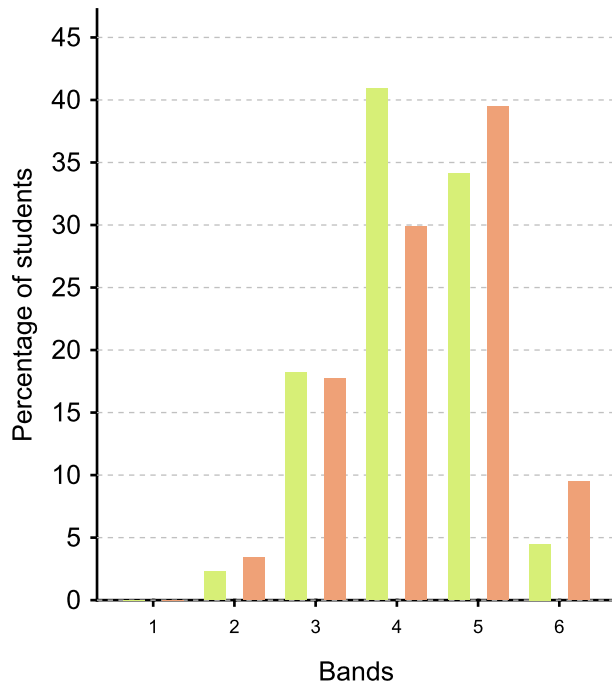
Percentage in bands:
Year 3 Spelling



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	11.1	8.9	11.1	33.3	20.0	15.6
School avg 2016-2018	4	7.3	21.3	27.3	23.3	16.7

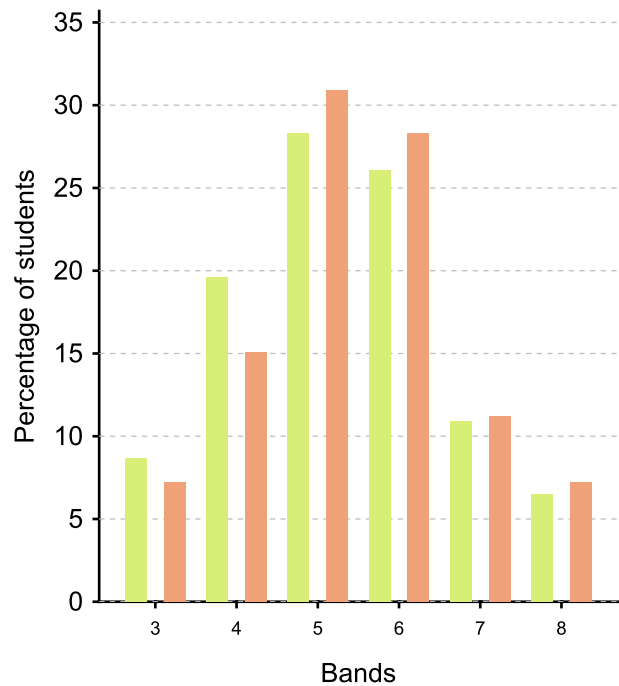
Percentage in bands:
Year 3 Writing



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	0.0	2.3	18.2	40.9	34.1	4.5
School avg 2016-2018	0	3.4	17.7	29.9	39.5	9.5

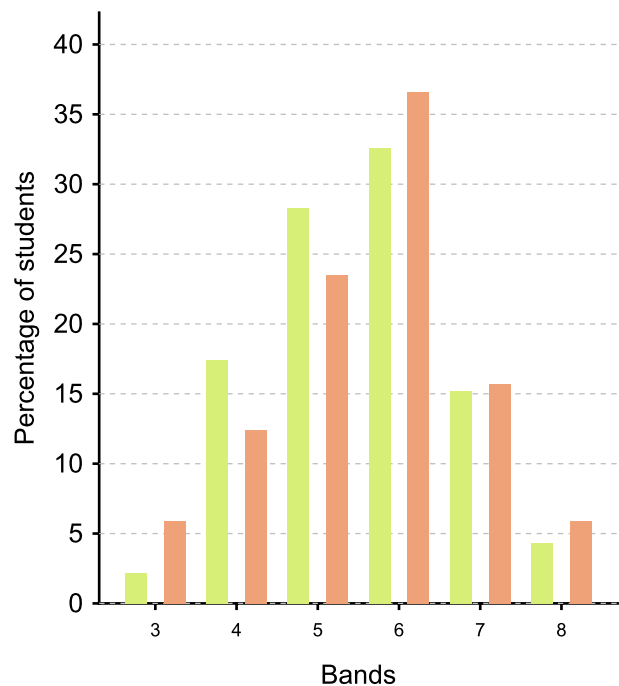
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	8.7	19.6	28.3	26.1	10.9	6.5
School avg 2016-2018	7.2	15.1	30.9	28.3	11.2	7.2

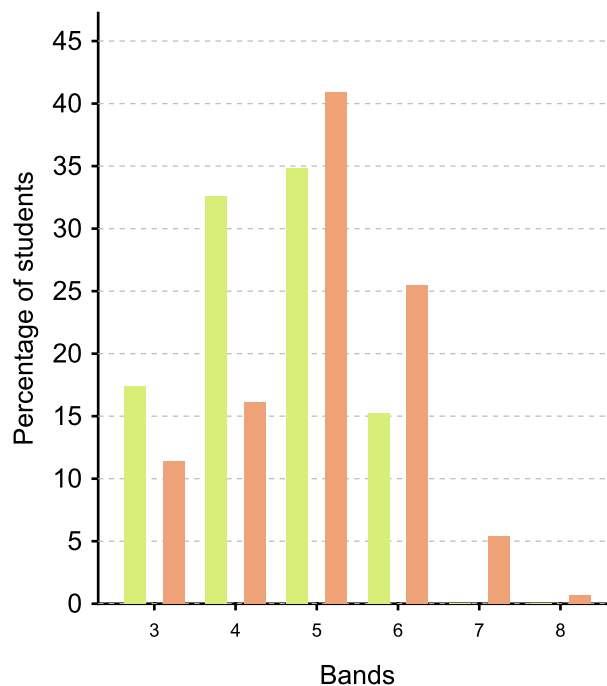
Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	2.2	17.4	28.3	32.6	15.2	4.3
School avg 2016-2018	5.9	12.4	23.5	36.6	15.7	5.9

Percentage in bands:
Year 5 Writing

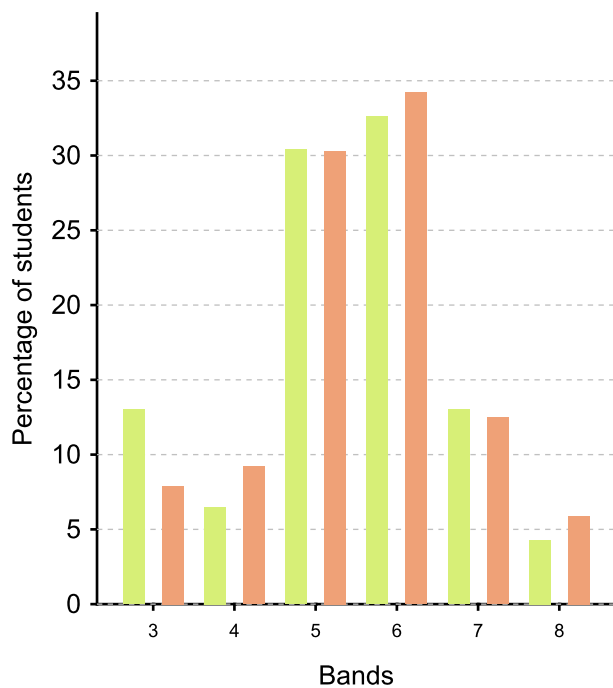


Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	17.4	32.6	34.8	15.2	0.0	0.0
School avg 2016-2018	11.4	16.1	40.9	25.5	5.4	0.7

Year 3 and Year 5 numeracy results are sustaining and growing.

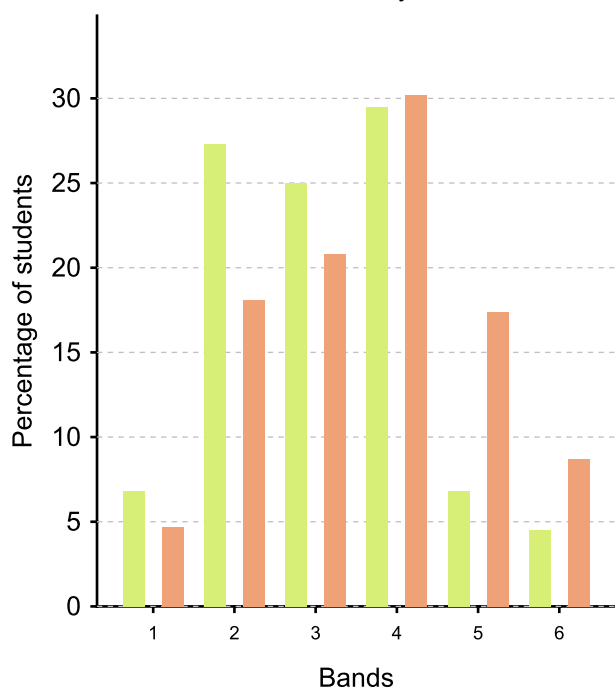
Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	13.0	6.5	30.4	32.6	13.0	4.3
School avg 2016-2018	7.9	9.2	30.3	34.2	12.5	5.9

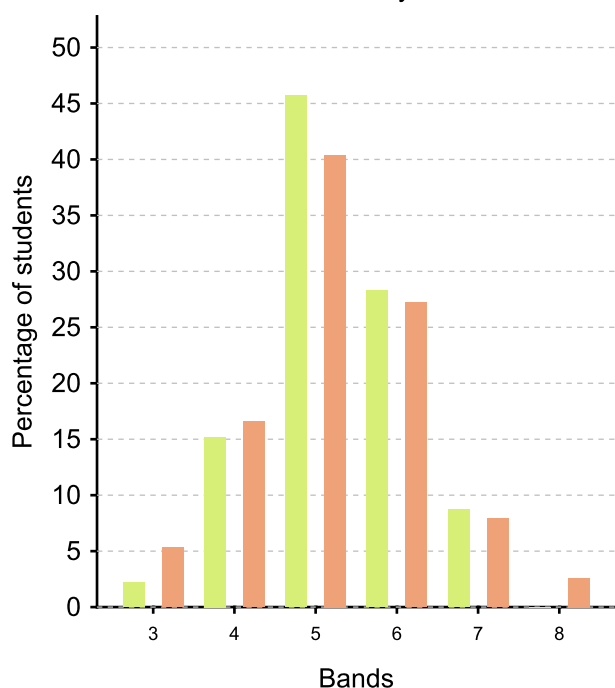
Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	6.8	27.3	25.0	29.5	6.8	4.5
School avg 2016-2018	4.7	18.1	20.8	30.2	17.4	8.7

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	2.2	15.2	45.7	28.3	8.7	0.0
School avg 2016-2018	5.3	16.6	40.4	27.2	7.9	2.6

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*, schools are required to report on their student performance in the top two NAPLAN bands in reading and numeracy. 2018 NAPLAN Data shows that 25% of Year 3 students and 19.5% of Year 5 students were in the top two bands for reading. In numeracy, 10.5% of Year 3 students placed in the top two bands and 8% of Year 5 students placed in the top two bands.

Parent/caregiver, student, teacher satisfaction

Regular Parent and Community feedback is sought at all P&C meetings and is used as an evidence source when evaluating school programs and initiatives.

Policy requirements

Aboriginal education

Aboriginal perspective and content is promoted across KLAs in all syllabuses and promotes all students learning about Aboriginal history, cultures, perspectives and also current Aboriginal Australia.

Whole school commitment to close the gap between the educational outcomes of Aboriginal and Torres Strait Islander students and other students and/or to improve the outcomes of our indigenous students, Picton Public School teachers, families and the indigenous students worked together to develop and implement Personalised Learning Pathways. In 2018 each indigenous student at Picton Public School continued to have a PLP which identified goals that focused on personal growth in academic, social competencies and cultural attainment. For 2017 our aim is to improve and modify the current PLP through the resourcing provided at the "Connecting to Country" training session.

Multicultural and anti-racism education

Teaching programs promote anti-racism and intercultural understanding and skills. These perspectives are embedded into the new syllabuses/National Curriculum. These are also reflected at our concert day with our multicultural performances. Once again we had student representation in the Multicultural Oracy Competition. Three students participated in the Multicultural

Perspectives Public Speaking Competition in Term 2. Understanding these perspectives are embedded in the National Curriculum.

Other school programs

Literacy Intervention

At the end of 2017 the New South Wales Government announced that the Reading Recovery Intervention across the state would discontinue.

School Principals were given the option of using the ongoing funding for this Intervention in a manner which best accommodated the needs of the students in their schools.

Some schools chose to continue on with the Intervention, a decision which meant that funding would have to be provided, by these schools, to employ trained Reading Recovery Tutors to run the Training and Development and monitor the students across a number of schools in the area.

At Picton Public School, the decision was made to use this funding to assist the neediest Year One students in Literacy. Students would be grouped according to ability in small groups of three or a maximum of four students.

Initially, the 2017 Kindergarten and 2018 Year One teachers met and discussed which students would benefit the most from this intervention. Nine students were identified at this stage.

These students were assessed using a range of tests including Running Records, Hearing and Recording of Sounds in Writing, Sight words, Knowledge of Letters and Sounds and Concepts of Print.

Once these results were collected and collated, it became evident that several students were having difficulties with vision. Parents were informed and most of these students had detailed assessments. Six of these students now wear glasses.

At the beginning of the year the targeted students had reading levels ranging from level 2 to 5.

Almost all of the students were reluctant to 'risk take' and had little knowledge of reading strategies.

Several students were using letter names instead of letter sounds at point of difficulty.

Most of the students lacked fluency, phrasing and expression when reading.

Initially two teachers worked with these students from Monday to Friday, however: after necessary adjustments to staffing were made, it was decided that one teacher would be responsible for these students. This equated to each of the three groups having four thirty minute sessions, Wednesday to Friday.

As the end of the school year approaches, the majority of the students are now monitoring on their reading in all areas – meaning, structure and vision. They are now re reading to confirm or search for clues, using their fingers to 'chunk' unknown words and cross checking multiple sources of information. The students' reading levels now range from 11 to 14.

A deliberate decision was made not to move these students up too quickly through the reading levels and instead focus on consolidating strategies and improving phrasing, fluency and expression.

With the exception of one student, who experienced a large amount of absenteeism and who also has continuing visual problems, most of the children are utilising a range of reading strategies and are reading with phrasing and fluency. They also enjoy talking about what is happening in the story and are able to reflect on the content at the end.

Perhaps the most significant achievements of this intervention have been that students are risk taking and are not only monitoring on their own reading but on that of their peers. Throughout the year the students have been encouraged to use the correct terminology when talking about strategies and they often comment on the use of fluency, re reading and other strategies by others in the group.

Class teachers report that these students are much more engaged in the classroom and appear happier and more confident. With increased confidence and risk taking, these students are starting to develop skills in a self-extending system of Literacy behaviours.

Science Group

The 2018 Science Group consisted of 13 Stage 3 students, making up seven groups. The students chose topics to investigate and completed the work during their lunch breaks at school as well as at home.

The completed science projects were entered in the University of Wollongong Science Fair on the 28th November where the projects are presented to judges and students participate in a science show at the university.

Sport (swimming)

The 2018 Picton Primary Swimming Carnival was held on Thursday 15th February at Wollondilly Leisure Centre. This year we had 68 students competing from years 2 to 6, as well as six teachers and one office staff as First Aid. It was a fantastic day that ran very smoothly thanks to teachers many parents volunteering to timekeep and marshal.

We had 27 students represent Picton at the Razorback Zone Swimming Carnival on 1–2nd March. Four swimmers, Amethyst Pakoti, Indiana Jackson, Isla Terry and Levi Hamilton made the Zone team to represent at the Sydney South West Carnival.

As the SSW Carnival Isla qualified for the NSW PSSA

State Swimming Carnival held at Homebush on the 11–12th April. She swam in three events, coming 32nd in the 50m Freestyle, 26th in the 50m Breaststroke and 27th in the 50m Butterfly.

Southern Stars

We had such a wonderful experience at Southern Stars in 2017, we decided it was worth pursuing again in 2018. The performing arts opportunity was again offered to students in years 4, 5, 6 after holding auditions to select students.

The Southern Stars Arena Spectacular is a display of the talented standard NSW public education students in all aspects of performing arts and the students of PPS have excelled in their application and representation of our school. The support from parents, staff, students and the wider community for this event are exceptional as the opportunity to participate in these events enhances pride in the school community and allows students to develop social and cognitive skills they would not have otherwise had access to.

School Sport

3–6 School sport in 2019, consisted of skilled based activities to enhance agility and sportsmanship skills. Students were taught and enhanced on a variety of skills such as hitting, catching, throwing and kicking in various games to improve their ability to play a wide range of games.

School sport also prepared our students for athletics carnivals, cross country and a number of PSSA gala days such as AFL, rugby league, soccer, cricket and netball.

Gala Days

A large number of students participated in a range of gala days including AFL, rugby league, soccer, cricket and netball. Students benefited from being able to represent the school and interact with other school students showing excellent sportsmanship and overall behaviour.

Athletics Carnival

The 2019 Athletics School Carnival was held at Tahmoor Sports Ground. We had the highest number of students participating this year in track, field and novelties. There were a number of successful students who represented Picton Public School at the Razorback Zone Carnival. From there we had 10 students who were successful in qualifying for the Sydney South West Carnival with two students making it to the next level of State representative.

As part of the Sports and Schools program, they provided a number of fun and unique skill based novelty events for all students K–6.

With strong parent and community support, we were able to utilise a number of volunteers to help run a smooth and successful day.

Cross Country

Students K–6 take part in thorough Cross Country training to prepare prior to the event during their weekly sport time. Infants students participate in the running event at school, while students in Years 3–6 take part in the vent at Victoria Oval in Picton. Students run lengths specified by PSSA requirements. Students receive recognition for running in the race by earning points for their house groups. Students who place 1st, 2nd or 3rd receive a ribbon during a presentation ceremony back at school.

In 2019, we hope to extend the ribbon presentation to the 4th place as they are also considered for Zone Cross Country placement.

Veggie Garden/Wellbeing

For the veggie garden in 2018 the current garden beds were reconfigured and rejuvenated the soil. A consultant came and conducted science and environmental lessons of students in years K–6. Trellises were put in a raspberry plants planted. PVC piping and bird netting was purchased. Seedlings were donated and planted by students. The veggie garden was used in conjunction with the lunch time social skills program. The area surrounding the vegetable garden was beautified in conjunction with a well-being program. Students who need time out from the playground or for social skills. Students are also involved in lunchtime watering and general care of the veggie garden.

Next year the veggie garden will be expanded by the use of bath tubs as garden beds. Also the selling of produce to raise funds for future purchases.

Public Speaking

This year students in K–6 competed in a whole public speaking competition. Teachers worked with their class to develop skills in writing and presenting speeches. A class winner was selected to compete at a stage level. The winners of each stage competed at Wilton Public School at the Wollondilly network. Once student successfully won their stage on went on to compete at the Ultimo Directorate Operational Public speaking at St Peters Public School. This year there was significant improvement of all students across K–6. The high quality of speeches in terms of content and delivery shows improved teacher development in Public Speaking and therefore talking and listening.

Debating

Picton Public School competed in the Premiers Debating 2018. We had two teams, Picton White Year 6 and Picton Black Year 5. Both teams debated against teams from Tahmoor PS, Bargo PS and Buxton. Picton White Year 6 won the zone and interzone debates. Next year the school will enter two teams into the competition again.

Paws n Tales

Paws n Tales has enabled 15 in Stage One, Stage and Special Education students to enhance their reading fluency and confidence through therapy dog interactions. Students have shown significant improvement with their comprehension, motivation, self-regulation and oral literacy skills with program participation. We hope to continue the program in 2019 and explore benefits and achievements through data collection on engagement, mindfulness, and fluency.

(PS: We adore Rosebud and think the school should adopt her permanently.)

RDA

Six students participated in 'Riding for the Disabled' this year. Students have all developed skills in directing a horse with reduced assistance from RDA volunteers. Students have enhanced their confidence, posture and motivation. During each session students ride as a group, learn to direct their horse to move on and stop, turn and trot – this is done through motivating games and riding activities. Students have an empathetic link to each of their horses and it is evident that interactions with these animals are calming to each participant.

Library

This year the library has made many exciting changes. The Scholastic Book Fair has made a comeback this year raising a valuable \$1,330 worth of Scholastic Rewards.

The library has been able to replenish the book supply which excites the children when they discover new books each week.

Re-design and renovation of the library has started with exciting furniture and shelving being purchased to give the library a new and invigorating feel. Student artwork from K Yellow, 4 Emerald, 1 Violet, 5 Crimson, 2/5 Magenta are currently displayed in the library. The students love spotting their creative work dressing up the library.

Student Leadership

In 2018 the Student Leadership Team continued to implement playground activities at lunch and afternoon tea thus allowing all students to feel busy and happy in the playground.

The Team began collecting bottles for 'Return and Earn' using the money raised to purchase tubs for the sandpit equipment and the prizes for cow day, students dressed up and raised money to adopt their own cow, 'McDonald' to assist with drought relief in the Wollondilly area.

The team also purchased 28 iPad covers costing \$500 in total for the Stage 3, iPads (purchased from the 'Walk-a-thon' fundraiser). This purchase was then presented to the school as a gift from Year 6.

The team were very proud to be able to donate \$350 from their Term 3 fundraising to Stewart House.

Band

Concert band has performed at all Combined Assemblies. Beginner band and concert both performed at the Band Supper Concert. They learned and performed some more difficult songs this year. In 2019 the concert band will perform at the Wollondilly Performing Arts Festival. We are hoping to perform with Picton High School Band in 2019.

Sports (school)

In 2018 K–2 had a very successful athletics program incorporating the theme of the Commonwealth games. We were assisted by the Sports in Schools program which provided additional and challenging equipment and activities. Parent attendance was high and all participants had a positive experience.

Through our weekly 2hr sport session students K–2 have developed fundamental movement skills and team driven games.

Better Buddies

All K and Yr 6 students including support unit children were involved in the Better Buddies program. Each fortnight the 'buddies' met up and completed various activities across all KLA's to enhance Yr 6 leadership skills and create strong social bonds between our youngest and senior students. The program will continue in 2019 due to its success through student enthusiasm and growth in resilience building capacity and social skill development.

CC Role

The CC role has evolved this year. The following are the successes of the role: Each new teacher has all required folders, documents etc. Oran Park visits to view morning routine, interclass visits to view a variety of lessons, registration of SDD and staff meetings to assist staff meet accreditation requirements. Visits to every class room to check set up of curriculum reading groups and then support teachers with progress of these. Staff meetings to plan all numeracy lessons to match school scope and sequence for the whole year, recorded in the staff share drive.

- Professional development in spelling and writing
- Establishment of an Assessment Framework.
- Policy updates in Wellbeing, English, Maths, Science, HSIE
- Support of two ECT to Proficient Level including class observations and writing of reports.
- Liaising with Justin Caban to provide TPL in morning routine
- Writing of English scope and sequences.
- Reports update and survey to parents.
- Cyber safety talks for Stage 3 and Stage 3 parents.

ASR

- CC role – Liz Boyd
- Science group – Anna
- Debating – Vicki

- Public speaking – Julianne
- Better buddies – Catherine, Di
- Southern Stars – Kylie, Amelia
- Literacy intervention – Moira
- Paws and Tales– Alison
- Sport – Anna, Geoff, Amelia, Jennie (K–2)
- Tell them from me – students
- Student leadership – Catherine
- Band – Jennie
- Multiculturalism oracy – Vicki
- RDA – Maria
- Captains – Indy, Ted
- P&C president – Lauren
- All staff – list outside coursed attended and cost

Tell Them From Me

This year our students in Yrs 4, 5 and 6 took part in the Tell Them From Me survey. This report provides results on data from 146 students on social–emotional outcomes, effectiveness and relevance of learning climate, expectations for success, perseverance levels and engagement. We scored above the NSW Government norm in the areas of positive behaviour, interest and motivation and effort. Our students believe classroom instruction is relevant to everyday lives. Students feel teachers are responsive to their needs and encourage independence.