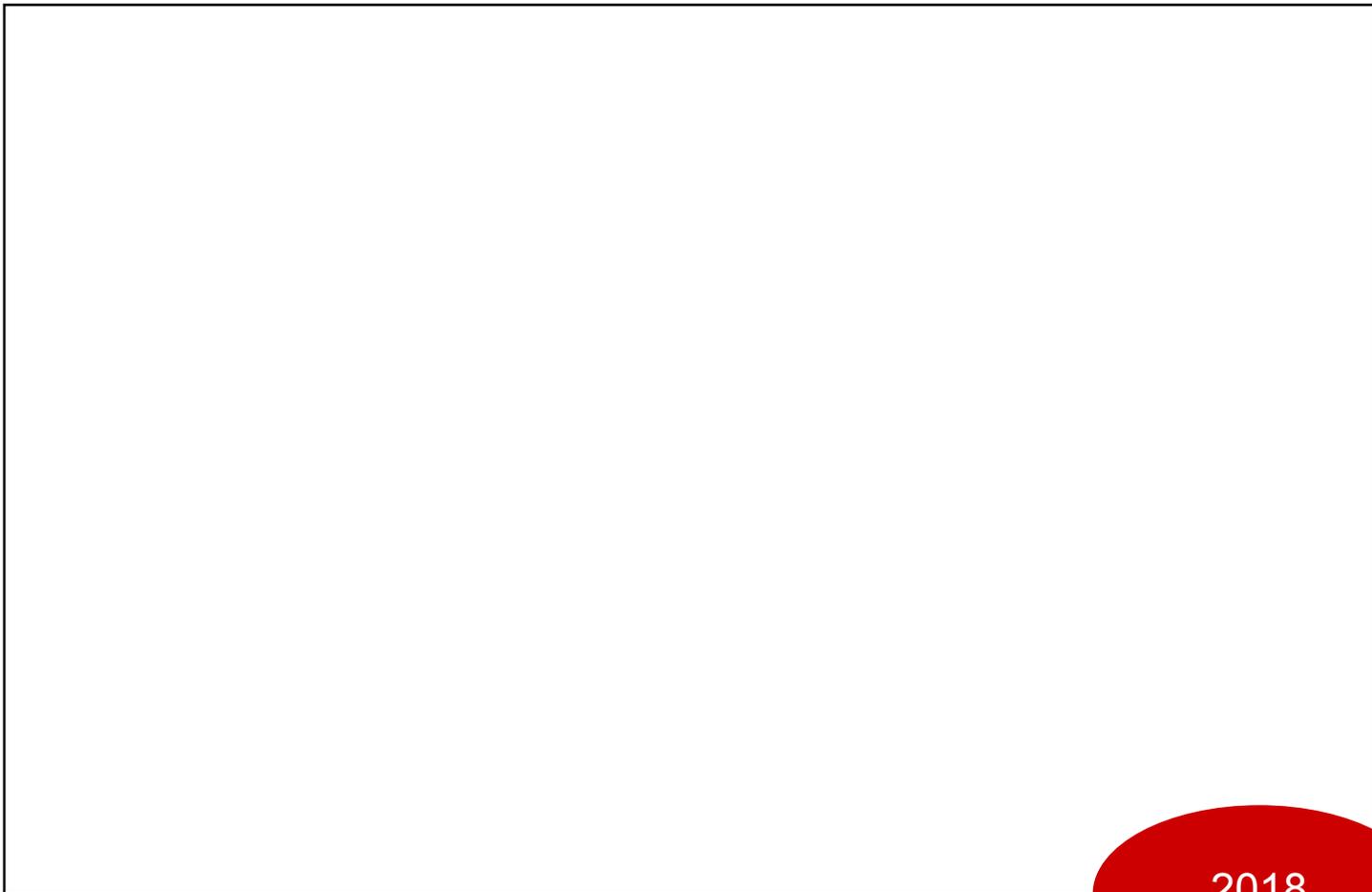


South West Rocks Public School

Annual Report



2018



3083

Introduction

The Annual Report for **2018** is provided to the community of South West Rocks 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.

Cliff Peachman

Principal

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6566 6208

School background

School vision statement

Our vision at South West Rocks Public School is to facilitate students to develop, demonstrate, articulate and value the knowledge and skills that will support them as life-long learners, to participate as responsible members of society and practise the core school values of Care, Co-operation and Courtesy.

School context

Situated in a popular area of the NSW mid-north coast, the town of South West Rocks contains a mixture of retired people and younger working families. The school aims to achieve academic excellence in a caring, co-operative and courteous environment. We aim to provide quality teaching of an expanded curriculum that ensures equitable access for all students. Whilst the teaching of literacy and numeracy are chief priorities, we provide many opportunities for children to excel in all key learning areas. As a member of the Macleay Public Schools (MPS) we aim to promote the virtues of the public education system in NSW. At South West Rocks Public School we continue to work closely with community groups and provide students and parents with outstanding transition programs from pre-school to Kindergarten and Year 6 to Year 7. We are proud of the positive student welfare programs such as QuEST (Quality Environment for Students and Teachers) and Positive Behaviour for Learning (PBL). These programs build self-esteem and leadership skills. South West Rocks Public School has energetic and engaged parents, plus teachers and students who are highly active in many community projects, making the school a great part of our local community.

Modern technologies are embraced and staff take advantage of our wireless computer network, STEM/Robotics, iPads, interactive whiteboards and general computer facilities. We aim to continue to implement and explore the potential of emerging technologies across K – 6 as tools for student and community engagement and improved learning that meet the needs of students in the 21st century.

We are extremely proud of the dedicated and compassionate nature of our staff and our school motto of "Care, Co-operation and Courtesy" highlights our commitment to the students and the community.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

In preparation for external validation, South West Rocks Public School has provided evidence sets that have been reviewed and annotated to provide the basis for our self-evaluation. The following is a summary of what is contained in the evidence sets and how they relate to elements within the Schools Excellence Framework.

Learning

The results of this self-evaluation process indicate that in the School Excellence Framework domain of Learning, we are rated at Sustaining & Growing across the 6 elements. The evidence shows that South West Public School and its community has a positive school culture based on learning, aspiration and a commitment to ongoing improvement. (Evidence 1,2,4,5,7) Our school community supports and cares for students through the PBL program and the intervention of teachers and the Learning Support Team. (Evidence 5,6) The school delivers a quality curriculum and acts responsively to adjust learning to cater for student individual needs. (Evidence 4,5,6,7) School wide assessment practices inform planning, teaching and reporting of student progress. Formative assessment practices are evident across the school and students are aware of learning intentions and success criteria. (Evidence 5,6,7) The schools reports both formally and informally to inform parents and support future improvements. (Evidence 4,6,7) Student performance is analysed to see growth and ensure that we add value on internal and external measures. (Evidence 5,7)

Teaching

The results of this self-evaluation process indicate the in the School Excellence Framework domain of Teaching, we are

rated at Delivering across the 4 elements. The evidence shows our teachers are examining their practice in an effort to develop effective explicit methods using evidence based strategies. (Evidence 3,4,7). Our teachers collect and analyse student assessment data to provide evidence to inform planning for future teaching. (Evidence 3,4,5,7) Our teachers are committed to improving their practice and maintaining levels of accreditation. Reflection through the PDP process and collegial feedback on teaching standards within lesson observations is also evident. (Evidence 3,7) Professional learning is a key component of school planning and we have systems in place for coaching, mentoring and sharing staff expertise to maintain and improve the skills of all teachers. (Evidence 2,3)

Leading

The results of this self-evaluation process indicate the in the School Excellence Framework domain of Leading, we rated at Sustaining & Growing across the 4 elements. The evidence shows that the school has implemented an Instructional leader despite not being an Early Action for Success school. This leadership model focuses on setting high expectations and examining teaching practices and data to measure success. Staff members are encouraged to take on leadership roles to build capacity. (Evidence 2,3) The school's vision is explicit within the school plan and this forms the basis for improvement measures undertaken. The leadership team collaborates to plan and evaluate school programs and processes with an eye towards continual improvement. (Evidence 2,3) Resources are used strategically and analysed for cost effectiveness and the delivery of quality results. (Evidence 2,3,4,7) The school utilises resources and expertise to provide innovative technology programs e.g. STEM (Evidence 2,3) The school is utilised by community groups for financial benefit. School priorities drive financial decisions. (Evidence 1,2) The school's administrative systems and processes are effective and assist staff to meet the needs of the wider school community. (Evidence 2,6)

Overall, as a staff, we have found the process to be beneficial for a variety of reasons. Firstly, the collaborative nature of the process has strengthened collegial partnerships within the school and the school community. Teachers have examined teaching and learning practices and processes with an open mind and developed a strong understanding of the School Excellence Framework. The ability to evaluate school and self-performance, and reflect positively has been beneficial. Developing future directions and sharing these with all members of staff have ensured a new commitment and shared ownership. Secondly, the Leadership team has developed a renewed sense of pride in the school and the services which it provides. Although the evaluation identified areas for improvement, it also demonstrated the wonderful work and commitment we all display to achieve a high quality education for our students. Lastly, this process has strengthened our efforts to deliver the best outcomes for all students and the importance of community engagement in this endeavour.

Our self-assessment and the external validation 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

Learning – Curriculum Planning and Assessment

Purpose

Numeracy and literacy skills are crucial in helping our students develop fully as individuals and live satisfying and rewarding lives. We want the best education possible for our students, and we want them to leave school with choices – and the confidence to pursue them.

Overall summary of progress

Learning and Support Team

The school learning and support team plays a key role in ensuring that the specific needs of students with disability and additional learning and support needs are met.

The team:

- supports teachers in identifying and responding to the additional learning needs of students
- facilitates and co-ordinates a whole school approach to improving the learning outcomes of every student
- co-ordinates planning processes and resourcing for students with disability and additional learning and support needs
- designs and implements the supports required to build teacher capacity so that all students access quality learning
- develops collaborative partnerships with the school, parents and carers, other professionals and the wider school community.

Student Leadership

- SWRPS has a range of programmes, across all year levels, which develop individual students' leadership skills. The roles and responsibilities of a leader are introduced to all students and each student has the opportunity to develop these skills through participation across a variety of leadership roles.

Each member of the student leadership team has the following responsibilities that may include:

1. Assist with and conduct school assemblies
2. Participate in one of several leadership committees (SRC, QuEST School Captains, PBL, academic, cultural, creative and sporting representation).
3. Act as role models for all students – including uniform, attendance, enthusiasm, responsibility and dedication to upholding school values.
4. Actively promote and participate in all school events.
5. Communicate with other students to promote initiatives of the school and their respective SRC.
6. Help co-ordinate school and learning community events.
7. Positively participate in QuEST leadership program
8. Assist in preparing and setting up for school functions and sporting events.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School self evaluation through the SEF, indicates a movement from delivering towards sustaining and growing in the Learning Domain – Wellbeing (Individual Learning Needs)	<ul style="list-style-type: none">• Aboriginal background loading (\$78106.00)• RAM equity (\$208631.00)• Reading recovery (\$50787.00)• Integration funding support (\$39550.00)• Targeted student support for refugees and new arrivals (\$15450.00)• English language proficiency (\$808.00)	Improved timetabling has allowed for far greater time for collaborative planning and assessment of data. LAST meetings and in class support enable the regular monitoring and review of individual student learning needs. There is provision for passing on all relevant student information to teachers as students progress through the grades. LAST data indicates 14 health care plans, 62 IEPs and 42 students NCCD. Appropriate accommodations and adjustments are made to suit needs as they arise. The school collects and analyses information to inform and support

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School self evaluation through the SEF, indicates a movement from delivering towards sustaining and growing in the Learning Domain – Wellbeing (Individual Learning Needs)		students' successful transitions. A teacher was timetabled to support new arrivals. (3 students)
School self evaluation through the SEF, indicates a movement from sustaining and growing towards excelling in the Learning Domain – Wellbeing (Behaviour)	<p>SRC contributions. \$1000 QuEST training</p> <p>Used all of the free vouchers from Coles sporting program. \$3000.</p> <p>School has been successful in gaining \$ 3 500 in grants for SRC garden and recycling project.</p> <p>TPL for debating workshops \$500</p>	<p>PBL team ensures positive behaviours and demonstration of core school values are explicitly , consistently and supportively applied across the school. Staff commitment to the processes promote supportive student wellbeing and optimum learning conditions.</p> <p>Positive leadership opportunities for all students. PBL focus through curriculum has kept this firmly in the spotlight. The wellbeing of students is explicitly supported by staff. Expectations of behaviour are explicitly, consistently and supportively applied across the school. Achievements of leadership groups can be seen throughout the school.</p>
School self evaluation through the SEF, indicates a movement from sustaining and growing towards excelling in the Learning Domain – Learning Culture (Attendance)	LAST. HSLO. Classroom teacher support	92% attendance. A good achievement as we have followed up relentlessly on attendance issues. We have good systems and structures in place to support this. Classroom teachers follow up initial concerns. Good communication between home and school is assisting this process. Attendance percentages would have been higher however there was a small cohort with poor attendance. School used all resources including HSLO to improve this.

Next Steps

*The LAST systems are complex. The positive impact of a well organised LAST are clear. Paul Lynch (AP) will lead the LAST. This will incorporate further teacher support from Toby Coleman (AP) in a dual role of 0.5 LAST and 0.5 instructional Leader and Kristy Maynard (Reading Recovery and LAST). Significant SLSO classroom support will be allocated to support student learning. **(SEF Leading Domain – School Resources)**

*L3 is now a long-standing program in the school. Over the years we have trained a number of teachers. Those teachers are now able to transfer those skills into their teaching no matter the year they teach. We will continue to support professional learning to ensure the program stays as one of our strategies to improve student outcomes in literacy. **(SEF Teaching Domain – Learning and Development)**

*Incorporate appropriate professional learning for SLSOs as part of their PDPs to ensure they have the necessary skills to best support student learning. **(SEF Leading Domain – Educational leadership)**

*Liaise with parents/carers and outside agencies to offer professional support to families that require adjustments to their learning. Where possible offer suitable times and spaces at school for these professionals to work with students. (Eg speech pathologist, occupational therapist.) Staff to undertake further professional learning in registered courses. **(SEF Leading Domain – Educational leadership)**

*Continue to monitor the school's attendance patterns and trends. Consider the reasons for attendance patterns. Respond in a timely, supportive manner to assist families that struggle to attend school regularly. Celebrate and reward those with exemplar attendance. **(SEF Leading Domain – Management Practices and processes.)**



Strategic Direction 2

Teaching – Building Practice and Excellence

Purpose

A coherent, sequenced plan for curriculum delivery ensures teaching and learning expectations and a clear reference for monitoring learning across all year levels. A collaborative whole school culture ensures there will be a common approach to these tasks.

Overall summary of progress

Professional Learning Communities. (PLCS)

Throughout 2018 our school's journey with Professional Learning Communities has allowed for increased time to plan, implement and evaluate quality teaching practices. This professional learning opportunity has been within school and between partner school, Nambucca Heads Public School and SWRPS. Practices incorporated into the project have included:

- * Using tools for implementing effective professional learning, such as PDPs, research and coaching.
- * Providing the opportunity for collegial support in reflecting on practice and planning.
- * Organising school timetables to allow time for staff to meet and plan regularly.
- * Using student achievement data and samples of student work to maintain a focus on student need.
- * Focusing on learning, delivering strategies that can be implemented in the classroom straight away and evaluated in the following weeks.
- * Taking time to become proficient at new strategies, so regular cycles of learning, observation and review can be used to support and track progress.
- * Seeking feedback after each PLC session about what worked well and what could be improved

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School self evaluation through the SEF, indicates a movement from sustaining and growing towards excelling in the teaching Domain – Effective Classroom practice (Lesson Planning)	<ul style="list-style-type: none">• TPL (\$30 610.00)• Class budgets (\$55 87.00)• KLA budgets (\$80 26.00)	In school teams have been working well as a group. Stage 3 professional learning visits between Nambucca Heads P.S and SWRPS have been highly successful. Teachers have made several significant changes to planning and teaching practice. Teachers are using more explicit teaching techniques in questioning and assessing to identify and support students' learning needs. K–2 visits to NHPS have been delayed due to lack of casual staff to make it happen. Will reschedule for 2019.
School self evaluation through the SEF, indicates a movement from delivering towards sustaining and growing in the Teaching Domain – Professional Standards (Literacy and Numeracy Focus)	Linked to TPL, LAST and equity budgets.	Year 3 NAPLAN scores show school is performing above state average in reading, spelling, writing grammar and punctuation. Year 3 numeracy is below state average but above SSSG. Year 5 NAPLAN spelling results were pleasing while the other domains are areas requiring further attention. L3 data indicates 85% of Kindergarten students at or above expected text level. Teachers are proficient in their teaching of literacy and numeracy, meeting the needs of students in their stage.
Indication from assessment tasks and work samples of improved	TPL from stage planning days each term	A range of strategies were used to track student progress, reward achievement and adjust teaching

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
student performance in literacy and numeracy		and learning programs including: <ul style="list-style-type: none">• Gathering a range of students' work samples at various stages of an activity, including anecdotal records and students' oral, written and multimedia work samples.• Analysing the quality of student responses against criteria, including rubrics.• Assessing students' integrated use of knowledge, understanding and skills rather than discrete facts and skills used in isolation.

Next Steps

*Plan and implement Professional Learning Communities both within school and in partnership with Nambucca Heads Public School. Collegial visits that include classroom observations, feedback and discussion groups. **(SEF Teaching Domain – Learning and Development)**

*All teaching staff work toward NESA accreditation including professional learning hours in registered and developed courses. **(SEF Teaching Domain – Professional Standards.)**

- Stage groups to further analyse NAPLAN data and other assessments to further inform explicit teaching focuses. Instructional Leader to schedule professional learning on High Impact Teaching Strategies to support this. **(The school provides/facilitates professional learning that builds teachers' understanding of effective strategies in teaching literacy and numeracy skills and knowledge. SEF Teaching Domain – Literacy and Numeracy Focus)**



Strategic Direction 3

Leading – A Positive School Culture

Purpose

To further develop a positive school culture where staff, students and parents work together to achieve improved outcomes.

The active engagement and communication with parents, community members, other schools, businesses and local organisations is essential to improving levels of student engagement and learning outcomes.

Overall summary of progress

Instructional Leaders.

Our Instructional Leader has taken on the role of building the capacity of teachers to deliver high-quality pedagogy through focused in-school professional learning. This leadership sets the direction and influences members of the teaching staff to work together toward meeting organisational goals. This position has been funded through the school's QTSS staffing allocation. As key instructional leaders, the executive share their leadership with teachers to promote reflection and collaborative investigation to improve teaching and learning.

Communication

The school provides regular opportunities for the community to receive information and contribute positively to the school. This includes P&C, parent helper program, parent information workshops and collaborative planning. The school continues to seek and address feedback from the community to improve student learning and wellbeing.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School self evaluation against the SEF, indicates a movement from sustaining and growing towards excelling in the Leading Element – Management Practices and Processes (Community Satisfaction)	Principal support budget \$16 092 School funds electronic sign \$20 327	There have been strong advances in improved communication and parent engagement during 2018. The school solicits and addresses feedback on school performance from students, staff and the broader school community. The leadership team measures school community satisfaction and shares its analysis and actions in response to the findings with its community.
School self evaluation against the SEF, indicates a movement from delivering towards sustaining and growing in the Leading Element – Educational Leadership (Instructional leadership)	Quality Teaching, Successful Students (QTSS) (\$52 000.00)	The financing of an IL in our school has placed an emphasis on professional learning and developing effective instructional leadership. This leadership attributes to facilitate whole school improvement. The success of this program will see a broadening of the role in 2019. Additional teacher time will be allocated to support this program. Professional learning in the school emphasises developing effective IL, management skills and leadership to facilitate whole school improvement

Next Steps

*Further TPL for IL and exec staff in Learning Sprints and leadership skills. Timetable additional time for IL to meet with staff in order to facilitate whole school improvement in targeted areas. **(SEF Leading Domain – Educational Leadership)**

*Continue to strengthen the PBL processes school wide. Organise for AP PBL team to visit the school in 2019 and complete SET data. Use these recommendations to further improve PBL systems. **(SEF Learning Domain – Wellbeing)**

*Co-ordinate parent workshops around curriculum and quality teaching. Survey parents post these workshops to plan for

further sessions. Co-ordinate enhanced Creative Arts opportunities for students. Investigate ways to improve social media to positively promote the school. **(SEF Leading Domain – Community Satisfaction)**



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$78 106 Combination of SLSOs and student support	<p>Parents and community members have the opportunity to engage in a range of school-related activities which help build the school as a cohesive educational community. Over the past 5 years, Year 3 NAPLAN scores for our Aboriginal students have been above that of the state in:</p> <ul style="list-style-type: none"> • Grammar and punctuation 5 out of 5 years • Numeracy 4 of the 5 years • Reading 5 of the 5 years • Spelling 5 of the 5 years • Writing 3 of the 5 years • <p>Over the past 5 years, Year 5 NAPLAN scores for our Aboriginal students have been above that of the state in:</p> <ul style="list-style-type: none"> • Grammar and punctuation 4 of the 5 years • Numeracy 4 of the 5 years • Reading 4 of the 5 years • Spelling 5 of the 5 years • Writing 4 of the 5 years
Low level adjustment for disability	<p>0.7 staffing entitlement. \$28 555 flexible funding. Integration funding support \$39 551</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$ 100 476.00) • Low level adjustment for disability (\$100 476.00) 	<p>The wellbeing of students is explicitly supported by identified staff. Differentiation of curriculum delivery within classrooms happens for students with particular identified needs. The parents of those students involved are advised about adjustments made.</p>
Quality Teaching, Successful Students (QTSS)	0.5 teacher allocation. \$ 52 000	<p>The leadership team ensures that implementation of syllabuses and associated assessment and reporting processes meet NESA and DoE requirements, forming a sound basis for student learning. Professional learning in the school emphasises developing effective instructional leadership.</p>
Socio-economic background	<ul style="list-style-type: none"> • Socio-economic background (\$ 108 174.00) • Socio-economic background (\$108 174.00) 	As per LAST in strategic direction 1.
Location	<ul style="list-style-type: none"> • Location (\$ 81 418.00) • Location (\$81 418.00) 	As per LAST in strategic direction 1. Location funds also used for supporting travel, excursions and sporting and cultural events.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	142	141	157	163
Girls	147	157	157	164

Student attendance profile

School				
Year	2015	2016	2017	2018
K	91.8	94.7	94.4	93.4
1	91.5	93.8	93.9	93.3
2	92	93.6	93.5	91.4
3	93.2	94.1	92.3	93.9
4	92.9	92.2	93.3	90.6
5	92.8	92.7	93.6	88.4
6	92.5	92	91.9	91.8
All Years	92.4	93.3	93.3	92
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

Student attendance is monitored through the LAST. SMS messages are sent to parent/caregivers daily to notify of non-attendance. This service has improved the process of recording justified student absences in a timely manner. Teachers submit an attendance tracking sheet to the LAST every five weeks. The LAST then follows up any areas of concern via phone calls and meetings. Every avenue to support student attendance is taken by the LAST over a period of time. In some cases it is necessary to seek the support of the Home School Liaison Officer (HSLO) to further support families with this process.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	11.56
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Administration and Support Staff	3.02

*Full Time Equivalent

The Australian Education Regulation 2013 requires schools to report on Aboriginal composition of their workforce.

South West Rocks Public School currently has one Aboriginal member on the teaching staff and one Aboriginal SLSO.

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

The teaching staff at SWRPS participated in several professional learning opportunities designed to build the capacity of staff to achieve our key priorities set out in our school plan.

Administrative staff participated in several professional learning activities to support them to effectively meet the demands of their roles and responsibilities.

2018 Professional Learning included:

* SWRPS has made initial links with Nambucca Heads Public School to form Professional Learning Communities (PLC). Reciprocal visits commenced in Term 1 with further visits programmed for 2019. Classroom lesson observations based on an agreed feedback model. Teachers engaged in observation of peers leading to debate and discussion about teaching supporting the capacity for refining classroom practice using the Quality Teaching Framework. The focus

during this process was on learning rather than the individual teacher. From this teachers have a framework from which to commence important conversations not only about the specific lesson observed but also about teaching in general.

* Staff, both teaching and non-teaching, also completed mandated professional learning in Child Protection, Code of Conduct, CPR and Anaphylaxis.

* Individual teachers supported their professional knowledge by attending professional learning courses online to pursue areas that they require for supporting individual student needs. All teachers are planning further professional learning in both registered courses and developed courses to maintain professional registration with NESAs

*SLSOs participated in Multilit training. This enabled the implementation of the Multilit program across the school. Due to the success of this program it is anticipated there will be further professional learning in 2019.

*The principal, Senior Administration Manager (SAM) and Senior Administration officers (SAOs) took part in Learning Management Business Reform (LMBR) professional learning. SWRPS has now moved to LMBR on a full-time basis

*Further professional learning was undertaken in Agile Leadership with Dr Simon Breakspear. This workshop had a focus on change and improvement processes within schools. The "Learning Sprints" model from these workshops will be implemented across the school in 2019.

*The school continues to support professional learning for teachers in the L3 program for both those continuing the program and those teachers new to the program.

- The principal and executive staff participated in a number of professional learning workshops and coaching sessions with the PSL to gain a deeper understanding of the External Validation (EV) process. This learning had a direct positive impact on the successful school EV submission.

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	266,769
Revenue	2,931,886
Appropriation	2,818,423
Sale of Goods and Services	11,304
Grants and Contributions	99,177
Gain and Loss	0
Other Revenue	0
Investment Income	2,982
Expenses	-2,892,930
Recurrent Expenses	-2,892,930
Employee Related	-2,628,719
Operating Expenses	-264,211
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	38,956
Balance Carried Forward	305,726

The responsibility for the School Financial Management is the Principal's responsibility although the day to day accounting work is undertaken by the School Administrative Manager. The Finance committee meet each month to ensure the accuracy, reliability and integrity of accounting and financial administration. The Finance in Schools Handbook is used to support the school in complying with the Public Finance and Audit Act. Professional learning was undertaken again this year to develop further understanding of the recently implemented integrated administration systems.

The Annual Financial Statement is linked to the School Plan in line with the budget set by the Financial Committee who plan and monitor the income and expenditure against the budget on a regular basis.

Funds available will continue to manage teaching and non-teaching salaries, school teaching and learning resources, school maintenance, utilities, administrative resources and contract agreements.

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	2,371,200
Base Per Capita	60,718
Base Location	81,418
Other Base	2,229,064
Equity Total	226,667
Equity Aboriginal	46,319
Equity Socio economic	78,106
Equity Language	808
Equity Disability	101,434
Targeted Total	39,551
Other Total	97,107
Grand Total	2,734,526

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.

The percentage of students in the top two bands for literacy in 2018 is indicated below:

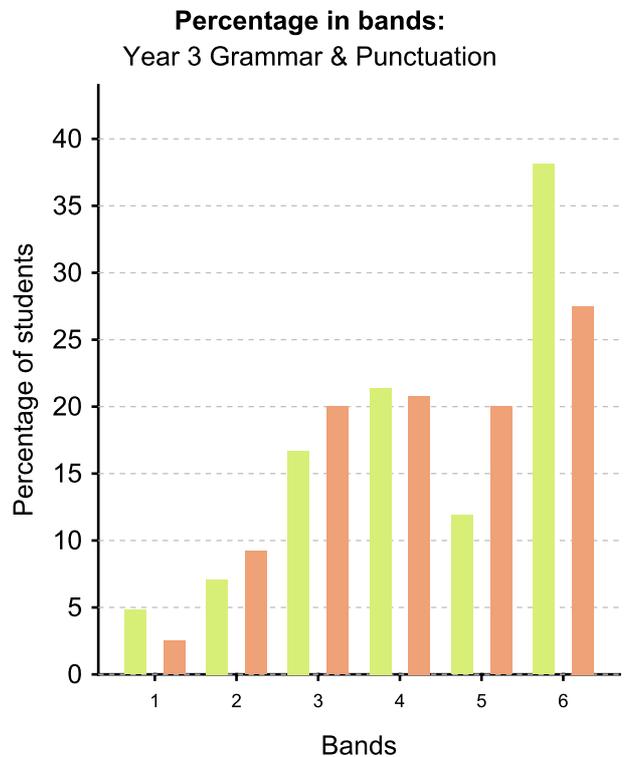
Year 3

- Grammar and Punctuation – 50%
- Reading – 65.9%
- Spelling – 64.3%

- Writing – 48.8%

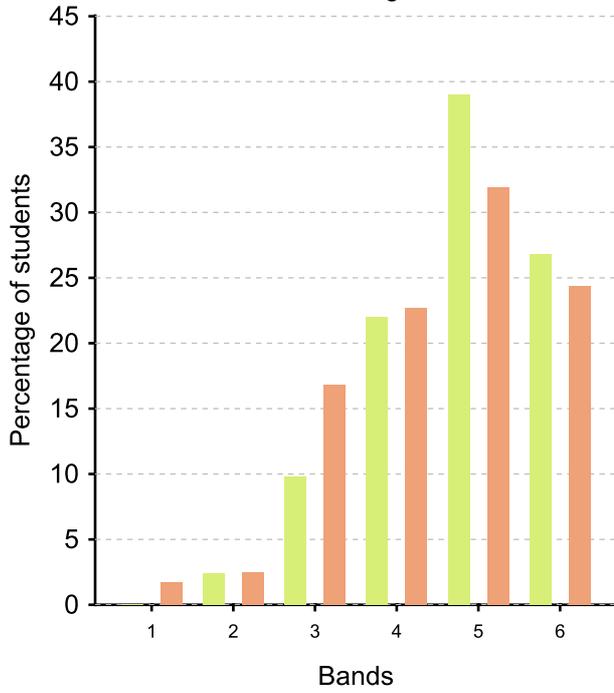
Year 5

- Grammar and Punctuation – 22.2%
- Reading – 29.6%
- Spelling – 18.5%
- Writing – 3.7%



Band	1	2	3	4	5	6
Percentage of students	4.8	7.1	16.7	21.4	11.9	38.1
School avg 2016-2018	2.5	9.2	20	20.8	20	27.5

Percentage in bands:
Year 3 Reading

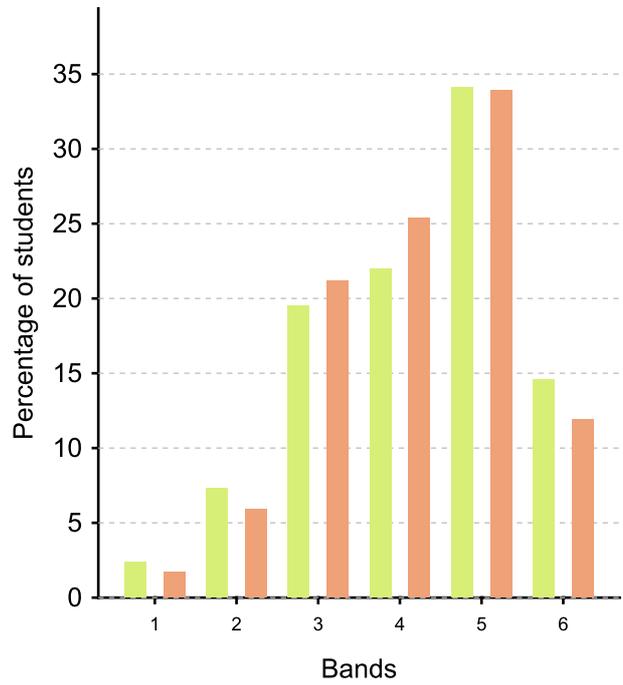


■ Percentage in Bands
■ School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	0.0	2.4	9.8	22.0	39.0	26.8
School avg 2016-2018	1.7	2.5	16.8	22.7	31.9	24.4

Band	1	2	3	4	5	6
Percentage of students	4.8	9.5	2.4	19.0	40.5	23.8
School avg 2016-2018	3.3	9.2	16.7	22.5	28.3	20

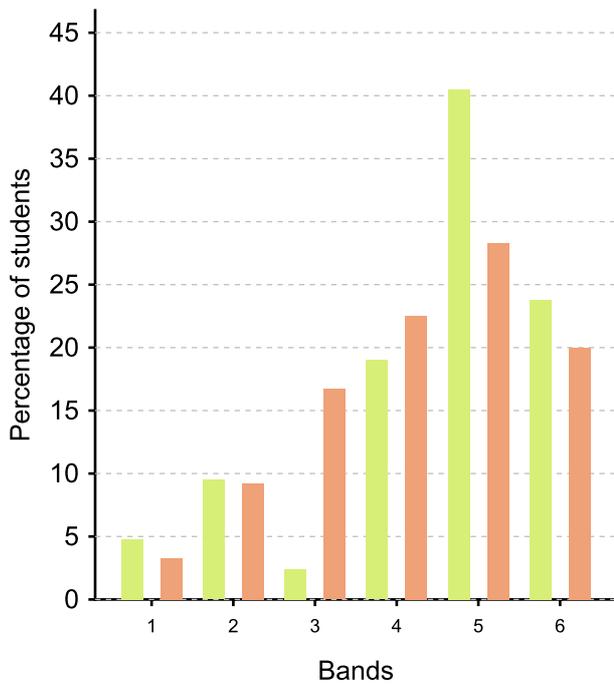
Percentage in bands:
Year 3 Writing



■ Percentage in Bands
■ School Average 2016-2018

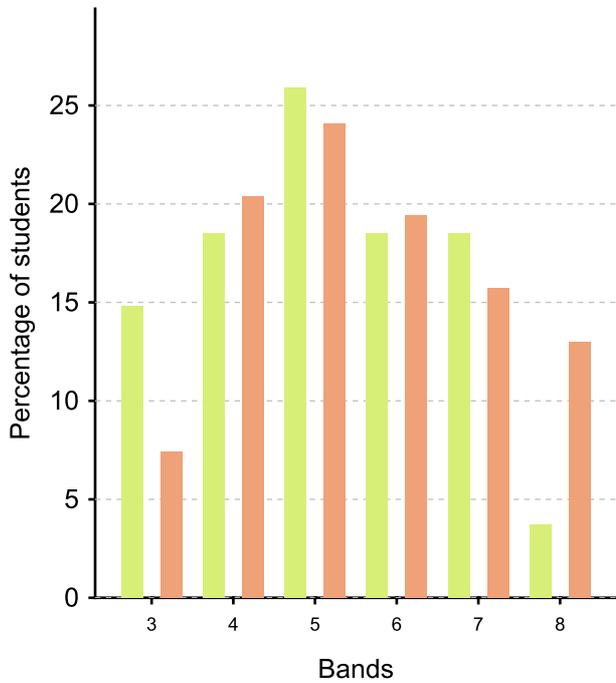
Band	1	2	3	4	5	6
Percentage of students	2.4	7.3	19.5	22.0	34.1	14.6
School avg 2016-2018	1.7	5.9	21.2	25.4	33.9	11.9

Percentage in bands:
Year 3 Spelling



■ Percentage in Bands
■ School Average 2016-2018

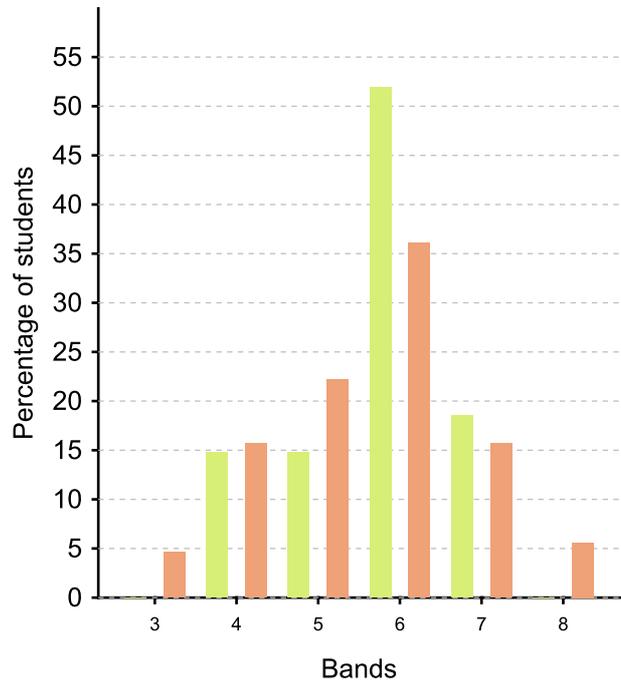
Percentage in bands:
Year 5 Grammar & Punctuation



Band	3	4	5	6	7	8
Percentage of students	14.8	18.5	25.9	18.5	18.5	3.7
School avg 2016-2018	7.4	20.4	24.1	19.4	15.7	13

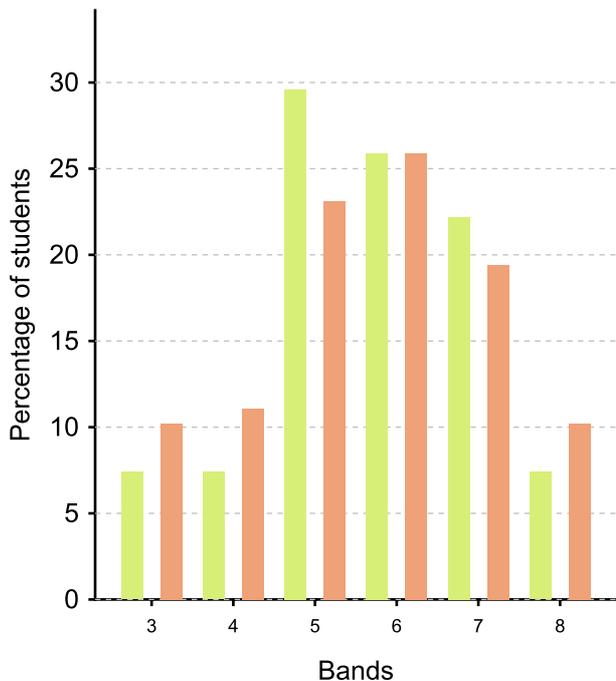
Band	3	4	5	6	7	8
Percentage of students	7.4	7.4	29.6	25.9	22.2	7.4
School avg 2016-2018	10.2	11.1	23.1	25.9	19.4	10.2

Percentage in bands:
Year 5 Spelling

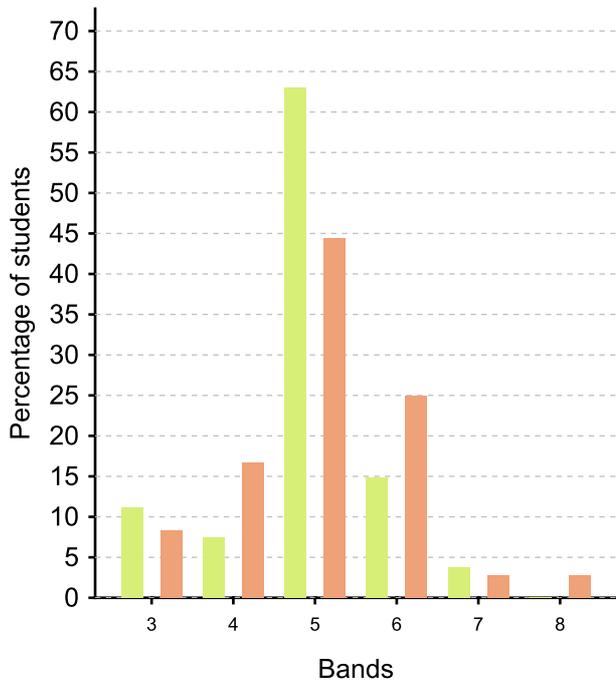


Band	3	4	5	6	7	8
Percentage of students	0.0	14.8	14.8	51.9	18.5	0.0
School avg 2016-2018	4.6	15.7	22.2	36.1	15.7	5.6

Percentage in bands:
Year 5 Reading

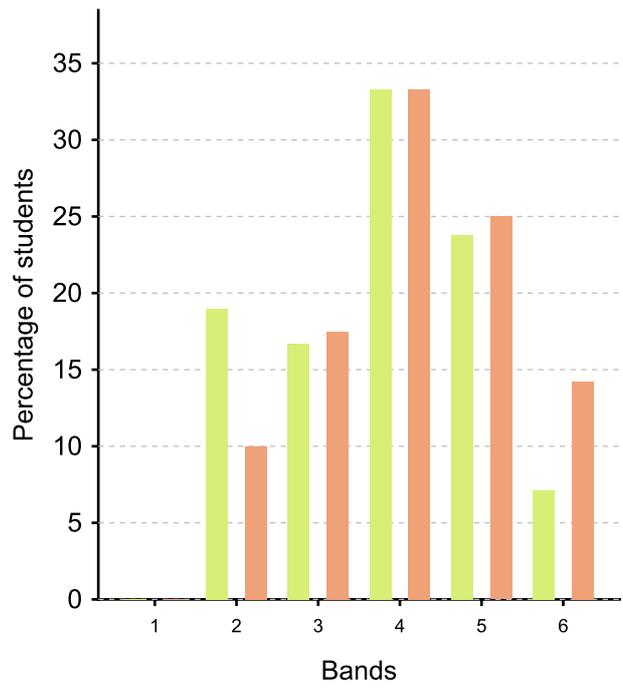


Percentage in bands:
Year 5 Writing



Band	3	4	5	6	7	8
Percentage of students	11.1	7.4	63.0	14.8	3.7	0.0
School avg 2016-2018	8.3	16.7	44.4	25	2.8	2.8

Percentage in bands:
Year 3 Numeracy

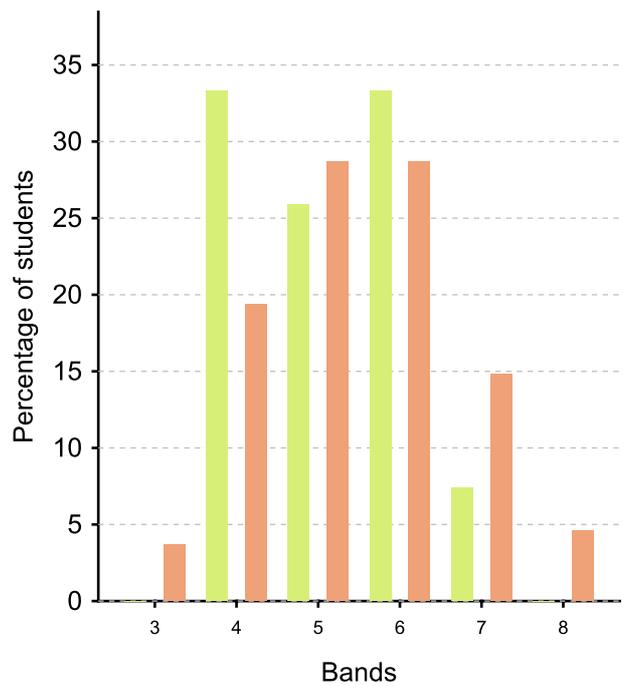


Band	1	2	3	4	5	6
Percentage of students	0.0	19.0	16.7	33.3	23.8	7.1
School avg 2016-2018	0	10	17.5	33.3	25	14.2

The percentage of students in the top two bands for numeracy in 2018 is indicated below:

- Year 3 – 31%
- Year 5 – 7.4%

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	0.0	33.3	25.9	33.3	7.4	0.0
School avg 2016-2018	3.7	19.4	28.7	28.7	14.8	4.6

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.

Scout data indicates:

% of results in Top 2 bands for reading and numeracy by calendar year

2015 = 34%

2016 = 32.5%

2017 = 42.41%

2018 = 40%

Scout data indicates:

% of results for Aboriginal students in Top 2 bands for reading and numeracy by calendar year

2015 = 22.73%

2016 = 22%

2017 = 33.33%

2018 = 10%

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below. Parents were asked for their feedback in several ways including, online and written surveys, phone contact and focus groups. Parents were asked to assist the school in developing strategic directions as part of the 2018–2020 school plan.

In 2018 the school introduced a Yarning Circle as part of gathering feedback and responding to community needs. The Yarning Circles are used by to discuss issues in an inclusive and collaborative matter. We can follow the model of the Yarning Circle to discuss deep issues. It is important to be present, to have respectful interactions, to be open and honest, to listen deeply, acknowledge others and offer your own thoughts and feelings in turn. The Yarning Circle has been a positive addition to the way we connect to the local Aboriginal community and support student learning and wellbeing. From the feedback we receive from the Yarning Circle the group select two priorities to put into place and then reports on the progress of these at the next meeting.

Two of the biggest priorities have been the employment of an Aboriginal SLSO and greater local community involvement in events. These have both been achieved. We will continue the Yarning Circle concept in 2019.

Parents were asked their opinions on school to home communication and student interests. Parents strongly supported the use of Class Dojo as a means of communication as it is timely and readily accessed with phone technology. Face to face meetings are very important to parents and they also appreciate teachers making alternative arrangements to communicate when in person interviews cannot be arranged. The school understands the importance of good communication and will continue to strengthen this. In particular we will be seeking further ways to recognise student achievement through our PBL processes. In relation to student interests there was strong feedback on sport and creative arts. The school continues to provide quality programs in these areas. In response to this feedback we have expanded our creative arts and sports activities and ensured extra funds are allocated to support these.

We received very positive feedback from parents when asked the question, **What do you best like/appreciate about SWRPS?** All responses were positive. I have selected a few quotes below to demonstrate this.

- The friendly nature of staff and students.
- SWRPS is an encouraging community that develops my child in an exceptional manner.
- It's a fantastic community environment that seems to care for each individual student.
- *****'s teacher is excellent and shows a real interest in and care for her learning and wellbeing.

Student feedback was positive with particular reference to the activities the SRC provides. Students enjoyed being involved in the whole school recycling and gardening program, Clean Up Australia Day and other charitable events. Another highlight for students is the senior students delivering lessons on values through the QuEST leadership program. These programs give all students the opportunity to demonstrate the school values of **Care, Co-operation and Courtesy**.

Staff feedback was positive when asked about the professional learning opportunities. Professional links with Nambucca Heads Public School have been successful in providing quality learning experiences for staff. The addition of an Instructional Leader position in 2018 provided extra support for all staff in developing quality teaching and learning programs. Both these initiatives will continue in 2019 with increased funds and time allocated to ensure their success.



Policy requirements

Aboriginal education

South West Rocks Public School has demonstrated the Department's Aboriginal education policies and the Strategic Direction—Creating Futures Together, by developing Personalised Learning Pathways, catering for different learning styles, fostering a culture of high expectations and implementing sensitive practices for Aboriginal students and of Aboriginal culture. The outcome has been improved cultural and cross-cultural understanding, an awareness of Aboriginal culture and support for local Aboriginal values and knowledge. Aboriginal students are supported by strong partnerships between schools, families and communities to increase engagement in education. 100% of Aboriginal students have Personalised Learning Plans developed and receive additional support through RAM Equity funding for Aboriginal students. Aboriginal perspectives are incorporated into Units of Inquiry and there is a clear increase in staff understanding of Aboriginal culture and history, particularly from a local perspective. Three staff members participated in the **"Connecting to Country"** professional learning run by the local AECG. Three more staff members will participate in this training in 2019. This training will continue until all staff are trained. An Aboriginal SLSO has been appointed in 2019. The creation of this position will further strengthen the support for students and families. forty of our Aboriginal students took part in the Cultural Awareness training with Uncle Fred Kelly and our Aboriginal SLSO Mal Webster.

Parents and community members have the opportunity to engage in a range of school-related activities which help build the school as a cohesive educational community. Over the past 5 years, Year 3 NAPLAN scores for our Aboriginal students have been above that of the state in:

- Grammar and punctuation 5 out of 5 years
- Numeracy 4 of the 5 years
- Reading 5 of the 5 years
- Spelling 5 of the 5 years
- Writing 3 of the 5 years

Over the past 5 years, Year 5 NAPLAN scores for our Aboriginal students have been above that of the state in:

- Grammar and punctuation 4 of the 5 years
- Numeracy 4 of the 5 years
- Reading 4 of the 5 years
- Spelling 5 of the 5 years
- Writing 4 of the 5 years

Multicultural and anti-racism education

SWRPS has a small number of students from other cultures or Non-English-Speaking Backgrounds. We celebrated Harmony Day and the students from K-6 participated in activities and produced artworks on the theme of "We All Belong". At South West Rocks

Public School, we believe it is important for all students to have an understanding and appreciation of different countries, their people and cultures. Throughout 2018 we have promoted student understanding through research units focusing on different countries throughout the world, their people and culture. The units of work are integrated across the key learning areas. Current issues, significant events and celebrations are acknowledged and incorporated into the students' learning experiences. The whole school anti-racism policy ensures equity for all.