

St Marys South Public School

Annual Report



2018



4279

Introduction

The Annual Report for **2018** is provided to the community of St Marys South Public 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.

Harry Vassila

Principal

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Message from the students

This year has been filled with excitement, joy and happiness. There has been a lot of opportunities to learn in academia, social skills, music, dance and how to be outstanding citizens. Some of the opportunities we will cherish include meeting the Mayor of Penrith, going on the Great Aussie Bushcamp and going to the RSL club to lay a wreath on ANZAC day with the school leadership team. We also held a Spring Fair for learning opportunities such as how to collaborate and run a business. We also had the chance to meet Lisa Shanahan, an author that writes Children's fiction books and novels. Our technology has excelled throughout the years, and this year the library and our classrooms received an Active Panel, and it has vastly improved our learning time. Our school participated in a Swimming and Athletics carnival and some of our students attended District and Zone, which is a great achievement. Our K-2 students enjoyed excursions, including Kindergarten visiting the farm. We have really fond memories of the farm when we attended ourselves, when we were in year one. Some of our fondest memories include the Easter Hat and Book Character parades. We all visited with Healthy Harold – great education and great fun. At the end of the year we had a Christmas Concert which was run by all the teachers. The programs we have here at St Marys South Public School are excellent for each student to achieve their special interests and learning needs. I am grateful that we could do these types of things at this school every year. It was so good throughout this year to see how far we've come since Kindergarten to Year 6. Through the years, we have been grateful for all the staff that have been so kind and all the things that have happened. We are going to miss this school because of all the activities we do and how patient, caring and most of all supportive the teachers are. We are grateful for all the friends that we have made during our time at primary school and how they have helped us too.

Olivia Rankmore and Luke Keckes

2018 School Captains

School background

School vision statement

To develop outstanding citizens who:

- are creative
- are innovative
- are critical thinkers
- can communicate and collaborate effectively.

School context

St Marys South Public School is located in the Western Suburbs of Sydney, on the fringe on the Penrith Valley. Our school prides itself on effective and quality innovative, rich and authentic learning and teaching to develop outstanding 21st century students.

We provide every student with high quality learning in all curriculum areas through evidence-based teaching practices implemented by our highly dedicated and compassionate educators, in a nurturing, inclusive and innovative learning environment. Our school has a current enrolment of 324 students. Our school community celebrates its rich diversity of students deriving from cultural backgrounds such as Aboriginal and Torres Strait Islander, Arabic, Bengali, Dari, Filipino, Greek, Gujarati, Hindi, Kurdish, Macedonian, Maori, Portuguese, Punjabi and Samoan. More than 85% of our students were born in Australia. Every student is afforded with opportunities within and beyond the school to ensure they can progress and achieve high educational outcomes across academic, musical, creative, technological and sporting areas.

St Marys South Public School initiatives are supported by our strong family, school, community and agency partnerships, and place a high priority on ensuring that our children receive the best possible education for their future. The school has a very strong relationship with the Colyton Learning Community where collaboration and innovative learning practices are shared, developed and celebrated.

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. Our self-assessment and the external validation process will assist the refinement of our school plan, leading to further improvements in the delivery of education to our students. As a result of our self-evaluation, through the rigorous evidencing of our schoolwide practices against the fourteen elements, our school attained an overall on-balance judgement of Excelling in all three domains.

In the Learning domain, our school attained Excelling in the elements of Learning Culture, Wellbeing and Assessment. Our school's embedded practices provide students with differentiated learning and teaching through the provision of evidence-based practices and integrated formative assessment strategies, to engage students in rich learning experiences to ensure they connect, succeed, thrive and learn.

In the Teaching domain, our school attained Excelling in the elements of Effective classroom practice, Data skills and use and Learning and development. Our school's embedded practices engage teachers in high quality, collaborative, evidence-based professional development in a transparent learning culture to harness student learning growth, engagement and performance.

In the Leading domain, our school attained Excelling in the elements of School Planning, implementation and reporting, School resources and Management practices and processes. Our school's embedded practices foster a schoolwide culture of high expectations and proactive engagement with the whole school community underpinned by the strategic vision of our school and a collective responsibility for student engagement, learning development and success.

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

Effective learning and teaching

Purpose

To ensure effective learning and teaching through stimulating and engaging learning environments underpinned by high expectations, reflective and collaborative practices and differentiation.

Overall summary of progress

Throughout 2018, a strong focus on improving our overall student literacy and numeracy performance has been sustained, resulting in improved student knowledge, skills and understandings as part of our commitment to whole school continuous improvement. Our investment in teacher professional learning has contributed to our consistent and effective implementation of differentiated, challenging, quality learning and teaching programs for all students. This year, our school embedded the new ACARA National Literacy and Numeracy Learning Progressions. Regular school based professional learning, student-centred learning intentions and engagement in data-driven practice has been pivotal in their implementation in a timely way, to address individual student learning needs. All K–2 teachers began or continued training in Language, Learning and Literacy (L3) pedagogy, resulting in improved student performance. Three staff members trained in Building Numeracy Leadership (BNL) to further develop our student numeracy capabilities through evidence-based practices, across K–6. An investment in an external numeracy consultant provided teachers with tools and strategies to plan for, and assess, working mathematically skills and strategies encompassed in the NSW K–6 Mathematics syllabus. This initialised a school-wide focus on working mathematically. Through Early Action for Success, instructional leadership has been embedded, providing tailored and targeted professional learning at an individual, stage and whole school level, resulting in improved student literacy and numeracy performance through the leveraging of effective evidence-based, reflective, student-centred, data-driven practices. All teachers have sustained the implementation of research-informed programs in word study and Focus on Reading, resulting in enhanced spelling and comprehension strategies deployed by students. Our Teacher Learning Communities (TLC) were sustained, with our continued focus on embedded formative assessment based on the research of Wiliam and Leahy (2012). As a result, teachers have engaged in an embedded and explicit system that facilitates professional discussion, collaboration, classroom observation and feedback between teachers which has led to improved student results and teaching practice. Four teachers received training in the new revised Best Start Kindergarten Assessment. 100% of staff engaged in professional learning to meet and implement legislative and administrative requirements, including the new PLAN2 software, Code of Conduct and SCOUT. All teachers contributed to the collection and analysis of student assessment data through the Words Their Way Spelling Inventory, Fountas and Pinnell Reading Benchmark System and Schedule for Early Number Assessment (SENA) as part of our schoolwide collective commitment to tracking and monitoring student progress, where significant student performance is evident. 100% of teachers contribute to our active literacy and numeracy data walls which has supported teachers in consistent and comparable judgements. A full day stage-based Data Analysis forum in term 1, and ongoing student-centred, data-driven meetings, have contributed to our improved student achievement. Two teachers previously trained in Reading Recovery deployed their expertise to support all identified students meet and exceed their reading potential through our Intensive Reading Program. An investment in an external Speech Pathologist has led to improved student expressive and receptive language skills, as well as supported teacher pedagogy in language development strategies across K–3. 100% of teachers complete a Performance and Development Plan embedding the Australian Professional Standards for Teachers. Four teachers achieved their Proficient Teacher accreditation status with the NSW Education Standards Authority, and we provided mentorship to four pre-service teachers as part of our partnership with Western Sydney University.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
· Increase in the percentage of students achieving and exceeding expected growth in NAPLAN reading from 56% to 64% by 2020	\$152 000 Funding in total to support all programs.	Our school's average scaled growth was 87.2% in NAPLAN Reading. 51.43% achieved at or above expected growth in Reading.
· 65% of students in K–2 meeting or exceeding expected reading levels, with a 2% increase each year after.		This year, our K–2 students achieved pleasing results, exceeding expected reading levels. Collectively, 76% of K–2 students achieved or exceeded expected reading levels, 11% above our target.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
· PLAN 2 data monitoring and tracking indicates a shift in at least one level across literacy and numeracy for a year's learning for all students.		Through regular monitoring and tracking of student data using the PLAN2 software, students have exhibited demonstrable behaviours across our school-determined collective areas, with student assessment data showing growth across indicators and levels for all students.
· Increase in the overall number of students performing in the top 2 bands in Year 5 Reading – 25% Year 5 Numeracy –15% Year 3 Reading – 32% Year 3 Numeracy – 25%		This year, our school has sustained its collective focus on improving student literacy and numeracy performance. In Year 3 Reading, 32.6% of students achieved in the top two bands, surpassing our target by 0.6%. In Year 5 Reading, 19.4% of students achieved in the top two bands, below our expected target. In Year 3 Numeracy, 14.6% of students achieved in the top two bands. We achieved a 2% increase in the top two bands since 2017. In Year 5 Numeracy, 13.5% of students achieved in the top two bands. We achieved a 3% increase in Band 8 since 2017.
Every teacher uses data to inform and differentiate their teaching and learning by tracking student progress on the learning progressions.		100% of teachers administered diagnostic and formative assessment to inform and differentiate teaching and learning using the learning progressions to identify student demonstrable behaviours. Student assessment data was recorded, tracked and monitored K–6 in PLAN2 for our school-determined focus sub-elements. 100% of teachers embed flexible and fluid groupings to support students at their point of need.
All teachers embed explicit, systematic and balanced pedagogies and engage students in modelled, guided and independent learning.		100% of teachers deploy evidence-based practices to support student learning and overall performance.
100% of teaching and learning programs show evidence of data-driven practices to support students achieve individual learning goals.	\$6000	Every teacher engaged in a whole day data analysis planning forum. Ongoing data conversations were implemented through a whole school coordinated approach and instructional leadership. Student assessment data was collaboratively analysed to devise student individual learning goals. All teachers use evidence-based diagnostic and formative assessment to inform teaching and learning practices.

Next Steps

During 2019, we will sustain our focus on improving the performance of every student across literacy and numeracy through evidence-based, data-informed practices. A schoolwide priority in the effective and consistent execution of Writing, Spelling (Words Their Way) and Working Mathematically researched-informed practices will be actioned, with literacy and numeracy capabilities embedded across all subject areas. A significant increase to our teacher learning and support allocation for every class will be deployed, providing targeted intervention, to collectively improve the progress of each student in literacy and numeracy. An investment in teacher professional learning, including sustaining of our

professional learning community platform and instructional leadership, will contribute to our schoolwide commitment to improving our student learning achievements. We will sustain our emphasis on embedding concrete and practical materials in learning and teaching, as well as our commitment to the implementation of the National Literacy and Numeracy Learning Progressions. Sustained implementation of the Australian Professional Standards for Teachers to set effective performance and development goals, as well as nurturing teachers in the achievement and maintenance of accreditation at all levels, including higher levels of accreditation, will be enacted. Our partnership with Western Sydney University will be sustained to support pre-service teachers complete their Professional Experience placement.

Strategic Direction 2

Effective student engagement

Purpose

To ensure that every student is empowered with the social, emotional and physical skills to succeed in school life and beyond. Students will be engaged in meaningful, challenging and innovative learning experiences that significantly improve educational outcomes.

Overall summary of progress

In 2018, the school has continued its commitment towards ensuring our students are involved in engaging, meaningful and challenging learning experiences that significantly improves educational outcomes. Through a variety of whole school and specifically targeted initiatives, the school has continued to refine and improve upon its already successful practices. This year the school has continued to refine its student wellbeing policies and specifically targeted the improvement of its PBL systems. By involving all stake holders of the school community in this holistic refinement of PBL behaviours and expectations, the school has ensured that St Marys South Public School is a positive and highly engaging educational environment where students feel safe, supported and valued.

A school-wide, collective responsibility for student learning and success, in which student attendance is of great importance was further fostered and promoted in 2018. The school introduced regular positive incentives for attendance and continued to work with all stakeholders to assist families in order to improve poor attendance. This resulted in an improvement of attendance to over 90%.

In 2018, the school continued to purchase innovative ICT equipment aimed at improving student engagement in the classroom in order to maximise student outcomes. The acquirement of these resources has given every student across the school daily access to a digital device and the endless possibilities such engaging technology provides.

This year the school established a partnership with the Western Sydney University and engaged in the 'First Foot Forward Program'. The partnership enabled student's direct access to the large range of resources and personnel at the disposal of the university and gave them valuable experiences across a range of Key Learning Areas. The program was a great success with 100% of students surveyed finding the experiences engaging and inspiring.

To further promote and support student engagement and learning, St Marys South Public School has also continued to run and improve several essential and effective programs and initiatives such as Transition to School, Early Intervention Programs, Homework Club, Transition to High School, Gardening Club, a range of creative art groups and the Chaplaincy program. The school also performed in the Colyton Showcase and had a group of students represent the school at the Festival of Instrumental Music.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
80% of staff, students and parents able to communicate the core school rules.		Anecdotal evidence and student surveys indicates up to 85% of students, staff and parents are able to communicate the core school values.
Increase in student attendance to 93%.		<p>Student attendance for 2018 was over 90%. Failure to reach our target can be attributed to a small number of students experiencing significant number of unexplained absences or extended periods of leave. The school is continuing to work with families and the Home School Liaison Officer to improve student attendance. The school has also introduced regular positive incentives for attendance.</p> <p>We are continuing to work with all stakeholders to increase early identification of students with attendance of concern and will look at developing a variety of communicational platforms to increase the community's understanding of the importance and benefits of regular attendance.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff and students use Growth Mindset strategies to enhance learning.	\$6000	In 2018 we ran several professional development sessions to introduce and build staff knowledge and understanding of Growth Mindset. We utilised the school's newsletter to communicate with parents and inform them of these strategies and what it looks like in practice.

Next Steps

In 2019 the Effective Student Engagement team will continue to ensure student welfare and engagement is at the forefront of teaching and learning programs at St Marys South Public School.

We will continue to look at initiatives to motivate and support students and parents to improve attendance rates across the school. Positive incentives will continue to be utilised and we will build an effective and collaborative relationship with the new Home School Liaison Officer.

Utilising internal data to inform key PBL decisions will ensure we are continuing to refine and support students and staff at their greatest point of need. Promoting positive expectations across the school community is also a target for 2019.

Effectively utilising existing and emerging technologies will further support and engage students in the curriculum at St Marys South Public School. We will continue to explore how these resources are best utilised throughout the school in order to maximise educational outcomes. Resourcing a greater range of flexible learning environments within existing classroom structures is also a priority.

To ensure teachers are given the best opportunity to refine and improve their knowledge and understanding of evidence-based pedagogy, an innovative professional development centre will be established. The space will allow teachers to effectively collaborate and work in partnership towards maximising educational outcomes and priorities.

In 2019 we will further drive a Growth Mindset philosophy throughout the school in order to engage, support and motivate our students to achieve the highest possible educational outcomes. We will also strive to include and shift mindsets of the parents and community towards this philosophy, further driving a collective efficacy of student improvement.

Strategic Direction 3

Effective community partnerships

Purpose

To build a strong community connection with outside agencies and increase community and parent participation in school life. Allowing our students the opportunity to succeed and become highly confident and empowered citizens.

Overall summary of progress

In 2018, our continued priority of improving the overall community participation within our school has seen steady progress. Improving parent participation within the school continued to be a significant target for 2018. After surveying parents/carers, as to their needs in supporting their children's learning, we held information sessions on helping children at home with numeracy. We had an increased attendance at these sessions. We also provided information on 'Reading to your Child at Home' on Facebook. This reached 217 community members.

Parents/Carers were also invited to participate in Meet the Teacher, where teachers shared with parents/carers the expectations, the school vision and an understanding about the collective ways to support their child's learning both at school and home. Parents/carers were also invited to Parent Teacher Interviews with 78% attendance. This showed that it is evident that these interviews are highly valued and help strengthen the school/home partnership. P & C Meetings also saw a significant increase in attendance this year.

Parents/Carers of students on Personalised Learning Plans (ATSI, Learning Support and Out of Home Care students) were invited for frequent meetings with teachers to discuss and evaluate their child's learning plan.

Effective communication survey feedback showed that 93% of parents were very satisfied with the way we communicated with them through the school newsletter, Facebook (averages 450 followers) and the school website (482 views per week).

Throughout the year, we continued to build relationships with outside agencies. Connect Child and Family Services supported us by running the Starting School Group program and Mission Australia ran Boot Camp weekly for parents and the Silver Steps parenting group. Lifesart offered a weekly playgroup. We connected with Learning Links and implemented the Numeracy program, through training an increased number of parents to support our students. The School Chaplain's role continued, focusing on providing support to targeted students and groups throughout the year.

School and community events such as Open Day, Easter Parade, Book Character Parade and the Christmas Concert, were held and were extremely well attended. These events created a positive sense of community for our students. Students benefited from the school's planned and proactive engagement with parents and the wider community and this has built within our school community, a cohesive educational alliance.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase parents understanding of how students learn and the importance of student development through school/parent relationship.	\$2 500	<p>Parents/Carers were invited to regular P&C meetings throughout the year. This year, the time of the meeting was changed to 2pm and this saw the number of people attending increase.</p> <p>Parents/Carers were invited to information sessions – one on PLAN data and another on Numeracy. 'Meet the Teacher' sessions were held and well attended across all stages.</p> <p>Reports were sent home at the end of Semester 1 and 2, with parent/teacher interviews being held at the end of Term 2. We had a 78% attendance rate.</p> <p>Whole school assemblies were held every 2nd Wednesday and parents invited.</p> <p>We continued to use Facebook to communicate</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase parents understanding of how students learn and the importance of student development through school/parent relationship.		with our community, to showcase student work/activities, add reminders and provide information on how to help their child/ren at home. Notes and the newsletter were also sent home.
Increased effectiveness of community partnership and its effect on student engagement through qualitative and quantitative data.	\$35 000	<p>In 2018, we continued our partnership with WSU, hosting practicum students, as well as utilising the resources and sending students in Stage 3 on an excursion to the university.</p> <p>Transition programs were held for students commencing Kindergarten and for Stage 3 transitioning to high school.</p> <p>School Chaplaincy program continued, with a focus on targeted students and groups of students.</p> <p>Links were continued with outside agencies such as WSU, Mission Australia, Silver Steps and Learning Links.</p> <p>Parents/Carers were surveyed to ascertain their needs for helping their child/ren at home. 11 responses were returned and information sessions were held on Numeracy.</p>
Parent, staff and student surveys indicate support of positive school culture, inclusivity and respect.		Tell Them From Me surveys were completed by students, staff and parents.

Next Steps

In 2019, the Effective Community Partnership team will survey parents/carers to ascertain the most effective ways to communicate with them to further strengthen parent involvement and partnerships.

The team will look at ways to increase the number of parents completing the Tell Them From Me survey, so as to gain a better understanding of their needs and to guide our future directions.

The school website and Facebook will continue to be updated throughout 2019. A timetable will be developed for teachers to regularly add classroom learning to showcase daily life at school. Investigations will be carried out as to the best way to provide information about student learning and helping students at home. Previous sessions held at school have seen poor attendance. Digital presentations will be investigated.

The Effective Community Partnership team will continue to hold school events to promote our school and strengthen our community partnership.

There will be a continued emphasis to encourage parents/carers in becoming involved in the school and the programs that we run.

Relationships will continue to be developed with outside agencies. We will continue to work closely with Mission Australia to support our families, as well as both the high school and WSU, and the Learning Links program (this year focusing on Reading for Life).

The Chaplaincy program will continue to support students and an emphasis will be placed on further promoting and expanding the Homework Club.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	142	144	125	146
Girls	178	159	159	167

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.7	93.5	90.1	89.8
1	93.5	93.5	93.5	88.1
2	92	93	92.4	93.2
3	93.4	90.4	91.5	91.7
4	92.1	92.1	90.9	90.2
5	93.3	90.8	90.4	90.9
6	93.9	90.4	89.8	89.5
All Years	93.3	92.1	91.3	90.4
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 a critical part of educational success. St Marys South Public School, in partnership with families, is responsible for promoting regular attendance of all students. Parents are legally responsible for attendance of their children. Electronic roll marking is fully implemented within the school. This assists in recognition of patterns of absences. All significant absences are referred to the Learning Support team for follow up, with a focus on students who were late or who developed a pattern of partial attendance. Both class and school reward systems are in place to improve attendance and regular information about attendance is included in our newsletters. Attendance awards were issued in 2018. Students who

have no more than three days off are rewarded with an attendance certificate at the end of the year. A booklet of absence notes, produced by the school, was sent home as a way of recording absences. These also enabled parents/carers to keep a record of student absences.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	11.85
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.8
School Administration and Support Staff	2.92

*Full Time Equivalent

In 2018, 1 member of the school workforce identifies as being of Aboriginal or Torres Strait Islander descent.

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	0

Professional learning and teacher accreditation

Our schoolwide priority to improve student performance is strengthened through an investment in sustained, high quality, evidence-based teacher professional learning. All professional learning sessions are aligned to our school plan and are delivered through external providers or internal staff members with specific areas of expertise. A strong professional growth culture was cultivated through our collective and sustained implementation of our Teacher Learning Community (TLC) with a schoolwide focus on Embedded Formative Assessment. Our professional learning community provides an explicit and embedded system for collaboration, classroom observation, effective modelling, teacher feedback and trialling of innovative practices focused on improving student outcomes. Our whole day Staff Development Days and weekly

professional learning forums support twenty teachers each session build their capacity in reforms and schoolwide priority areas. During 2018, this included the National Literacy and Numeracy Learning Progressions, Feedback strategies, Assessment practices, External Validation and SCOUT. All teachers received training through an investment in an external mathematics consultant, strengthening our collective expertise in Working Mathematically. Stage meetings and coaching sessions have also contributed to building teacher expertise in interpreting assessment data to effectively progress student achievements. Six staff members completed their second year of L3 Training in Early Stage One or Stage One, while two Year 1 teachers completed their first year of L3 Stage One training, successfully. Three teachers attended Growth Mindset training, and delivered professional learning to our staff. Three staff members completed the Building Numeracy Leadership course, sharing and disseminating their knowledge across our school team. School funds were expended to release teachers to work in collective stage teams to analyse student assessment to design, plan and implement effective learning and teaching at their students' point of need. All staff completed mandatory compliance training, including one staff member training as an Anti-Racism Contact Officer. All staff were equipped by a trained staff member to enable our school to effectively and successfully complete the Copyright Collection Survey during Term 2. The revised NSW Science and Technology K-6 syllabus was initialised in our school through external training of a staff member to build the capacity of our school team in the new curriculum. Every school leader continued to develop their leadership capacity through attending external and network-based professional learning, such as the high impact ChangeLeaders course and EduTech conference. At the beginning of 2018, a state-wide legislative reform saw pre-2004 teachers maintaining Proficient Teacher accreditation with the NSW Education Standards Authority. Embedded systems in our school have supported all teachers gain or maintain accreditation across all levels of the Australian Professional Standards for Teachers. Four teachers successfully attained their Proficient Teacher accreditation during 2018. Our school continues to support teachers within and beyond the school working towards higher levels of accreditation.

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	610,800
Revenue	3,303,176
Appropriation	3,218,061
Sale of Goods and Services	1,764
Grants and Contributions	80,178
Gain and Loss	0
Other Revenue	0
Investment Income	3,172
Expenses	-3,083,168
Recurrent Expenses	-3,083,168
Employee Related	-2,688,318
Operating Expenses	-394,850
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	220,008
Balance Carried Forward	830,807

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

Funds available will continue to manage 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	2,280,763
Base Per Capita	54,917
Base Location	0
Other Base	2,225,846
Equity Total	524,668
Equity Aboriginal	17,291
Equity Socio economic	291,415
Equity Language	38,453
Equity Disability	177,509
Targeted Total	15,001
Other Total	310,277
Grand Total	3,130,708

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

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

School-based assessment

Our school has sustained a strong collective goal to improve our students literacy and numeracy performance through effective embedding of the NSW K–10 English and Mathematics Syllabus.

Our focus on Working Mathematically and enhancing student numerical reasoning, understanding and problem solving has led to the achievement of significant student growth and results across K–6.

As measured against the sub–element of Additive Strategies on the National Numeracy Learning Progression,

98% of Kindergarten students achieved at or above AdS2 Perceptual counting.

100% of Year 1 students achieved at or above AdS3, Figurative counting (imagined units).

98% of Year 2 students achieved at or above AdS4, Counting–on (by ones).

98% of Year 3 students achieved at or above AdS5, Counting back (by ones).

95% of Year 4 students achieved at or above AdS6, Flexible strategies with combinations to 10.

100% of Year 5 students achieved at or above AdS7,

Flexible strategies with two–digit numbers.

100% of Year 6 students achieved at or above AdS8, Flexible strategies with three–digit numbers and beyond, the highest level attainable in this sub–element.

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.

We have sustained a strong focus on whole school continuous improvement, ensuring that every student improves their education results, and this is indicative of our NAPLAN results and the growth our students have achieved. Across Year 3 Reading, Spelling, Writing and Grammar & Punctuation, our students performed above the Statistically Similar School Group (SSSG) average. In Year 5 NAPLAN, our students performed above the Statistically Similar School Group across all areas.

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.

In Year 3 Reading, 32.6% of students achieved in the top two bands. 93% of students achieved at or above the National Minimum Standard. An increase in NAPLAN score average of 14.1 was achieved since 2017, with a 7.39 average above the SSSG in 2018 attained.

In Year 5 Reading, 19.4% of students achieved in the top two bands, 3.8% above the SSSG in Band 8. 91.7% of students achieved at or above the National Minimum Standard. An increase in NAPLAN score average of 13.6 was achieved since 2017, with a 12.2 average above the SSSG in 2018 attained.

In Year 3 Spelling, 32.6% of students achieved in the top two bands. 86% of students achieved at or above the National Minimum Standard. An increase in NAPLAN score average of 5.8 was achieved since 2017, with a 2.18 average above the SSSG in 2018 attained.

In Year 5 Spelling, 35.1% of students achieved in the top two bands. 94.6% of students achieved at or above the National Minimum Standard. An increase in NAPLAN score average of 21.9 was achieved since

2016, with a 15.31 average above the SSSG in 2018 attained.

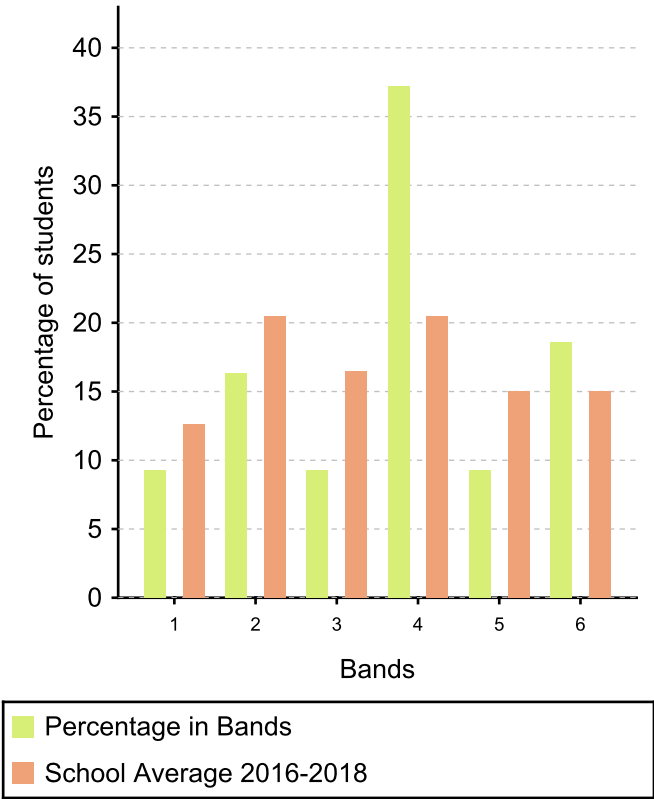
In Year 3 Writing, 22.7% of students achieved in the top two bands. 100% of students achieved at or above the National Minimum Standard. An increase in NAPLAN score average of 21.9 was achieved since 2017, with a 10.78 average above the SSSG in 2018 attained.

In Year 5 Writing, 13.5% of students achieved in the top two bands. 83.8% of students achieved at or above the National Minimum Standard. An increase in NAPLAN score average of 8.7 was achieved since 2016, with a 29.75 average above the SSSG in 2018 attained.

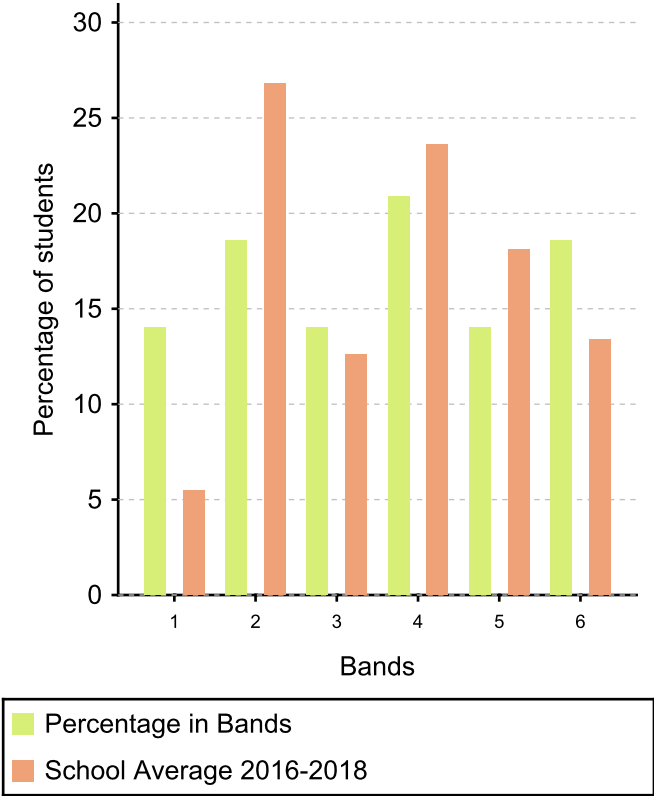
In Year 3 Grammar and Punctuation, 27.9% of students achieved in the top two bands. 90.7% of students achieved at or above the National Minimum Standard. An increase in NAPLAN score average of 30.4 was achieved since 2016, with a 7.17 average above the SSSG in 2018 attained.

In Year 5 Grammar and Punctuation, 27% of students achieved in the top two bands. 89.2% of students achieved at or above the National Minimum Standard. 1.7% of Year 3 and 7.3% of Year 5 achieved above the SSSG in the top two proficient bands. An increase in NAPLAN score average of 28.0 was achieved since 2017, with a 16.99 average above the SSSG in 2018 attained.

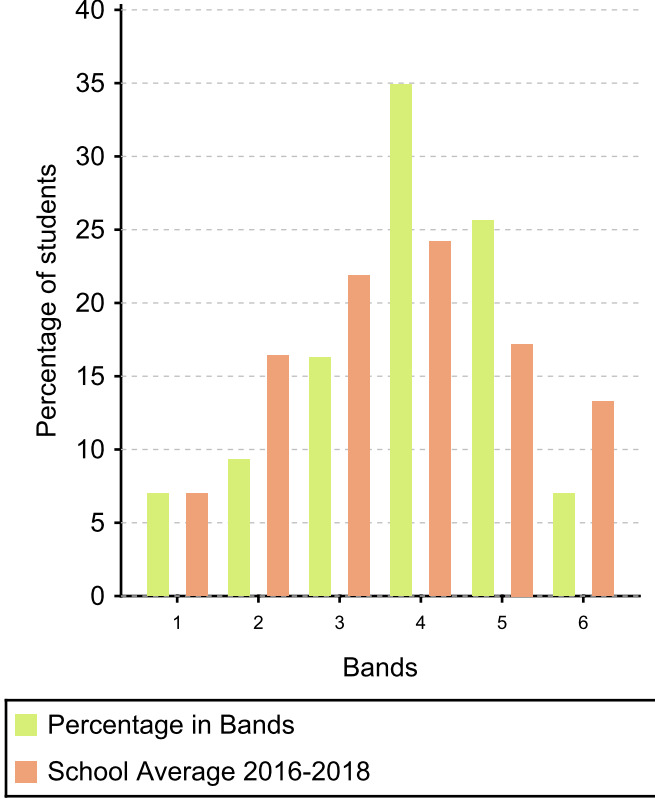
Percentage in bands:
Year 3 Grammar & Punctuation



Percentage in bands:
Year 3 Spelling

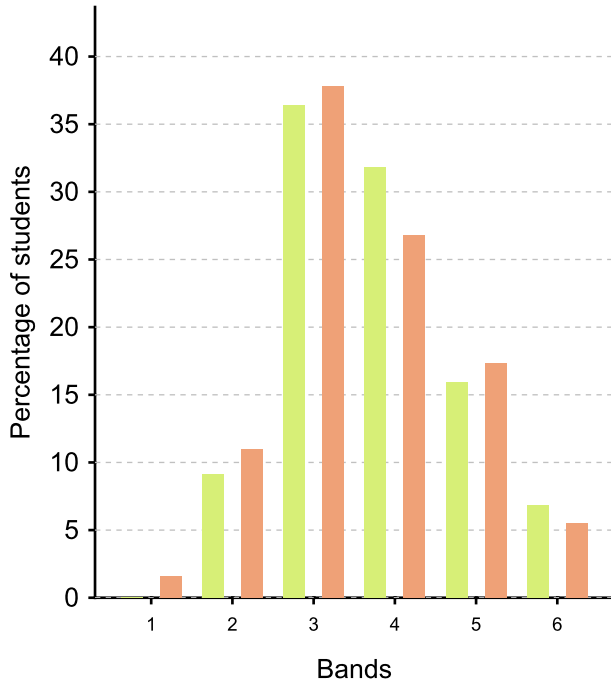


Percentage in bands:
Year 3 Reading

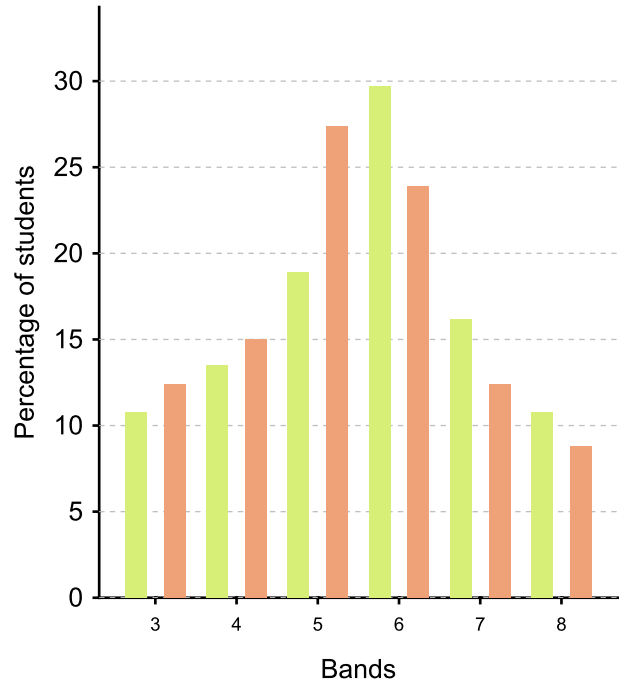


Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 3 Writing



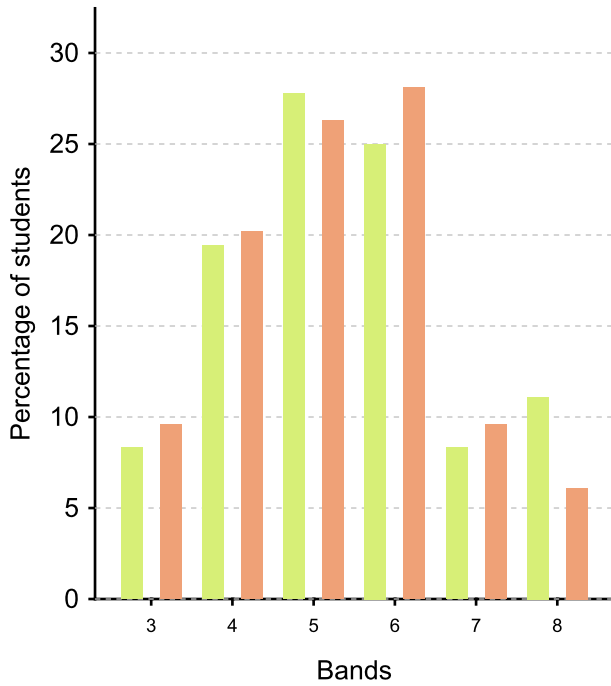
Percentage in bands:
Year 5 Grammar & Punctuation



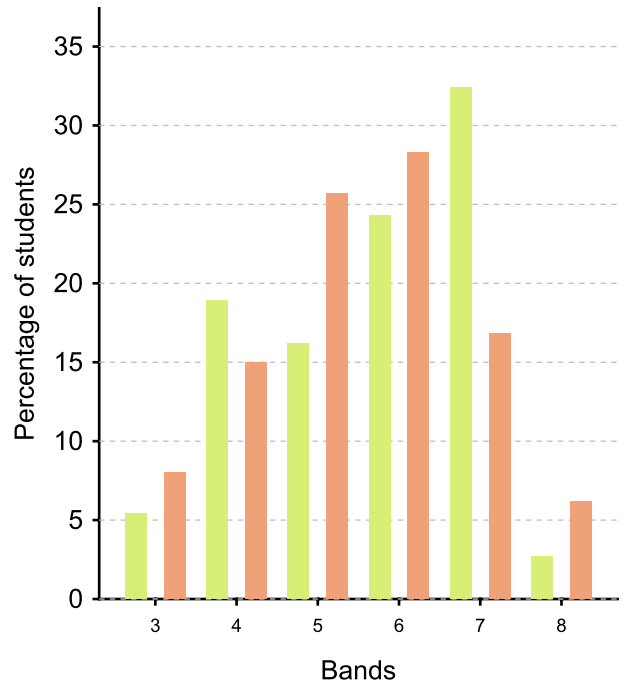
Percentage in Bands
School Average 2016-2018

Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Reading



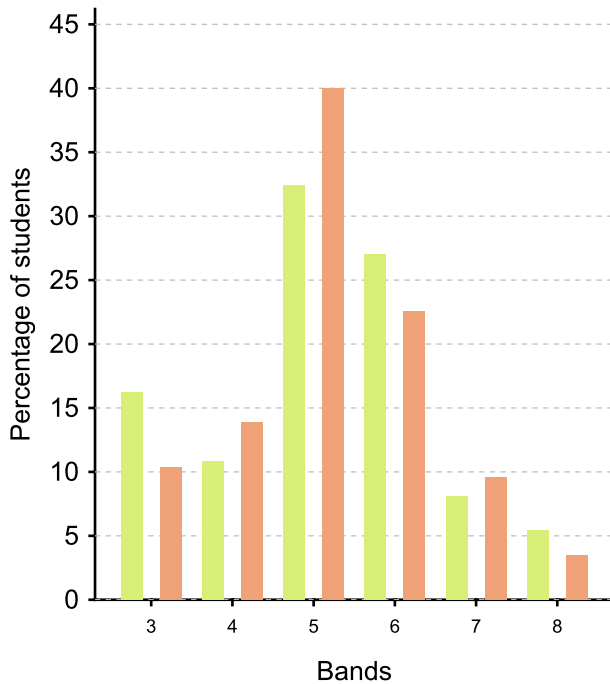
Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2016-2018

Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Writing

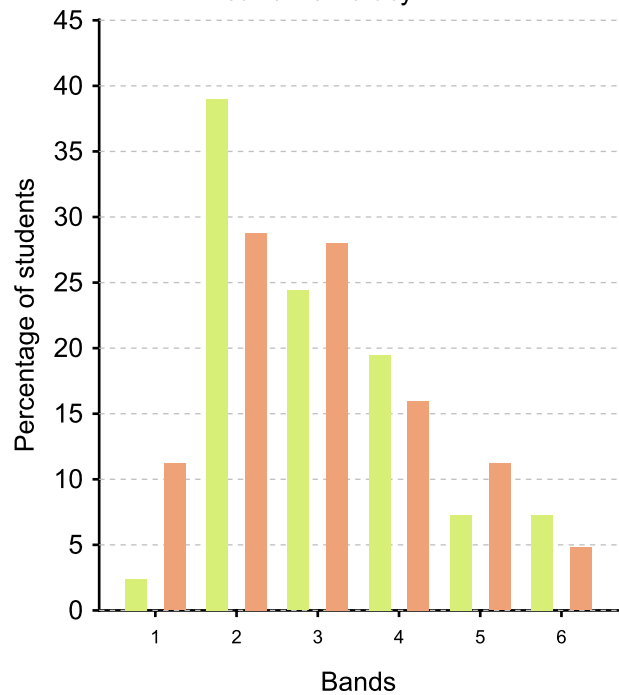


Percentage in Bands
School Average 2016-2018

In Year 3 Numeracy, 14.6% of students achieved in the top two bands, 1.5% above the SSSG in Band 6. We achieved a 2% increase in the top two bands since 2017. 97.6% of students achieved at or above the National Minimum Standard. An increase in NAPLAN score average of 5.8 was achieved since 2016, with a 17.0 average below the SSSG in 2018.

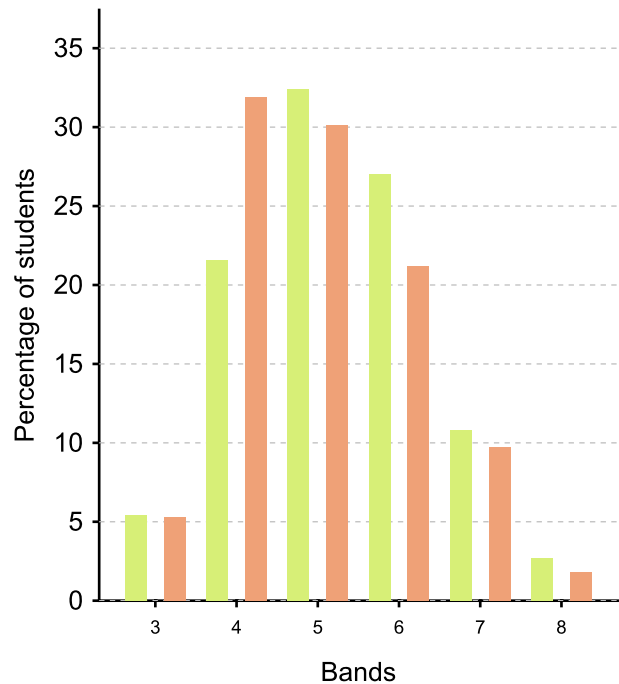
In Year 5 Numeracy, 13.5% of students achieved in the top two bands, 1.7% above the SSSG in Band 7. We achieved a 3% increase in Band 8 since 2017. 94.6% of students achieved at or above the National Minimum Standard. An increase in NAPLAN score average of 22.8 was achieved since 2016, with a 0.62 average above the SSSG in 2018 attained.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Our school is committed to improving student education results, consistent with the State priorities. 20.38% of

students achieved in the Top 2 Bands for Reading and Numeracy, a 2.84% increase since 2017.

Parent/caregiver, student, teacher satisfaction

To sustain and ensure schoolwide effectiveness, our school sought feedback from our students and teachers through the Tell Them From Me survey. We also conducted a school-developed Parent/Caregiver Effective Communication survey to determine our community's satisfaction in our communication processes.

100% of parents agreed that our school communicates in a positive, professional and friendly way. 93% of parents/caregivers were very satisfied with the way we communicated with them through our school newsletter, Facebook page, notes and contact from their child's teacher. 92% of parents/caregivers confirmed that their child's teacher had made them aware of any learning or behaviour issue prior to the end of semester report. 100% of parents/caregivers agreed that their child's teacher has been available for interviews.

In the recent Tell Them From Me survey, 82% of students feel a positive sense of belonging. 81% of students reported they are interested and motivated in their learning, 3% above the NSW Government Norm. 89% agreed they displayed positive behaviour at school and 91% of students reported they exert effort, trying hard to succeed in their learning. This was higher than the NSW Norm. It is pleasing to report our sustaining of a high percentage of students (94%) believe that schooling is useful in their everyday life and will have a strong bearing on their future. Our students reported, with a School Mean score of 8.9 (0.2 above the NSW Norm), that school staff emphasise academic skills and hold high expectations for all students to succeed. Students feel they have someone at school who consistently provides advocacy, encouragement and advice (8.0), and indicated teachers are responsive to their needs, encouraging independence with a democratic approach (8.5). Collectively this was 0.4 higher than the NSW Norm. Our students find classroom instruction relevant to their everyday lives (8.1), again surpassing the NSW Norm.

Our school sought feedback from teachers through the Tell Them From Me survey to evaluate the effectiveness of our classroom and schoolwide practices. Teachers reported that collaborative practices are evident through our pleasing School Mean scores. Teachers share strategies that increase student engagement (8.8) and a learning culture of high expectations for student learning was reported (8.7). Teachers monitor the progress of individual students (8.8) and results from formal assessment tasks inform lesson planning, giving opportunity to improve to meet expectations (8.7), which was above the NSW Norm. Teachers strive to link new concepts to previously mastered skills and knowledge (8.8). Teachers establish clear expectations for classroom behaviour, indicative of our inclusive school practices with a

School Mean score of 9.3. School leaders help to improve teachers' practice (8.3). Teachers work with parents/caregivers to help solve problems that may interfere with their child's progress (8.2), and regularly inform parents/caregivers about their child's progress (7.7).

Policy requirements

Aboriginal education

Our school is committed to improving the educational outcomes and wellbeing of our Aboriginal and Torres Strait Islander students so that they excel, and match or better the outcomes of the broader student population. Aboriginal perspectives, histories, languages and cultures are embedded into our K–6 teaching and learning programs. Education about Aboriginal Australia for all students is embedded into learning and teaching. We have sustained Personalised Learning Pathways and Plans, and these are implemented to ensure every Aboriginal student is nurtured to reach their full potential. We held a successful NAIDOC event based on the theme 'Because of her, we can'. Students engaged in traditional Aboriginal games whilst increasing knowledge and understanding of the histories, cultures and experiences of Aboriginal and Torres Strait Islanders as the First Peoples of Australia. Five of our Aboriginal students participated in the Colyton Learning Community showcase, forming part of the CLC Aboriginal dance group. The 8Ways of learning is a pedagogical framework and leverages student engagement in an authentic and relevant way as an embedded practice within our school. Literary texts were purchased to support the embedding of Aboriginal perspectives into learning and teaching programs. Our school allocates funding to employ a Speech Therapist which supports student learning and development through observations, assessment of student need and targeted teaching, with School Learning and Support Officer and teacher professional learning provided to implement strategies to identified students. The strength, diversity, ownership and richness of Aboriginal cultures and Custodianship of Country are respected, valued and promoted.

Multicultural and anti-racism education

The school community is represented by a wide range of ethnic groups. The school encourages and supports the contribution of these groups to enable each to celebrate each other's the values, beliefs and customs.

Multicultural education and the value of cultural diversity are promoted through the curriculum, through values education and anti-racism awareness. Students and staff are regularly reminded about the importance of treating each other with dignity and respect and that discrimination and racism will not be tolerated. Staff and students celebrated Harmony Day on 21 March with a number of teacher led activities designed to foster cultural awareness and understanding.