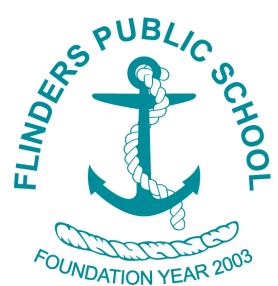


Flinders Public School

Annual Report



2018



4463

Introduction

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

Natalie Marshall

Principal (Rel)

School contact details

Flinders Public School

Adam Murray Way

Flinders, 2529

www.flinders-p.schools.nsw.edu.au

flinders-p.school@det.nsw.edu.au

4295 7355

School background

School vision statement

Flinders Public School is a school that strives to promote and enhance learning. The vision we hold as a learning community is one which prepares all learners, within our school, for the opportunities and challenges arising in an ever changing world.

School context

Flinders Public School has an enrolment of 562 students. The school supports 22 mainstream class groupings across Kindergarten to Year 6.

Our students celebrate a diverse cultural background with over 20 languages identified.

Flinders Public School is located in the local government area of Shellharbour, one of the fastest growing local government areas in New South Wales. The school is located approximately 1.5 hours south of Sydney, on the state's South Coast.

Flinders Public School was established in 2003 and serves a growing and diverse new suburb. The suburb has been developed through the release of parcels of land throughout this time. Currently there is still substantial building occurring in the area with new residential land lots still to be released.

Our school is literally the hub of our new and developing community. The parents, carers and families add to the rich fiber of our school. The partnership between home, community and our school promotes learning, personal best and collective responsibilities for all. This is evident in the manner in which staff demonstrate a genuine care for each and every one of our students. This is evident in the culture that embodies our school motto of "Quality teaching and learning in a caring environment".

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

Domain of Learning:

Through our analysis, Flinders Public School has determined our *Learning Culture* as *Sustaining and Growing*. Evidence indicates there is demonstrated commitment within the school community that all students make learning progress and partnerships with parents and students support clear improvement aims and planning for learning.

In the learning element of *Wellbeing*, we have determined our school to be *Sustaining and Growing*. Every student can identify a staff member whom they can confidently turn for advice and assistance at school and there are well-developed and evidence-based approaches, programs and assessment processes to identify, regularly monitor and review individual student learning needs.

In the *Curriculum* element, our evidence supports a *Sustaining and Growing* culture. The school's curriculum provisions and evidence-based practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills. Teachers also differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.

In the *Assessment and Reporting* elements, our evidence supports indicates that Flinders Public School is *Delivering* in this area. Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students. Assessment is planned and undertaken regularly in all classes and data is systematically collected. Finally, teachers share criteria for student assessment with students. Formative and summative assessments create opportunities for students to receive feedback on their learning.

Domain of Teaching:

In the element, *Effective Classroom Practice*, our school is *Delivering*. Teachers regularly review and revise lesson plans and sequences, ensuring that the content is based on the curriculum and the teaching practices are effective. Teachers regularly use student progress and achievement data to inform lesson planning. All teachers at Flinders Public School provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning. Flinders Public School also adopts a school-wide approach to effective and positive classroom management. Support is provided to teachers where needed, ensuring optimum learning.

Our analysis indicates Flinders Public School is *Working Towards Delivering* in the *Data Skills and Use* element. Our staff are currently undertaking professional learning with CESE to enhance data skills practices.

In the element *Professional Standards*, Flinders Public School's evidence informs us that we are currently *Sustaining and Growing*. Teachers' Professional Development Plans are supported by a coordinated whole school approach to developing professional practice, informed by research. Whole school analysis of the teaching staff identifies strengths and gaps, with planning in place to build capabilities and source teachers with particular expertise to improve student learning outcomes. The school monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation. All teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement. Finally, teachers are proficient in their teaching of literacy and numeracy, meeting the needs of students in their classes/stage.

Flinders Public School's on-balance judgement for the *Learning and Development* element is *Sustaining and Growing*. Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice. Formal mentoring or coaching to improve teaching and develop aspiring leaders is provided to teachers who request it or are identified as in need of support.

Domain of Leading:

Flinders Public School's on-balance judgement for the element of *Educational Leadership* is *Sustaining and Growing*. Professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders. The Leadership Team ensures that the teacher performance and development policy is implemented in a culture of high expectations for every staff member. They also undertake annual staff performance and development reviews for teaching and non-teaching staff. Poor performance is identified and managed promptly and effectively.

In the element of *School Planning, Implementation and Reporting*, our school is *Sustaining and Growing*. The Leadership Team embeds clear processes, with accompanying timelines and milestones, to direct school activity towards effective implementation of the school plan. Staff understand what they need to do to help address the school plan's Strategic Directions and meet the school's improvement measures.

The school's on-balance judgement for the element of *School Resources* is *Sustaining and Growing*. Physical learning spaces are used flexibly to meet a broad range of student learning interests and needs. The Leadership Team also allocates non-educational administrative tasks to appropriate non-teaching staff. All staff use technology available to streamline the administrative practices of the school.

When examining the *Management Practices and Processes* element, Flinders Public School is *Sustaining and Growing*. The school evaluates its administrative systems and processes, ensuring that they are delivering anticipated benefits to the school community, and makes changes when required. The leadership team collects information about the school's administrative practices in order to ensure their effectiveness.

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

Drive engagement and achievement in writing

Purpose

To ensure every student is immersed in an engaged learning environment, where they have an explicit understanding of the purpose, process and intended product of writing. Staff will drive academic achievement for all students in writing through differentiated teaching, learning and assessing strategies that are aligned across all stages.

Overall summary of progress

Driving student engagement and achievement in writing is a priority area for Flinders Public School throughout the 2018–2020 School Plan. In 2018;

- A Strategic Direction Team comprising of 7 members was established to lead the staff through the initiative of driving improvements in writing. This Strategic Direction Team reviewed NCCD Data and Adjustment Checklists to ensure differentiation and targeted individualised teaching was occurring in all stages. Evidence of assessment practices were collated from all classrooms and learning spaces. Staff participated in an online survey on writing and assessment practices. Responses indicated that 62% of staff surveyed always or usually use assessment rubrics to analyse and mark student writing tasks, 77% always or usually give verbal feedback in two way conferences, 55% always or usually give written feedback and 32% always or usually use student self assessment. This team also collected evidence of differentiated teaching and learning writing programs from each stage and shared with staff so that the staff could examine best practices and commence the writing of consistent scope and sequences in writing with a clear progression of skills and textual concepts.
- Whole school engaged in Professional Learning on the Literacy and Numeracy Progressions with Department of Education Literacy and Numeracy Strategy Advisors (LANSAs).
- Staff members trained in the use of PLAN2 software with some teachers and school executive members beginning to trial the use of this tool to track and monitor student progress and achievement in writing.
- Stage 1 commenced the implementation of 5 Star Sentences and Editing Checklists.
- Stage 3 teachers participated in a writing action research project examining vocabulary development. Expert colleagues collaborated with teaching staff at Flinders Public School to increase the effectiveness when teaching students how to write using explicit teaching. Teachers had an initial focus on improving student vocabulary knowledge in the form of Tier 2 and Tier 3 words.
- Stage 3 participated in a Community of Schools workshop and implemented the DEAL paragraphing strategy to align with the local Community of Schools to assist students in their understanding of how to construct a paragraph.
- Stages created pre and post assessment tasks for writing with an assessment rubric created in alignment with the Literacy Learning Progressions and the Syllabus content.
- All teachers trialled the use of success criteria and learning intentions in writing. Learning intentions and success criteria are identified, communicated, implemented and displayed in all classrooms. Evidence of learning intentions and success criteria in writing programs across all stages catering to the differentiated needs of students within each class..

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
1. Increased the proportion of students demonstrating expected growth on internal and external measures against syllabus standards in writing. Demonstrated by data derived from ACER, NAPLAN, Scout, PLAN 2 tracking and internal progress and achievement.	QTSS Allocation \$3500.00 RAM Equity Low Level Adjustments. \$5000 Professional Learning (PLAN2, Learning Progressions training)	Staff members trained in the use of PLAN2 software with some teachers and school executive members beginning to trial the use of this tool to track and monitor student progress and achievement in writing. Assistant Principals, Deputy Principal and Principal undertook Scout professional learning and examined progress and growth of students in NAPLAN assessments. 100% of students (K–6) are tracked on PLAN in the aspects of Reading Texts, Comprehension and writing on a 5 weekly cycle. This data is utilised by

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
1. Increased the proportion of students demonstrating expected growth on internal and external measures against syllabus standards in writing. Demonstrated by data derived from ACER, NAPLAN, Scout, PLAN 2 tracking and internal progress and achievement.		<p>classroom teachers to inform teaching and learning programs and by school executive to identify whole school areas of need.</p> <p>Teachers K–2 using reading levels with L3 data.</p> <p>Data from the ACER Pat Reading Comprehension utilised by all teaching staff to inform teaching practice.</p> <p>Reading Levels rigorously tracked and monitored for students in K–2 to identify students who are AT, BELOW or ABOVE the grade achievement expectation. From here, students identified as requiring additional learning and support in reading and comprehending were referred to the Learning and Support team for possible intervention programs.</p> <p>Identified students undertake AGAT ACER assessment to promote academic excellence. Two students successfully participated in the Academically Gifted Class.</p>
2. 100% of classroom teaching and learning programs are aligned to whole school literacy scope and sequences.	QTSS Allocation	<p>All stages utilising consistent teaching and learning programs.</p> <p>Teachers participated in baseline data gathering to identify staff needs and wants for the development of consistent scope and sequences and programming formats that link to curriculum and the Literacy Learning Progressions.</p>
3. Increased number of teachers engaging in professional discussions, mentoring and coaching practices to improve teaching and learning in their classes, year groups, stages.	QTSS Allocation \$9 613.65 Professional Learning	<p>100% staff engaged in Growth Coaching professional learning and undertaking regular planned coaching/mentoring sessions linked to their Professional Development Plan (PDP).</p> <p>17 staff members trained in Coaching to the Teaching Standards and subsequently coach colleagues to work towards achieving higher levels of Accreditation.</p> <p>Regular opportunities for staff to engage in Consistent Teacher Judgement practices with their stage to promote consistency when assessing student work in line with syllabus documents and the Literacy/Numeracy Progressions.</p>

Next Steps

- Create consistent scope and sequences for each stage in writing with a clear progression of skills and textual concepts.
- Create school wide consistent language and signage for learning intentions and success criteria to make learning visible in literacy.
- Create a writing data continuum wall with student work samples for all levels of achievement for persuasive, informative and imaginative texts.
- All teachers trained in using the Learning Progressions and PLAN 2 software.

Strategic Direction 2

Effective feedback practices

Purpose

To ensure all teachers utilise effective feedback strategies to facilitate active, engaged and transparent learning. Staff will drive academic achievement for all students in literacy through effective feedback strategies to make learning visible.

Overall summary of progress

In 2018, Flinders Public School invested heavily in embedding effective feedback practices into daily teaching and learning. In 2018;

- 100% teaching staff (40 participants) participated in Growth Coaching professional learning. Following this, all staff members regularly engaged in Growth Coaching practices with their supervisors to enhance professional growth and practices.
- 17 Staff members completed Growth Coaching Against the Standards by Growth Coaching International.
- 2 staff members participated in CESE's Enhancing Data Skills and Use course and have commenced leading the Flinders Public School team through this.
- All staff engaged in Dylan Williams "Embedding Formative Assessment" action research project.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
1. 100% of teaching staff trained in PLAN 2 software and consistently using this tool to track student achievement, learning progress, and identify skill gaps for improvement and areas of extension.	QTSS Allocation \$7 000 Professional Learning	Data from the ACER Pat Reading Comprehension utilised by all teaching staff to inform teaching practice. Staff representatives trained in PLAN2. Staff tracking student progress on a five weekly cycle to identify areas for improvement and areas for extension. 100% staff trained in Literacy Progressions. This training will continue in 2019. Increased collaboration between staff when assessing student work in line with the curriculum and Literacy/Numeracy progressions. Consistent assessment tasks and marking rubrics utilised to promote consistent teacher judgment when examining achievement.
2. Increased number of teachers consistently utilising strategies to make learning visible in their classroom as demonstrated through physical evidence of bump it up walls, success criteria, learning intentions, annotated programs/work samples, photographs and videos of learning, classroom observation notes, survey data.	QTSS Allocation to facilitate observation of teaching practice for all staff on a regular basis \$503.51 Embedding Formative Assessment Professional Development Resource \$1 922.73 Professional Learning (Growth Coaching)	All staff engaging in Dylan William's Embedding Formative Assessment Professional Learning. Strategies to make learning visible are evident across the school. Learning intentions and success criteria are identified, communicated, implemented and displayed in all classrooms. Evidence of learning intentions and success criteria in writing programs across all stages. Increased number of teaching staff utilising 'I can' statements with their students. All teaching staff working in triads to collaborate to

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
2. Increased number of teachers consistently utilising strategies to make learning visible in their classroom as demonstrated through physical evidence of bump it up walls, success criteria, learning intentions, annotated programs/work samples, photographs and videos of learning, classroom observation notes, survey data.		support lesson observation and feedback sessions. These triads are comprised of teachers from different stages, experience and interest levels.
3. Increased frequency of teachers providing explicit, specific and timely formative feedback related to defined success criteria to support improved student learning as demonstrated through survey data, teaching and learning programs, written feedback to students/families, minutes from meetings/conferences and student SMART goals.	QTSS Allocation	Increased number of teachers providing formative feedback to students using a variety of methods including; 2 stars and a wish, glowing and growing, traffic lights, entry/exit slips, Plickers. Most widely used feedback strategy at Flinders Public School was teacher to student feedback through conferencing.

Next Steps

- Complete Embedding Formative Assessment workshops and undertake regular observations of teaching practices.
- Complete a SWOT analysis to look at the current implementation of Assessment for Learning professional development course.
- Purchase Swivel Technology to streamline lesson observations to reduce the disruption of lesson observations on classes, teachers will be able to self reflect on practice prior to teacher learning community meeting.
- Move school developed Assessment for Learning resources to an online platform (Google Classroom) to allow staff to engage and work through at a time that suits them.
- Develop summative and pre assessment tasks for units of learning (focused on writing).
- Community Consultation Team to investigate schools currently implementing three way interviewing processes and other school reporting systems.
- Ongoing training in Literacy/Numeracy Progressions and PLAN 2.
- Literacy and Numeracy teacher employed to improve student outcomes.

Strategic Direction 3

Quality and dynamic personalised learning

Purpose

To create holistic and inclusive learning processes underpinned by high expectations, best practice and meaningful parent/carer engagement to meet the diverse individualised needs of our students.

Overall summary of progress

Flinders Public School prides itself on providing quality and dynamic personalised learning for all students to reach their potential. In 2018 our classroom teachers actively initiated, developed and implemented a broad range of classroom and extracurricular programs to meet the diverse range of learners at our school. Through the implementation of additional programs, our aim has been to develop critical and creative thinking in our students to equip them with the skills to become successful, active and confident learners.

In 2018 Flinders Public School had;

2 students successfully participate in the Illawarra Academic Gifted Class. The class consists of 25 students who are selected as a result of their performance in the ACER AGAT assessment. Students who achieve a score greater than 130 were eligible to be considered for a place in this program.

2 students successfully represented Flinders Public School at the Regional State Finals. Our Stage 3 representative progressed to the State Spelling Bee Final in Sydney.

4 students represent Flinders Public School in the Warilla Community of Schools Public Speaking Competition. Our Stage 3 representative was the overall winner in the Stage 3 Grand Final at this event.

14 students successfully participating in the Tournament of the Minds at the University of Wollongong. Tournament of the Minds is an opportunity for teams of students to collaborate to solve authentic, open-ended challenges that foster creative, divergent thinking whilst developing collaborative enterprise excellence and teamwork. Our students engaged in challenges that required students to engage in challenges that utilised skills from the arts, language literature, socialsciences and STEM.

8 students successfully participate in the Premier's Debating Challenge.

20 students successfully participate in the Recorder Ensemble that participated in the Sydney Festival of Instrumental Music held at the Sydney Opera House. Flinders Public School participated in the Mimosa Concert, a concert of diverse and challenging repertoires and some specially commissioned works by Australian composers.

100% Aboriginal and Torres Strait Islander students have Personalised Learning Pathways that contain SMART goals.

In excess of 160 students working on an individually adjusted program to support their learning. Data derived from L3 reading levels, NAPLAN SMART Data, internal assessment data and the ACER assessments was utilised by teaching staff to inform teaching and learning programs. Literacy data was tracked and monitored on a 5 weekly cycle for all students in our school.

Student Learning and Support Officers employed to support student learning needs within the classroom and playground.

All classrooms Kindergarten – Year 2 engaging in daily Synthetic Phonics lessons to assist in the development and acquisition of reading skills.

Intensive Synthetic Phonics groups for students in Stage 1 requiring additional support.

All staff collaborated with the Learning and Support Teachers to write Individual Education Plans (IEPs) and determine appropriate adjustments to meet the needs of the learners within their classrooms.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
1. Increased parent and student participation in Personalised Learning Pathways and Personalised Learning Adjustment Meetings.	Low level adjustment for disability funds – Learning and Support Teaching staff utilised to collaborate with teachers to write adjustments ad IEPs QTSS Allocation	All classroom teachers complete relevant Adjustment and Tracking pro forma for every student requiring this support to reflect policy (DDA/DSE). In 2018, in excess of 150 students were working with personalised adjustments in the classroom. Personalised Learning Pathways process revitalised to include SMART goals for students. Increased opportunities for classroom teachers to consult with parents in relation to Personalised Learning Pathways and Personalised Learning Adjustment Meetings.
2. 100% of teachers have a teaching and learning program that clearly differentiates curriculum delivery to meet the needs of students at different levels of achievement, including personalised learning adjustments to support learning or increase challenge.	Low level adjustment funds QTSS Allocation	Classroom teachers collaborated with Learning and Support Team to write Adjustment Checklists and Individual Education Plans. Classroom teachers engaged in regular consistent teacher judgement and collaborative planning sessions with colleagues to promote differentiation to support student learning.

Next Steps

- Successfully operate an Aboriginal Homework Centre at the school for our Aboriginal students and their families.
- Review and renew the PLP's so that they are an authentic working document that reflects student, family and teacher aspirations and partnership.
- Collaboratively develop a school-based framework with templates and processes to support students with identified needs. This will include Learning Adjustments, Individual Learning Adjustments and Individual Education plans. These will be trialled and evaluated throughout 2019.
- Identify, develop and evaluate the formal processes, structures and exchange of information that support and track students transition points at all points of their Flinders Public School experience.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2 4375	<p>A School Learning Support Officer employed to support classroom learning programs and successful interventions in playground and extra curricular activities.</p> <p>Units of work have Aboriginal perspectives embedded and resources purchased to support units.</p> <p>Students participated in Reconciliation Walk and Activities facilitated by Shellharbour City Council. In 2018, Flinders Public School sent along their largest number of students , the school has sent to this event to date.</p> <p>To celebrate NAIDOC Week, students were involved in a variety of enriching experiences.</p> <p>Personalised Learning Pathways (PLP's) developed for students of Aboriginal and Torres Strait Islander students, promoting community partnerships and a culture of high expectations.</p> <p>Aboriginal Education Committee initiated the Koori Kids Club, a Homework Centre for our Aboriginal students.</p> <p>Selected Stage 2 students participated in an Aboriginal art workshop facilitated by the Wollongong Art Gallery.</p>
English language proficiency	\$55 091	<p>Staffing: Substantive EAL/D teacher employed 2 days per week to support EAL/D students.</p> <p>Additional EAL/D teacher employed to support EAL/D students 1 day per week.</p> <p>EAL/D teachers engaging in professional learning networks.</p> <p>EAL/D students are progressing through the continuum clusters and ESL scales as evidenced through PLAN data analysis and EAL/D data analysis.</p>
Low level adjustment for disability	\$174 653	<p>1.2FTE Learning and Support Teachers Employed to support students</p> <p>All classroom teachers complete relevant Adjustment and Tracking proforma for every student requiring this support to reflect policy (DDA/DSE).</p> <p>Additional SLSOs engaged to support to ensure students engage successfully and purposefully in classroom learning, playground and extra curricular activities.</p> <p>Additional SLSO employed to establish school based program to develop gross motor, fine motor and skills taught in occupational therapy sessions.</p>

Low level adjustment for disability	\$174 653	<p>Learning and Support Team engaged in evidence based training and development so as to support classroom teachers and support staff with current best practice.</p> <p>Additional Learning and Support Teacher time was purchased to support students requiring interagency specialised support ie speech therapist, Occupational Therapist, psychologist and paediatrician.</p> <p>Sensory resources for students purchased.</p>
Quality Teaching, Successful Students (QTSS)	\$97 242	<p>Time was provided for staff members to observe classroom teaching practice as part of the Performance Development Plan.</p> <p>Time was provided for the development, implementation, support–mentoring and evaluation of classroom teaching and learning programs.</p> <p>Implementation of Comprehension Across the Syllabus (CATS) in Stage 2 classrooms.</p> <p>Implementation of Synthetic Phonics in all classrooms K–2.</p> <p>Collaborative planning sessions with stage/grade teams.</p>
Socio-economic background	\$113 077	<p>This funding was used to implement initiatives in relation to the three school plan strategic directions.</p> <p>Additional funds used in student support to overcome financial hardship.</p> <p>Employment of Student Learning and Support Officer to support students.</p> <p>Employment of additional teaching staff to support students.</p> <p>Purchasing resources for students.</p> <p>Purchasing additional decodable readers for Infants classrooms.</p>
Support for beginning teachers	\$6 801	<p>Beginning teachers engaged in regular coaching/mentoring practices.</p> <p>Beginning teachers engaged in professional learning conferences designed around the needs of beginning teachers.</p> <p>Beginning teachers and mentors engaged in Synthetic Phonics professional learning.</p> <p>Mathematics Progressions Training with MANSW</p>
DoE Professional Experience Hub School	\$50 577.35	FPS designed and developed an expanded Strengthening Teachers Entering the

DoE Professional Experience Hub School	\$50 577.35	<p>Profession (STEP) program for Intern students.</p> <p>In consultation with the University of Wollongong, FPS designed and developed Professional Learning for Supervising Teachers to better support Professional Experience Students and promote consistency when assessing PEX students using the Australian Professional Teaching Standards.</p> <p>FPS PEX Hub Concept Development Team evaluated project and have proposed a larger expansion model for 2019.</p> <p>Grants issued to Hub partner schools to create contextually relevant resources for Professional Experience Students and Supervising Teachers.</p> <p>External companies hired to provide professional learning to STEP participants.</p> <p>Professional learning in GROWTH coaching for all staff at Flinders Public School to be utilised to coach Professional Experience Students.</p> <p>Purchasing of human resources (staffing) to facilitate coordination of Professional Experienc Hub Project.</p> <p>Purchasing of human resources to devise expansion model to promote rural and remote placements.</p>
---	-------------	--

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	276	285	276	286
Girls	265	270	278	282

Flinders Public School had an enrolment of 566 students in 2018. This equated to 22 mainstream classes.

19.4% of our school's population was from a language background other than English.

6% of our school's population are Aboriginal or Torres Strait Islander.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.8	95.7	95.6	94.4
1	95	96.7	93.7	93.7
2	95.1	94.9	95.5	93.8
3	95.3	95.7	94.5	93.7
4	96.2	94.9	95.6	92.3
5	93.9	95	94.6	92.2
6	94.7	95.3	94.5	92.9
All Years	95.2	95.5	94.9	93.3
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Flinders Public School has rigorous process in place to ensure that the Department of Education's attendance policy is understood by all teaching members and is supported by an Attendance Team Leader, the

Learning Support Team, Assistant Principals, Deputy Principal and Principal.

Encouraging regular attendance is a school responsibility. At Flinders Public School, class rolls are marked daily and monitored regularly by the class teachers for patterns of students' partial or non-attendance. The Attendance Team monitors the attendance of students. If a concern is identified, the team works with the student, parent and class teacher to improve attendance. Parents are contacted by the school and informed of their responsibility to ensure children attend school regularly. The support of the Home School Liaison Office is sought if required.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	20.84
Teacher of Reading Recovery	0.74
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
School Administration and Support Staff	4.06

*Full Time Equivalent

In 2018, Flinders Public School had two staff members identify as Aboriginal. Both staff members make significant contributions to our school.

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	3

Professional learning and teacher accreditation

Teacher Accreditation

In 2018, all teaching staff employed prior to 2002 were accredited with the New South Wales Education Standards Authority (NESA) at the *Proficient Teacher*

level. Throughout 2018, Flinders Public School also had one staff member successfully complete the Accreditation process to gain the standard of *Proficient Teacher* with NESA and one staff member also completed the process for maintaining proficient accreditation. No staff have applied for accreditation at *Highly Accomplished* or *Lead* levels.

Professional Learning

Professional development for all staff (Teaching, Learning and Support Officers, School Administration staff and the General Assistant) is a central focus at Flinders Public School. The Performance and Development Framework and the school's Strategic Directions continued to inform regular and rich professional development and collegial observations.

Each week, school based professional learning occurred weekly for approximately one and a half hours with a focus on improving pedagogy as well as meeting mandatory compliance training requirements. Staff also participated in external professional learning opportunities to enhance their practice and pedagogical knowledge and assist them in meeting their personal PDP goals. 2018 Professional Learning opportunities included;

- * Literacy Language and Learning (L3) – Stage 1
- * Dylan William's – Assessment for Learning
- * PLAN 2
- * Effective Reading in the Early Years
- * Positive Behaviour for Learning (PBL)
- * Introduction to the Literacy and Numeracy Learning Progressions
- * Growth Coaching
- * Mentoring Professional Experience Students
- * Child Protection
- * Code of Conduct
- * Fraud and Corruption
- * Emergency E-Care
- * CPR/Anaphylaxis
- * Enterprise Financial Planning Tool
- * Sport Coaching Workshops
- * Movement in Mathematics
- * MANSW – Introduction to the Numeracy Progressions
- * Festival of Instrumental Music – Recorder
- * Road Safety

* Unpacking the PDHPE Syllabus

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	408,545
Revenue	4,849,912
Appropriation	4,601,660
Sale of Goods and Services	52,219
Grants and Contributions	189,954
Gain and Loss	0
Other Revenue	0
Investment Income	6,079
Expenses	-4,390,010
Recurrent Expenses	-4,390,010
Employee Related	-4,019,073
Operating Expenses	-370,936
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	459,902
Balance Carried Forward	868,447

Flinders Public School utilises the EFPT tool to support the implementation and tracking of the school's budget.

The school budget is developed and managed in accordance with the Department of Education's policies and procedures.

Financial management is the responsibility of the Principal alongside the Finance Committee and School Administration Manager.

Flinders Public School has been saving for the last 3 years to undertake a large Capital Works project. In 2018, the school commenced the initial processes to have a large Covered Outdoor Learning Area (COLA) installed above the basketball court and renovations to the Administration building. This project is anticipated to be completed in 2019.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	3,773,233
Base Per Capita	107,127
Base Location	0
Other Base	3,666,107
Equity Total	367,197
Equity Aboriginal	24,375
Equity Socio economic	113,077
Equity Language	55,091
Equity Disability	174,653
Targeted Total	55,249
Other Total	179,282
Grand Total	4,374,961

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.

Year 3

In 2018;

49.3% of students achieved in the top two bands for Reading.

50.1% of students achieved in the top two bands for Writing.

49.3% of students achieved in the top two bands for Spelling.

49.3% of students achieved in the top two bands for Grammar and Punctuation.

Year 5

In 2018;

59.2% of students achieved in the top three bands for Reading.

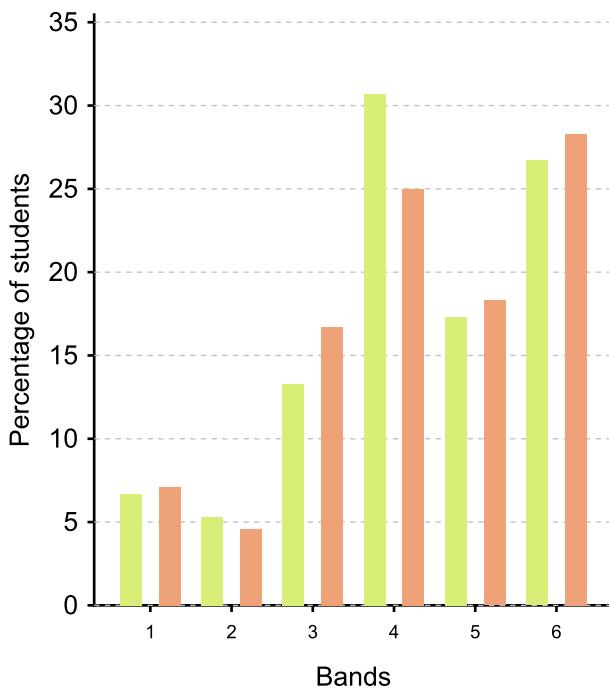
46.6% of students achieved in the top three bands for Writing.

69.3% of students achieved in the top three bands for Spelling.

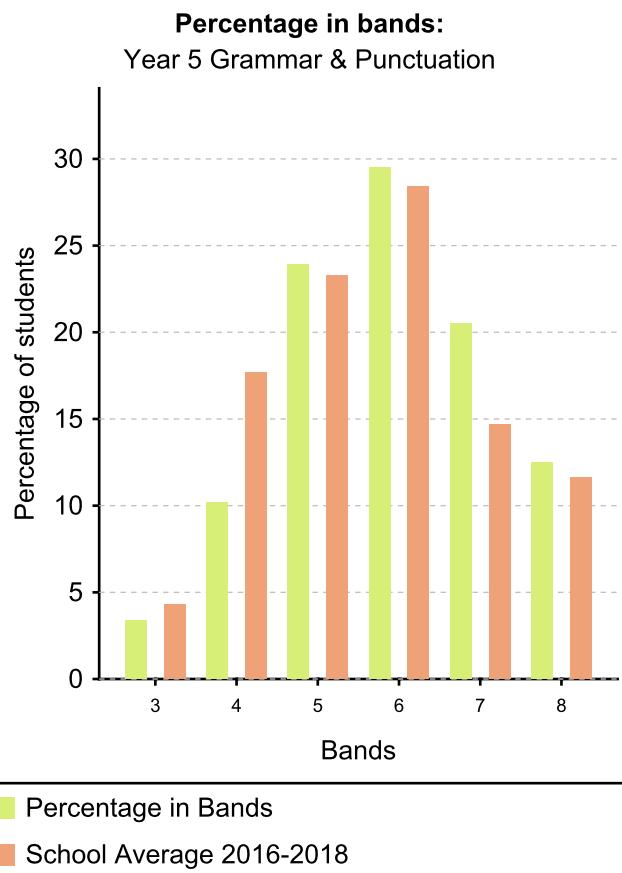
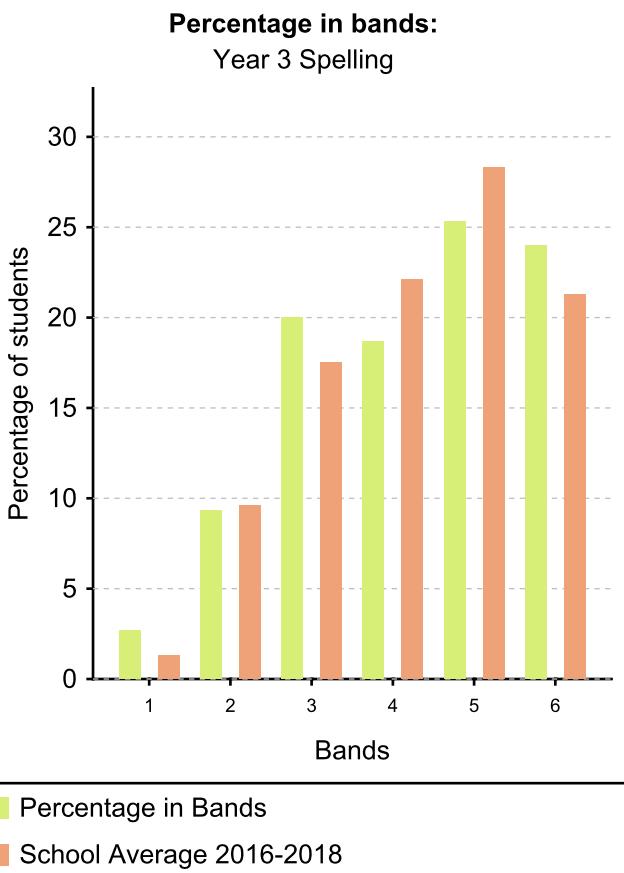
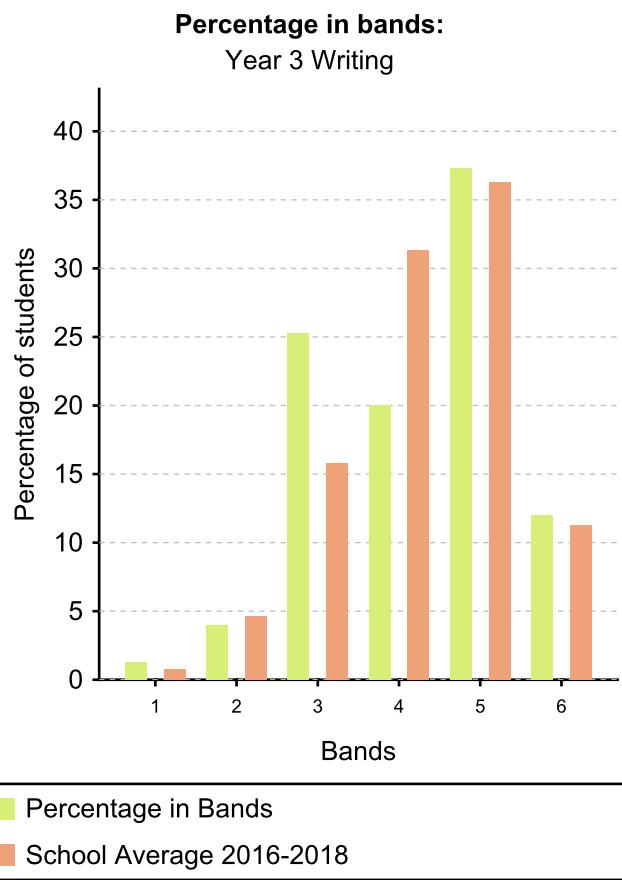
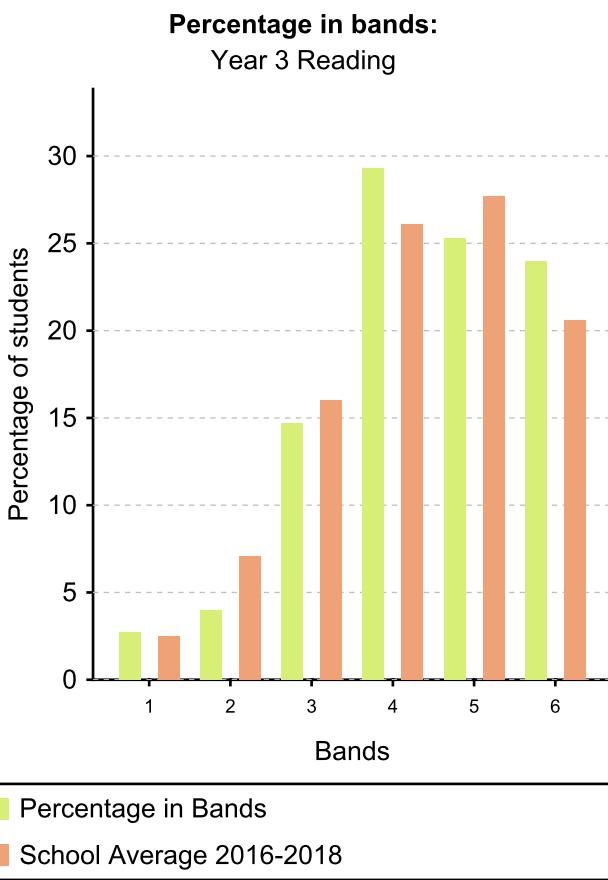
62.5% of students achieved in the top three bands for Grammar and Punctuation.

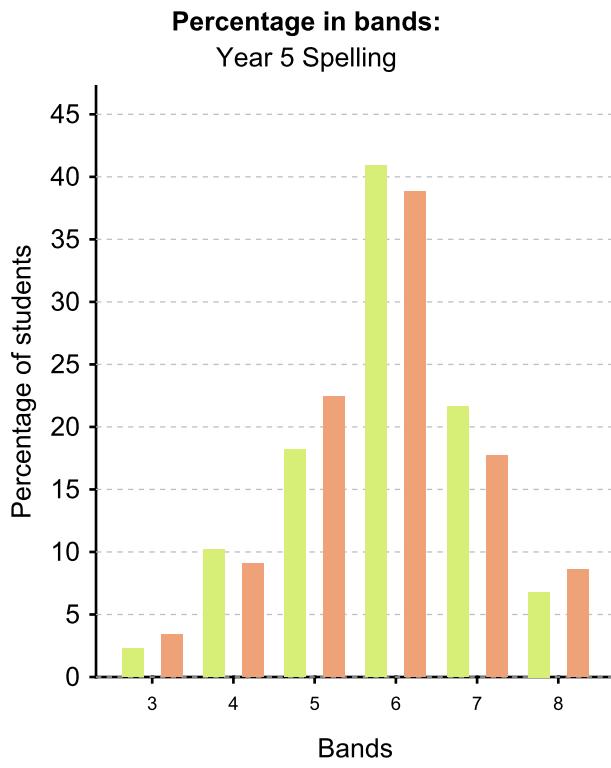
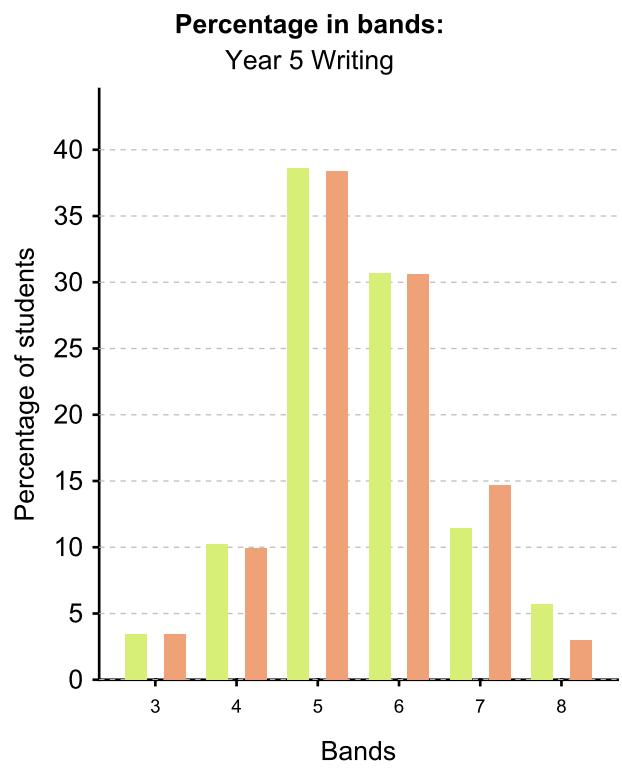
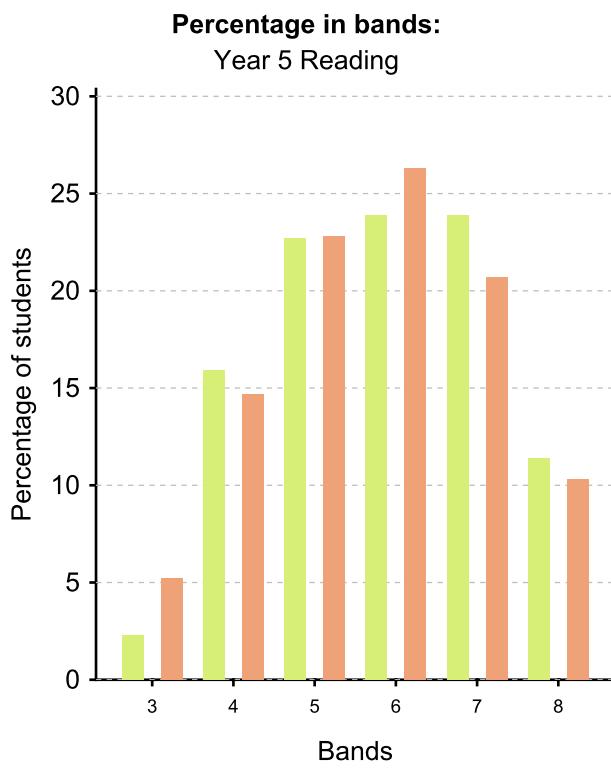
Percentage in bands:

Year 3 Grammar & Punctuation



█ Percentage in Bands
█ School Average 2016-2018





Year 3

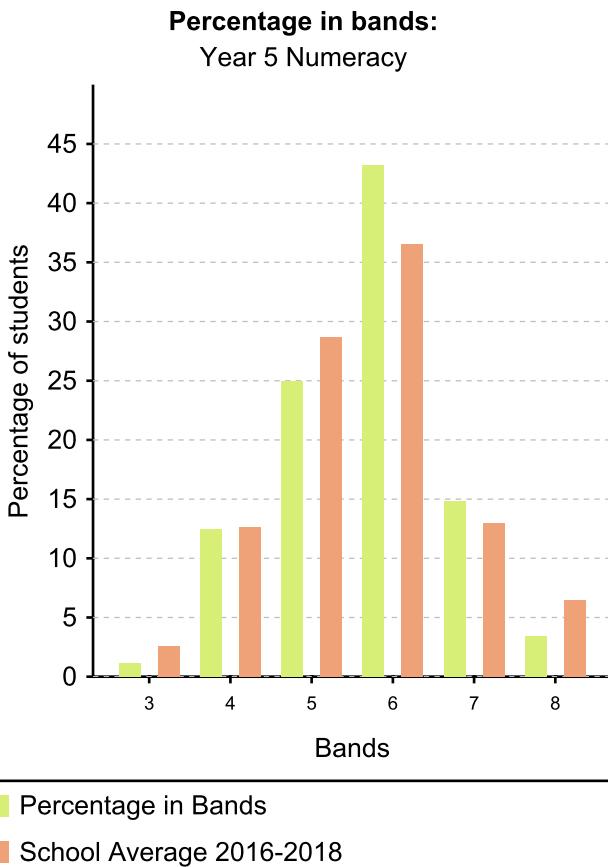
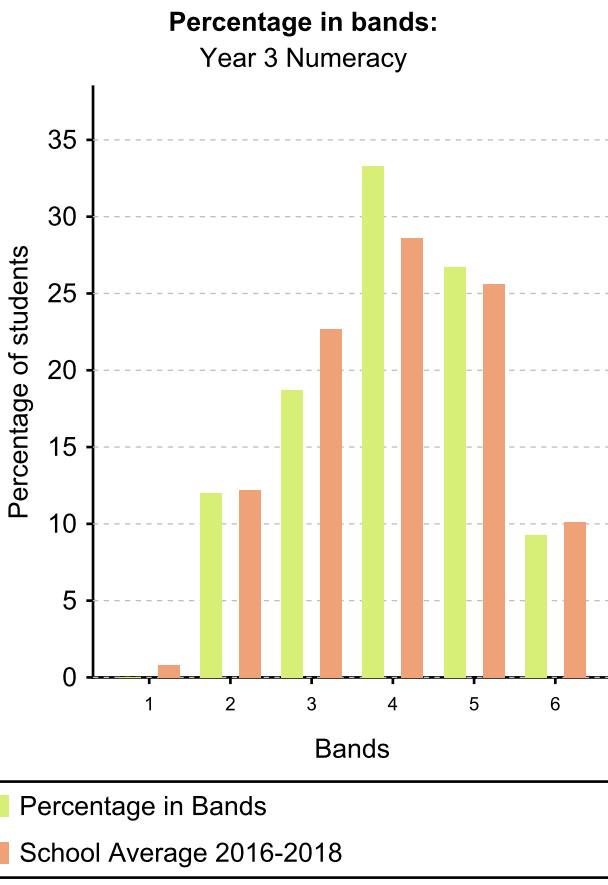
In 2018;

36.0% of students achieved in the top two bands for Numeracy.

Year 5

In 2018;

61.4% of students achieved in the top three bands for Numeracy.



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.

Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal

education outcomes for students in the top two NAPLAN bands.

In 2018 Flinders Public School had :

34.05% of Aboriginal students in the top 2 bands for Reading and Numeracy.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. This year, Flinders Public School used *Tell Them From Me* to collect this information.

Tell Them From Me is an online survey system devised by The Learning Bar that helps schools capture the views of students, teachers and parents.

The Department of Education, through the Centre for Education Statistics and Evaluation (CESE), has engaged The Learning Bar to offer its student feedback survey, its *Focus on Learning* teacher survey and its *Partners in Learning* parent survey to NSW government schools.

Student Feedback Surveys

In 2018, 202 students participated in the Tell Them From Me Student Feedback Surveys.

* 59% of students participated in extracurricular activities. (NSW Govt Norm: 55%)

* 76% of students feel accepted and valued by their peers and by others at their school (NSW Govt Norm: 81%)

* 85% of students have friends at school they can trust and who encourage them to make positive choices (NSW Govt Norm: 85%)

* 91% of students feel they display positive behaviour at school (NSW Govt Norm: 83%)

* 90% of students feel like they try hard to succeed in their learning (NSW Govt Norm: 88%)

Perspectives of Parents

The Partners in Learning Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. It is based primarily on Joyce Epstein's framework for fostering positive relations between the school and the community.

The survey was scored on a ten-point scale. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree).

Results for the survey are as follows:

- * Parents feel welcome: 7.8 (NSW Govt Norm: 7.4)
- * Parents are informed: 7.0 (NSW Govt Norm: 6.6)
- * School supports positive behaviour: 7.7 (NSW Govt Norm: 7.7)
- * School supports child's behaviour 6.8 (NSW Govt Norm 6.4)

Teacher Perspectives

In 2018, classroom teachers participated in this survey. The survey was scored on a ten-point scale. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree).

- * Teachers in our school share their lesson plans and other material with me 8.0
- * I monitor the progress of other students 8.1
- * I set high expectations for student learning 8.1
- * When I present a new concept I try to link it to previously mastered skills and knowledge 8.0
- * I establish clear expectations for classroom behaviour 8.6

The results obtained through the completion of these surveys will be extensively utilised by the staff to drive systemic improvement to enhance the educational experiences for students, teachers and the broader community at Flinders Public School.

Policy requirements

Aboriginal education

Flinders Public School is committed to improving the educational outcomes and wellbeing of our Aboriginal and Torres Strait Islander students. In 2018, Flinders Public School continued to have cross curriculum priorities embedded into teaching and learning programs with all teachers striving to embed Aboriginal perspectives in all Key Learning Areas.

This year, our Aboriginal and Torres Strait Islander Education Team established the 'Koori Kids' Homework Centre due to a need identified by the community. This Homework Centre operated on a weekly basis and was regularly attended by a number of our Aboriginal and Torres Strait Islander students. Staff volunteered their time to assist our students each week with students engaged in homework and cultural awareness activities.

All Aboriginal and Torres Strait Islander students at Flinders Public School have Personalised Learning Pathways (PLPs) that have been collaboratively developed by parents/carers, students and their classroom teachers. All teachers with Aboriginal and Torres Strait Islander students have a copy of these plans and these are referred to as part of the teaching,

learning and reporting processes at the school. The original copies are kept in student's individual PLP folders and are reviewed by classroom teachers each term as part of our Learning and Support Team monitoring processes.

National Aboriginal and Islander Day Observance Committee (NAIDOC) week provided an outstanding opportunity for our school to celebrate these cultures. Flinders' staff utilised an existing PowerPoint presentation to share with their classes relating to both traditional and contemporary Indigenous art. The presentation provided the inspiration and some teaching and learning points for all students in all classes across the school, to create and paint an Aboriginal designs of their own.

Flinders Public School proudly recognised Reconciliation Week and Sorry Day with every student contributing to a whole school mural project named "The Sea of Hands". This mural was proudly on display in our Hall. To recognise Reconciliation, Flinders Public School also invited all of the Aboriginal students in the primary grades to represent our school at the Shellharbour Council's Reconciliation March in Shellharbour Village. This was the largest group our school has sent to the event to date and was an extremely positive experience for the students. One senior Aboriginal student was selected to be a Flag Bearer representing Flinders Public School for the march.

Finally, in 2018, four students from Flinders Public School attended a Visual Arts Workshop Enrichment Program focused on the exhibition 'The Gathering.' Students were given a guided tour of the Sredersas Gallery, looking at many different Aboriginal artworks. The artworks were created using a variety of media such as ochre, bark, paint and silk. Students were asked to identify similarities and differences between the artworks, as well as interpret the artists intentions and meaning. At this event, students participated in a Yarn Circle and created artworks that portrayed places of importance and connection to Country.

Multicultural and anti-racism education

At Flinders Public School, we value and recognise the diverse multicultural nature of the Australian society and celebrate the diversity of nationalities represented at our school. Currently, 18% of our school's population are from a language background other than English. Eligible students from a non-English speaking background are targeted with an appropriate learning intervention programs which are directly linked to classroom activities to enhance engagement and understanding of content and concepts taught. Students who were learning English as an additional language or dialect (EAL/D) were provided with appropriate support to develop their English language and literacy skills so that they were able to fully participate in schooling and achieve equitable educational outcomes. The English as an additional language or dialect (EAL/D) programme the needs of a small but diverse range of second language learners in 2018.

Flinders Public School integrates multicultural perspectives in a number of Key Learning Areas to ensure that our students develop the skills, knowledge and attitudes required to successfully participate in our culturally diverse society.

Anti-Racism

Community harmony is promoted through school procedures and practices. Anti-racism school practices include procedures that are consistent with The Anti-Racism Policy. Flinders Public School has a nominated trained Anti-Racism Contact Officer who also deals with issues if they arise.

Teachers, through their teaching and learning programs, have supported students in the acquisition of knowledge in the areas of respect and understanding of racism and discrimination, and the need to adopt anti-racism procedures and how to act upon these accordingly.