

Singleton Heights Public School

Annual Report

Singleton Heights Public School - School Captains - 2018



2018



4486

Introduction

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

Shaun Graham

Principal

School contact details

Singleton Heights Public School
Dorsman Drive
Singleton Heights, 2330
www.singletonh-p.schools.nsw.edu.au
singletonh-p.school@det.nsw.edu.au
6573 1363

Message from the Principal

2018 has been a year of growth and change, through strategic planning and implementation of the goals, dreams and desires of all stakeholders in our school community. We began the year with a new School Plan and three strategic directions that focus on Wellbeing, quality teaching and learning practices and strengthening family and community engagement. Our students have a myriad of opportunities to connect, succeed and thrive in an ever-changing global education system. The extra-curricular opportunities that our students have been able to access, gives them a real sense of authentic, engaging learning. The school provides access to PSSA Sport, band and choir, drama activities, enrichment groups, both in visual arts and in STEM activities, environmental education, as well as overnight and daily excursions to venues that assist in delivering our curriculum in a real and connected way. In the classroom, teachers have a life-long learning approach to their craft, and are developing their professional knowledge in teaching writing, explicit numeracy practice that specifically monitors individual student growth, as well as embedding learning that is supported by technology platforms.

It is really exciting to watch our Positive Behaviour for Learning approach develop systems and processes that support students to learn how to behave appropriately through our explicit values and expectations of behaviour. Our Mari mascot has taken on a vital role in classrooms, and our daily Mari awards are being regularly collected by students as an acknowledgement for their excellent behaviour. Students who receive 15 of the Mari Awards now receive a Mari badge, as well as lunch with the Principal, an exclusive right to wear this proudly around the school.

With the appointment of a Community Liaison Officer, our school is really strengthening its connections with our community. We have a Facebook page, a school app and the traditional newsletter, to regularly inform parents of what is happening daily and weekly at school. We have an amazing Breakfast Club running 4 days a week, to support our students to start the day with increased sustenance. Our Canteen continues to be the regular fundraiser for our P&C, as well as a vital support for families in feeding their children daily. P&C events have also included a Colour Explosion fundraiser in 2018, as well as the annual fete and regular stalls and raffles throughout the year. The school also took part in a Relay for Life fundraiser throughout the year that proved very popular.

We have an Aboriginal student cultural group that participates in dance and cultural immersion activities, and the NAIDOC Day celebrations in 2018 were a wonderful community event. We have a new sensory garden near our back playground, as a bonus add-on to the already copious amount of activity that happens during lunchtimes. Our Book Week Parade this year had a theme of 'Find your Treasure', and all of our students have that little hidden treasure inside them, waiting to come out and inspire themselves and others.

Our school, and indeed our education system, is at such an exciting point, historically, and we have much to be excited about for our students this year and beyond. As our 2018 Education Week theme points out, our schools today are creating tomorrow's future. What will our world look like when our current Kindergarten students complete school in 2030?

Message from the school community

P&C President's Report 2018

I was honoured to be elected to represent Singleton Heights Public School P&C as President in July 2018.

During my short time as President, the executives and I have worked tirelessly on getting our P&C back on track. Setting up systems and procedures to allow for smooth running of P&C responsibilities, the transition for new executives moving forward and fulfilling each role successfully. A special Thank you to Megan Partridge (Treasurer) and the executives who have helped me get our statutory obligations completed and back on track.

2018 saw Breakfast Club go from strength to strength, thanks to the regular donations and support we secured this year from Singleton Neighbourhood Centre, Glencore Australia, ADRA Food Pantry Singleton, Coles Singleton and The Heights Bakery.

A big Thank you to our wonderful parents who take time from their busy morning schedules and turn up early to help feed our students each morning. Without you all, Breakfast Club could not be possible.

Amelia Sheath was appointed as the Uniform shop Coordinator. Amelia has done a wonderful job re-organising the Uniform Shop and putting new systems in place to ensure everything runs smoothly, our customers are happy and looked after as best as we can.

Thanks to Carol Higgins (Canteen Supervisor) our Canteen became compliant with the Healthy Schools Strategy this year which does not come into effect until 1 January 2020. Being compliant so early allows time to slowly faze out some foods and introduce new food choices to our students ready for 2020.

I don't think many people really see the hard work and passion Carol puts into running our Canteen every day. As well as Jen Phillips, Jen turns up every day to work in the canteen with Carol, as a volunteer. Carol and Jen are an amazing team together. Thank you both, for all your hard work and support, always. Our school and P&C are very lucky to have you both.

Our fundraising activities included the Easter Raffle, Mother's Day, Bunnings BBQ, Athletics Carnival canteen and Father's Day stall, The Colour Explosion and BBQ, our Annual Fete, Presentation Day Canteen and the Carols on the Green, along with the general running of the Uniform Shop and Canteen.

All of these events, combined, enabled our P&C to contribute to school projects such as \$1000 towards the Sensory Garden, \$795 on swim caps for students qualifying for the zone swimming carnival, \$4257 on new sports uniforms for soccer, Touch football and NRL representative teams and a \$20,000 contribution towards the soon to be installed, whole school PA system; \$5,000 of which was raised by the Canteen alone. In total, P&C was able to commit \$26,052 to the school this year.

A massive THANK YOU to all the volunteers that have helped out in the Canteen, the Uniform Shop, at each fundraising event and all the behind the scenes volunteers. Without you all our P&C could not be as successful and productive as it is. As a team we achieve for our school. Thank you for all your support and here's to a successful 2019!

Jo Wensley

P&C President

School background

School vision statement

Positive Relationships, High Expectations, Authentic Learning

School context

Built on the land of the Wonnarua people, our school draws students from families living in the Singleton Heights region in the beautiful Hunter Valley. There are strong links with the mining and rural industries as well as local services. A Defence Transition Aide supports families connected to the Singleton Army Barracks.

570 students are enrolled for 2018, with approximately 80 students recognising their Aboriginal or Torres Strait Islander heritage. All students strive to achieve the school's core values of Respect, Responsibility and Excellence with quality teaching and learning practices evident in every classroom. The school has a professional, dedicated and caring teaching staff, who are committed to the school's vision. Collaborative practices contribute to a positive learning environment, where educational research, reflective practices and professional dialogue are highly valued within the school.

In 2017, the school's Year 5 average scaled score growth, in Spelling, was 91, which is above the state average. In numeracy the average scaled score growth was 90. In Year 5, 22 students were in the top two bands for Reading, and 19 students were in the top two bands in numeracy. The school is delivering in value added areas

Students are offered a variety of engaging learning experiences, allowing them to connect, succeed and thrive across the school. Technology is integral to the teaching and learning experiences in our well-resourced classrooms. The school is situated in expansive grounds, allowing students to be physically active in a welcoming environment. The school band is highly regarded within the community and students also enjoy opportunities to engage in creative arts.

The school has an active School Planning Committee, consisting of P&C members and school staff. The P&C encourages and values new and existing membership to contribute positively to the school culture.

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.

Elements	2018 Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering

LEADING: Educational leadership

Delivering

LEADING: School planning, implementation and reporting

Sustaining and Growing

LEADING: School resources

Sustaining and Growing

LEADING: Management practices and processes

Sustaining and Growing

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

A cohesive and dynamic Wellbeing approach

Purpose

To build positive, inclusive, respectful relationships that foster personal growth and development, and enhance cultural awareness .

To enrich community wellbeing where students, staff and community feel valued through positive communication and active engagement in school based activities.

Overall summary of progress

Positive Behaviour for Learning (PBL) continued to be successfully implemented across all stages. A Singleton Wellbeing Hub was established in Term 4. This enabled staff from a range of local schools to build a network system to support wellbeing programs in Singleton.

Learning and Support programs ran across all stages to help support students socially, emotionally and academically.

S.H.P.S has continued to run its Learning and Support Reading Program as well as bridging word program across all classes K–2. SLSO staff undertook training every 5 weeks with the School Business Manager to enhance their knowledge and skills in supporting our students.

A sense of belonging and the building of an inclusive supportive culture was established through a Community Liason Officer (CLO), an Aboriginal Homework centre, NAIDOC Day celebrations, Cultural Groups, Health Care checks, Cultural excursions and the trained ARCO sharing cultural relevant aspects with the whole school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Progressively increase the proportion of students demonstrating active engagement in learning and experiencing a sense of belonging(TTFM).</p> <p>Increased proportion of community actively engaged in school based activities.</p> <p>Moving towards a school that is excelling in the Wellbeing element of the Learning domain in the School Excellence Framework (2017 – delivering).</p>	\$248582.46	<p>Positive Behaviour for Learning (PBL) continued to be successfully implemented across all stages. PBL Bingo was effectively used each term to reinforce the school's values. This was done effectively and has shown a high level of engagement from all students. The Self-Assessment Survey (SAS) was completed by all staff in Semester 1. The data collected was then used to guide future planning by the PBL Team. In Term 1, 2 staff members attended a 3-day training course in PBL Tier 1 implementation. As a result of this training, the staff were able to up-skill other members of the PBL Team and bring new ideas back to staff. The 'Mari Badge' reward system was introduced. This has been a very effective whole-school rewards system that is highly valued by students. Moving forward, the PBL team will continue this process and introduce a tiered system of badges that students receive. A Singleton Wellbeing Hub was established in Term 4. This enabled staff from a range of local schools to build a network system to support wellbeing programs in Singleton.</p> <p>Learning and Support programs ran across all stages to help support students socially, emotionally and academically. Out of Home Care (OoHC) meetings occurred once a semester where the teacher, SLSO, Assistant Principal of Wellbeing and outside agencies (where applicable) attended. This allowed for meaningful discussions to occur where connections between home and school were</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Progressively increase the proportion of students demonstrating active engagement in learning and experiencing a sense of belonging(TTFM).</p> <p>Increased proportion of community actively engaged in school based activities.</p> <p>Moving towards a school that is excelling in the Wellbeing element of the Learning domain in the School Excellence Framework (2017 – delivering).</p>		<p>strengthened. A staff member attended an Anti-bullying conference and shared knowledge and resources with staff. S.H.P.S has continued to run its Learning and Support Reading Program as well as bridging word program across all classes K–2. SLSO staff undertook training every 5 weeks with the School Business Manager to enhance their knowledge and skills in supporting our students.</p> <p>A sense of belonging and the building of an inclusive supportive culture was established through a Community Liaison Officer (CLO), an Aboriginal Homework centre, NAIDOC Day celebrations, Cultural Groups, Health Care checks, Cultural excursions and the trained ARCO sharing cultural relevant aspects with the whole school. Community involvement greatly improved with greater numbers attending NAIDOC celebrations, TTFM survey highlighting "...and positive responses about improved communication through the CLO as well as students building cultural knowledge through the Baiame excursion. Seeking grants to enable the construction of the Aboriginal Cultural Area and Learning area and surveying students, parents and teachers to reflect on increasing Homework attendees for students</p>

Next Steps

Moving forward in 2019, adjustments in new ways of collecting data from staff and students on PBL programs are required that are more time effective and give specific feedback for our school context. A future focus for PBL will be creating lessons based around the school's PBL Matrix.

Moving forward in 2019, SLSO staff will continue to receive training to help support students' learning. The bridging word program will continue to be undertaken by all students K–2, including Kindergarten students from Term 3.

Year 2 to 6 will be future focuses as well new initiatives to build Aboriginal Cultural Knowledge for our Aboriginal Cultural group.

Strategic Direction 2

Excellence in learning, teaching and leading

Purpose

To engage students in rich, authentic, flexible, dynamic teaching and learning experiences, underpinned by high expectations, differentiation and reflective practices.

To enhance the capacity of all staff to foster a school-wide culture of excellence, through effective collaborative practices, with strong, strategic and effective leadership.

Overall summary of progress

Quality Teaching Rounds successfully implemented for 15 teachers who then completed a survey with University of Newcastle. 5 of these teachers were Early Career Teachers.

Stage One, Two and Three Enrichment Groups were conducted successfully throughout 2018.

TEN – Staff have continued to develop their skills and understanding of Early Arithmetical Strategies and have continued to track and assess this consistently.

TOWN – Most staff are using their Ninja Boxes and have developed confidence in tracking/assessing students in Place Value.

New staff this year trained in TEN. Five teachers completed first year of L3 training successfully.

Professional Development on writing delivered for all staff incorporating Seven Steps To Writing Success into their writing programs planned from the English Syllabus. Follow

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Progressively increase the proportion of students achieving expected growth from Year 3 to 5 in three focus areas of writing, reading, and Number, Patterns and Algebra.</p> <p>Progressively increase the proportion of students, including Aboriginal students, in the top 2 bands in writing, reading, and Number, Patterns and Algebra, in Year 3 and Year 5.</p> <p>Increased proportion of Early Stage One and Stage One students achieving Early Stage One and Stage One English Syllabus Outcomes in reading and writing.</p> <p>K–2 90% of students at expected Early Stage One and Stage One Syllabus outcomes for Addition and Subtraction.</p> <p>..</p>	<p>\$104225.42</p>	<p>Quality Teaching Rounds successfully implemented for 15 teachers who then completed a survey with University of Newcastle. 5 of these teachers were Early Career Teachers.</p> <p>Stage One, Two and Three Enrichment Groups were conducted successfully throughout 2018.</p> <p>Teachers have improved their understanding of DoE policies and procedures in relation to accreditation, and Australian Teaching Standards.</p> <p>Aspiring leaders have continued to take on whole school initiatives and supported school in relieving executive roles.</p> <p>Business Manager has been proactive in keeping administrative tasks, including H&S and SAP finance, up to date, as well as taking a leading role in Learning and Support administration. Principal administrative workload has decreased.</p> <p>Project Based Learning being implemented in some classes in Stage Two and Stage Three.</p> <p>TEN – Staff have continued to develop their skills and understanding of Early Arithmetical Strategies and have continued to track and assess this consistently.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Progressively increase the proportion of students achieving expected growth from Year 3 to 5 in three focus areas of writing, reading, and Number, Patterns and Algebra.</p> <p>Progressively increase the proportion of students, including Aboriginal students, in the top 2 bands in writing, reading, and Number, Patterns and Algebra, in Year 3 and Year 5.</p> <p>Increased proportion of Early Stage One and Stage One students achieving Early Stage One and Stage One English Syllabus Outcomes in reading and writing.</p> <p>K-2 90% of students at expected Early Stage One and Stage One Syllabus outcomes for Addition and Subtraction.</p> <p>..</p>		<p>TOWN – Most staff are using their Ninja Boxes and have developed confidence in tracking/assessing students in Place Value.</p> <p>New staff this year trained in TEN. Five teachers completed first year of L3 training successfully.</p> <p>Professional Development on writing delivered for all staff incorporating Seven Steps To Writing Success into their writing programs planned from the English Syllabus. Follow Up to occur in classes.</p> <p>Laptops were used extensively by Stage 3 classes for inquiry learning and EV3 LEGO robots. Students used coding skills to program robots.</p> <p>Professional development delivered on using appropriate educational apps on the iPads to support student learning.</p> <p>Seesaw app has been implemented in ES1 and Stage 2, since the beginning of the year, for parent communication and sharing of student activities.</p> <p>S1 Bluebots coding Term 1 and use of the app and software</p> <p>S3 coding skills implemented since term 1</p> <p>ES1 – Beebots coding</p>

Next Steps

Quality Teaching Rounds to have a more succinct curriculum focus to evaluate particular PL in pedagogy.

Ipad PL to be delivered to staff. Project based learning/integrated Learning to become a focal point for programming.

New syllabus PL – PDHPD and Science

Focus on Reading PL to be introduced and OPL in L3, Seven Steps Writing as well and in TEN and TOWN.

Strategic Direction 3

Strengthening Family and Community Engagement

Purpose

To develop positive and collaborative relationships with the wider community to improve student opportunities and outcomes.

To establish a culture of engagement and knowledge sharing, facilitating meaningful partnerships across the school community to promote a productive and connected learning environment.

Overall summary of progress

Employment of a CLO in 2018. Ongoing development of the role throughout 2018. PL included website management and social media masterclass.

Numerous authentic learning experiences including project based learning with a visit from 'Tears in the Jungle' brothers and a community art show. Students participated in Bandfest, Town Band concert and Convent Gardens performance to raise money for farmers affected by the drought. Easter Hat Parade expanded to include whole school with increased participation from the community.

Reading and mathematics workshops as well as speech pathology experts presented at Kindergarten Orientation. These events were well attended.

Community Ideas Group established. Meeting scheduled twice a term. Group brainstormed ideas for community events and provided feedback on our school. The group grew as the year progressed.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increasing levels of engagement in all school planning processes, as reflected in the School Assessment Tool Increased proportion of parents attending community partnerships workshops Increase in positive homework behaviour in Years 3 to 6, as reflected in the twice-yearly Tell Them From Me survey	\$57000 – CLO employment \$2500 – Consumable resources \$1358 – Professional Learning training – social media masterclass, CLO networking	Employment of a CLO in 2018. Ongoing development of the role throughout 2018. PL included website management and social media masterclass.. Facebook page established with 598 followers. Facebook demonstrates connections with a widening community. Consistent use of skoolbag app to communicate with community. School website has a new platform and is being maintained. Community cafe; led to an increase in the P&C, establishing positive relationships with the community. High number of parents engaged in early interviews and feedback was positive (nice connections made between parent and teacher on a more personal level).. This represented an increase in attendance compared to class and stage information sessions. Numerous authentic learning experiences including project based learning with a visit from 'Tears in the Jungle' brothers and a community art show. Students participated in Bandfest, Town Band concert and Convent Gardens performance to raise money for farmers affected by the drought. Easter Hat Parade expanded to include whole school with increased participation from the community. Fifteen year 5 students graduated from Children's University Program with a graduation ceremony at Newcastle University.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Increasing levels of engagement in all school planning processes, as reflected in the School Assessment Tool</p> <p>Increased proportion of parents attending community partnerships workshops</p> <p>Increase in positive homework behaviour in Years 3 to 6, as reflected in the twice-yearly Tell Them From Me survey</p>		<p>Seesaw app being used by all Early Stage One and Year 3 teachers with more than 95% parent engagement.</p> <p>Relationships Australia presented Interrelate session with SHPS hosting other local school communities.</p> <p>Reading and mathematics workshops as well as speech pathology experts presented at Kindergarten Orientation. These events were well attended.</p> <p>Community Ideas Group established. Meeting scheduled twice a term. Group brainstormed ideas for community events and provided feedback on our school. The group grew as the year progressed.</p> <p>TTFM survey had 68 respondents, more than doubling last year's participation.</p> <p>Grandfriends month held in October and included activities each week in classrooms and the playground. Grandfriends picnic and scheduled regular school day activities were well attended.</p> <p>Connections with Alroy House re-established with four visits from students. Visits were reciprocated by residents who attended our Grandfriends day.</p> <p>Five successful grant submissions were attained. Kitchen Kart, Sensory Garden were established with cook in the box cooking program, yarnning circle landscaping and beehives to be established in 2019.</p> <p>Early Childhood Network meet once per term.</p> <p>Wellbeing hub established. Meeting once per term.</p> <p>Aboriginal Dance Instructor teaching across all local primary schools and the High School.</p> <p>Where there's a Will launch attended by staff and parents.</p>

Next Steps

Continuation of CLO role to oversee School Facebook page, website management, newsletter and skoolbag.

Introduction of SMS system for student absences, to inform parents of student attendance and in respect to the welfare of students.

Parent Information sessions provided for families to support their children in various curriculum aspects. Term 1 – Reading workshop

Term 2 – Wellbeing parent workshop

Term 3 – Technology/Cyberbullying

Term 4 – Numeracy

Community Consultation group to meet twice a term to coordinate 40th Anniversary celebrations and combine with fete.

Provision of Mathematics Support for families from AMSI consultant

Establish regular newsletter items about curriculum provision and learning progressions/new syllabus implementation

Project based approach to homework, particularly in Stage 3, to support positive homework behaviour

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$86985.00	In collaboration with the AECG and the Singleton Learning Community an Aboriginal dance teacher was selected to lead cultural dance in the SLC. Within the schools, cultural groups performed at their NAIDOC events with fortnightly immersion in cultural knowledge in dance and music. The Cultural and dance group target Infants and Primary groups to enable the sharing of appropriate knowledge. Waraya Homework centre provides weekly support for 15 students. Staff member was trained as abn ARCO who then regularly updates the staff on relevant information. An SLSO was appointed to support students with social inclusion, with the class and playground, and to support the teacher in meeting outcomes identified in students' PLPs.
English language proficiency	\$6461.00	Part time staff member employed to oversee EALD student improvement programs and social support. 4 hours per week allocated to support the highest needs' students.
Low level adjustment for disability	\$80913.00	<p>Students requiring support are identified through LST processes and 2017 classroom transitions.</p> <p>New enrolments are flagged for support.</p> <p>SLSOs allocated to areas of need</p> <p>Students requiring literacy support are identified from classroom BENCHMARK data.</p> <p>Staff are supported to conduct assessment</p> <p>SLSOs receive professional learning twice a term and through PDP process, identify external PL requirements.</p> <p>SLSO implementing Bridging Program in ES1 (Term 4) and S1</p>
Quality Teaching, Successful Students (QTSS)	Staffing allocation equating to \$99532.00	<p>Executive release provided (1 hour per week).</p> <p>Funding will also be provided to support ES1 staff Professional Learning</p> <p>Additional Maths support provided to Stage 1 and 2 classrooms for Tier 2 and 3 support</p> <p>Student creative arts enrichment groups established across the year – Stage 3, Stage 2 and Stage 1</p>
Socio-economic background	\$412985.00	<p>SD1</p> <p>Learning and Support –OoHC, IFS meetings for IEP reviews twice a year – teacher and SLSO released to support planning.</p> <p>APLAS network support for ED class establishment</p> <p>ED Class establishment – resources and staff</p>

Socio-economic background	<p>\$412985.00</p>	<p>support provided</p> <p>MAPA training provided to relevant staff</p> <p>PBL – Wellbeing prizes, signage, badges, postcards, stickers, Professional Learning, Principal's lunch, staff release to create lessons,</p> <p>The Thrive Project – Positive Playground training, Kitchen Kart resources, Enrichment resources, Children's University travel, extra-curricular creative arts resources and travel, Seasons for Growth resources.</p> <p>SD2</p> <p>QT Rounds – 15 teachers involved</p> <p>Employment of a Business Manager to oversee administration for Principal</p> <p>Numeracy assessment – teachers released for SENA testing</p> <p>Literacy resources</p> <p>Lit and Num PL for various staff Lit and Num progressions, PLAN2, Focus on Reading training, TEN training. Ipad training, Behaviour Management training.</p> <p>Staff training as according to PDP goals.</p> <p>Staffing will attend Project NEST future focused learning PL. Staff attendance at EduTech conference</p> <p>COMputer Coordinato release for technology servicing</p> <p>SD3</p> <p>Employment of a CLO to oversee communication, P&C admin, wider community connections.</p> <p>CLO PL in communications</p> <p>Community Cafe resources</p>
Support for beginning teachers	<p>\$0</p> <p>RAM Socio-economic funds were utilised to support teachers in first and second year of accreditation for proficiency.</p>	<p>Beginning Teachers and early career teachers provided with on-going support – release time and mentoring support.</p> <p>PL provided by LAST for assessment procedures in Lit and Num</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	306	281	272	278
Girls	291	292	299	297

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.4	93.6	93.3	94
1	92.8	93.1	93.1	92.1
2	93.3	92.5	94	93.4
3	93.7	92.4	92.7	92.4
4	94.7	92.3	92.6	92.1
5	92.6	94	93.8	91.7
6	93.3	93.1	94.1	91.4
All Years	93.6	93	93.4	92.4
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

Positive attendance is encouraged with the awarding of a weekly trophy and certificate for the class that has the best attendance for the previous week.

Non-Attendance Procedures:

1. If a student is absent for 2 days with no explanation, on the third day, the classroom teacher completes a *Student Attendance* slip and sends this to the school office in the class roll OR hands the slip directly to the deputy principal. Additional copies of Student Attendance slips are located in the staffroom under the WHS noticeboard

2. The deputy principal phones the parent/caregiver to seek an explanation for the student's absence—support

is also offered with the aim of establishing ongoing satisfactory attendance. Feedback is given to the class teacher as well as details of any support strategies. This information is noted on the *Student Attendance* slip – these are retained by the school in accordance with DoE policies

3. If there is an unsatisfactory explanation for the absence or the parent/caregiver is unable to be contacted and the absence continues or there is a pattern of non-attendance a letter is posted to the student's parent/caregiver requesting a meeting at which support is offered to help the student return to satisfactory attendance. The DoE information sheet: *Compulsory School Attendance* may also be included with the letter.

4. If there is no satisfactory outcome to the meeting and attendance remains unsatisfactory an application for Home School Liaison support is made. A letter informing the parent/caregiver of this process is sent to the parent/caregiver and the application for HSLO support is sent to district office

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	22.95
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	5.06

*Full Time Equivalent

! staff member identifies as from a Torres Strait Islander background.

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	15

Professional learning and teacher accreditation

Staff to develop PDP goals by Week 6. Collate goals into groups who have identified technology use as an area for development Assess the need for type of technology PL required

Professional Learning to be consistently scheduled on MyPL.

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	438,174
Revenue	5,906,063
Appropriation	5,683,377
Sale of Goods and Services	2,990
Grants and Contributions	216,034
Gain and Loss	0
Other Revenue	500
Investment Income	3,162
Expenses	-5,881,705
Recurrent Expenses	-5,881,705
Employee Related	-5,305,839
Operating Expenses	-575,865
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	24,358
Balance Carried Forward	462,532

The school Administration Manager and Principal meet weekly to discuss and balance the school's budget. Income and Expenditure tracking is at the forefront of these discussions.

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	3,862,637
Base Per Capita	110,414
Base Location	7,510
Other Base	3,744,713
Equity Total	753,924
Equity Aboriginal	86,985
Equity Socio economic	412,985
Equity Language	6,461
Equity Disability	247,494
Targeted Total	524,595
Other Total	314,164
Grand Total	5,455,321

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.

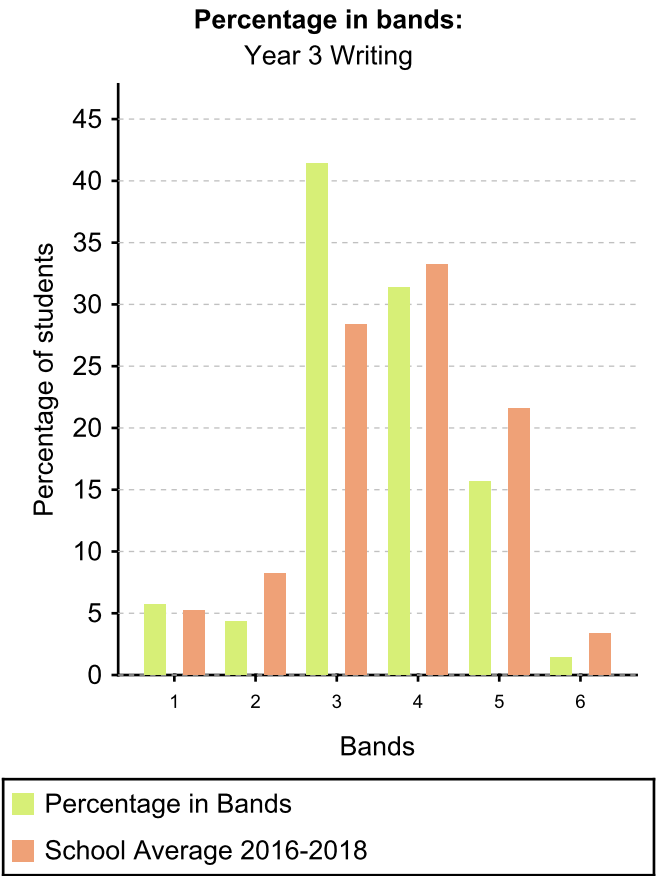
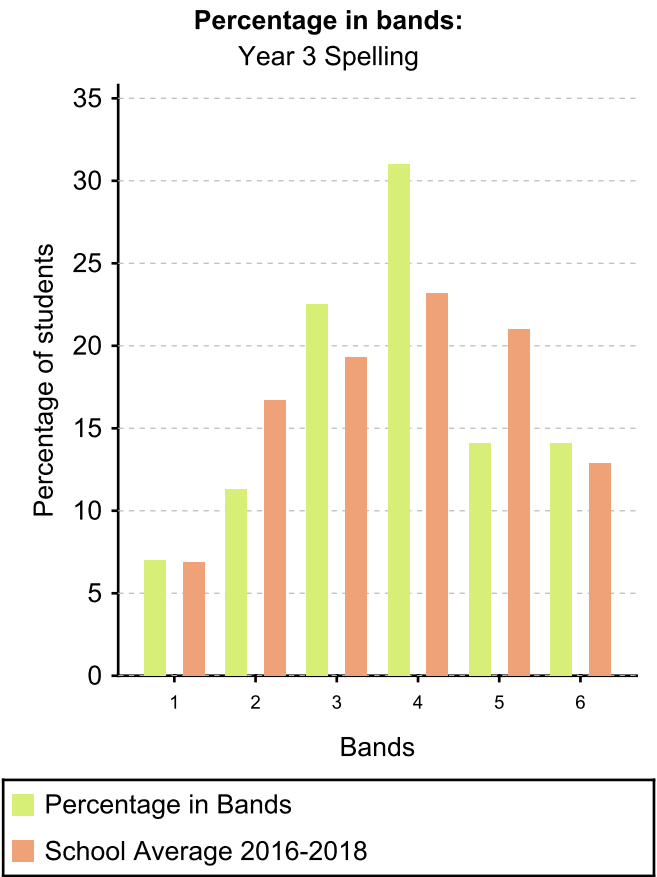
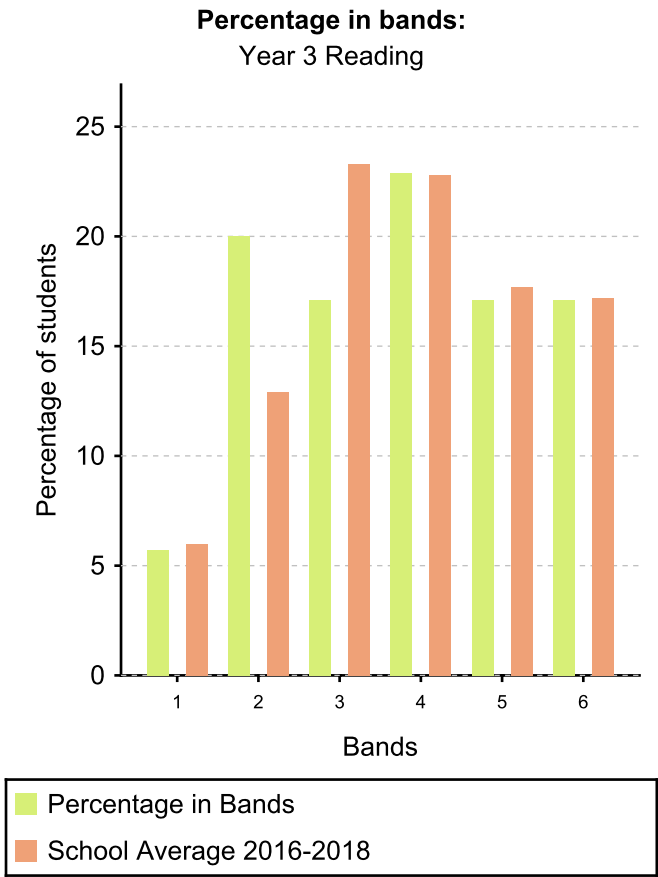
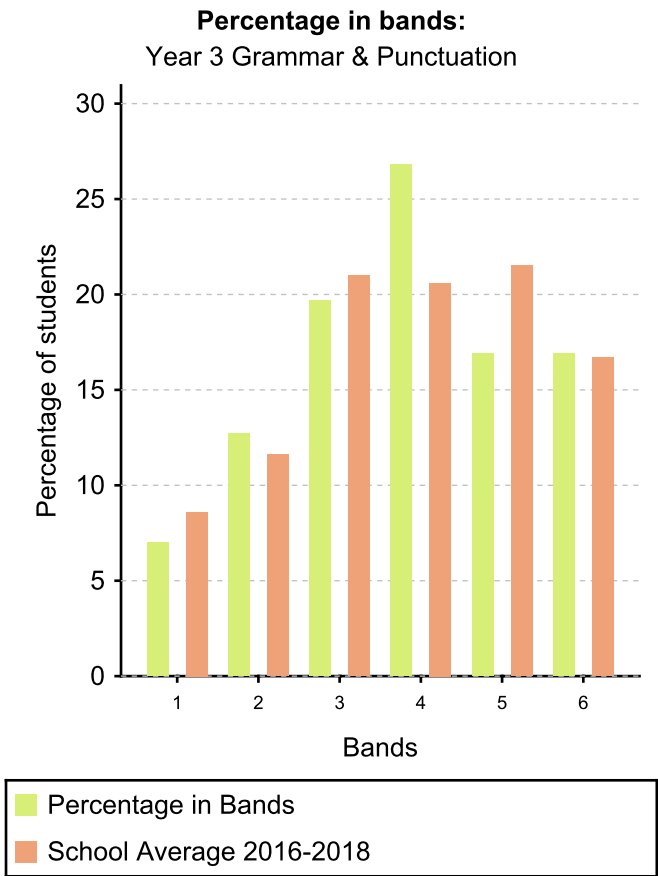
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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.

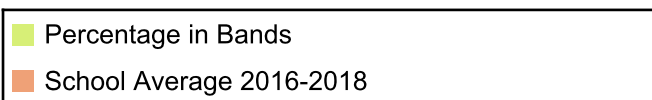
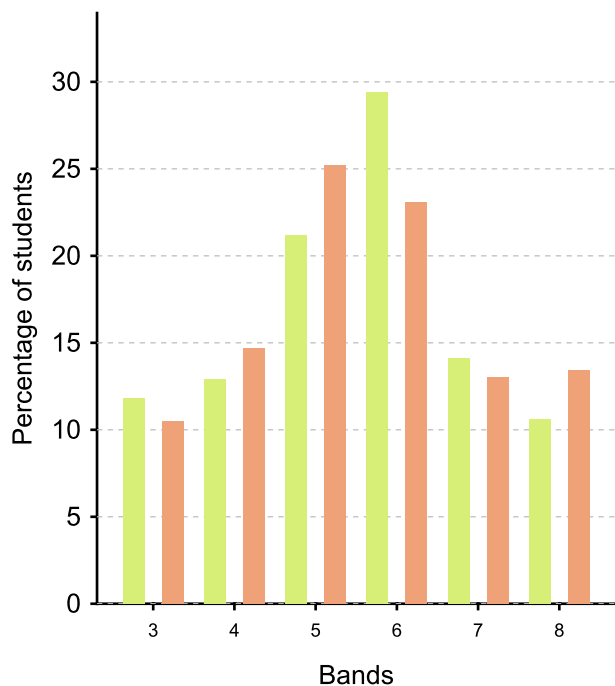
From Year 3 to Year 5, 59% of students received at or above expected growth for Reading, 46% for Spelling and 52% for Grammar and Punctuation, making it an average of 52% for Literacy. In Writing, 41% achieved expected growth.

From Year 5 to Year 7, 49% of students received at or above expected growth for Reading, 52% for Spelling

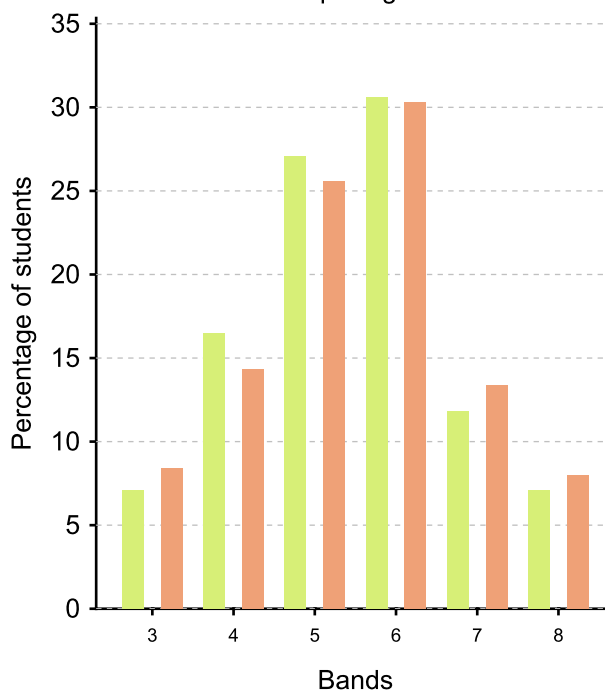
and 53% for Grammar and Punctuation, making it an average of 51% for Literacy. In Writing, 41% achieved expected growth.



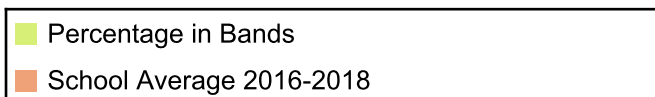
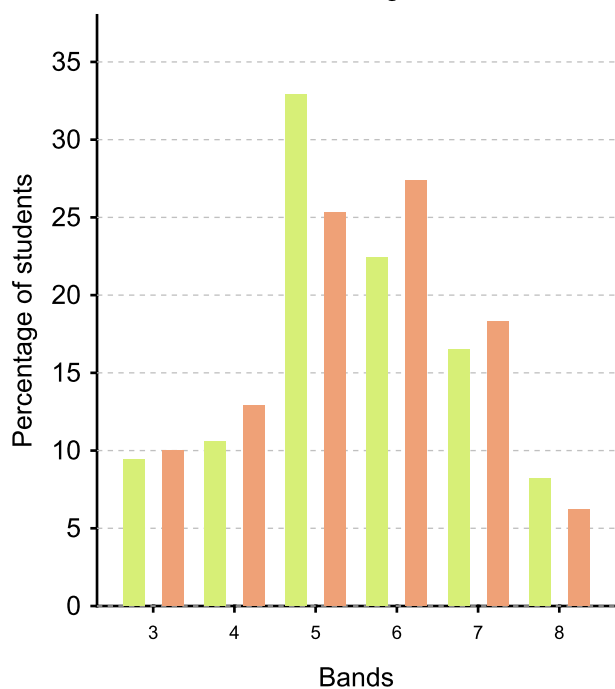
Percentage in bands:
Year 5 Grammar & Punctuation



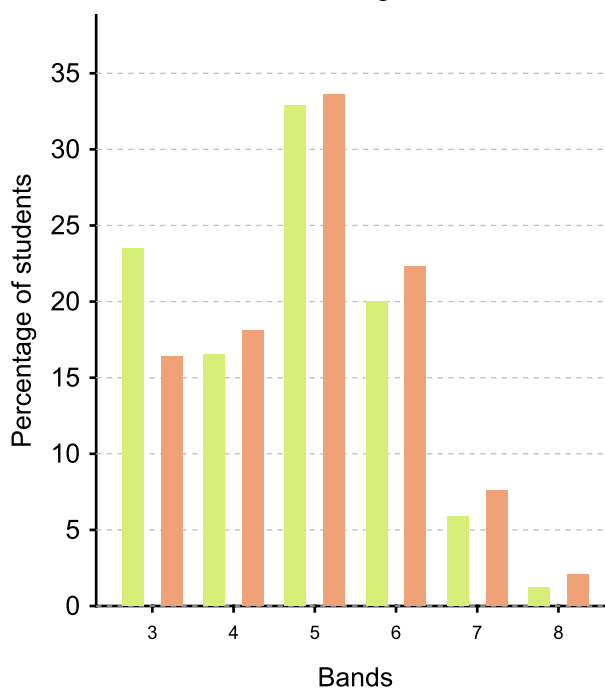
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



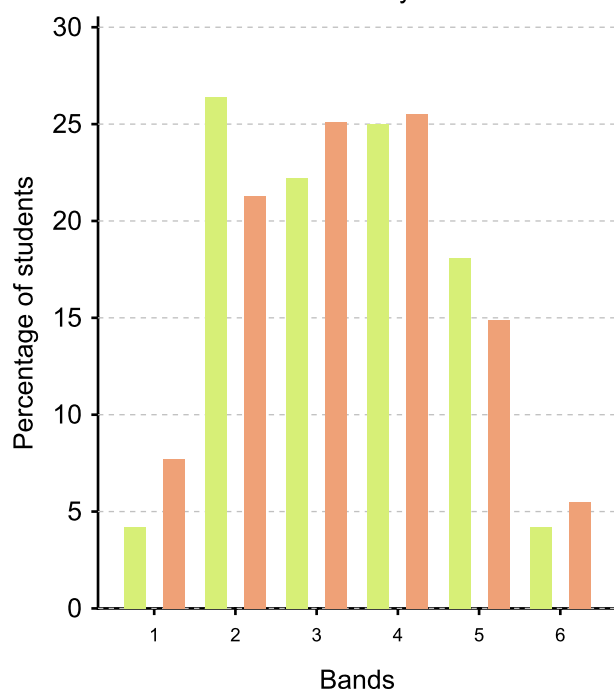
Percentage in bands:
Year 5 Writing



In Numeracy, 54% of students achieved expected growth from Year 3 to Year 5.

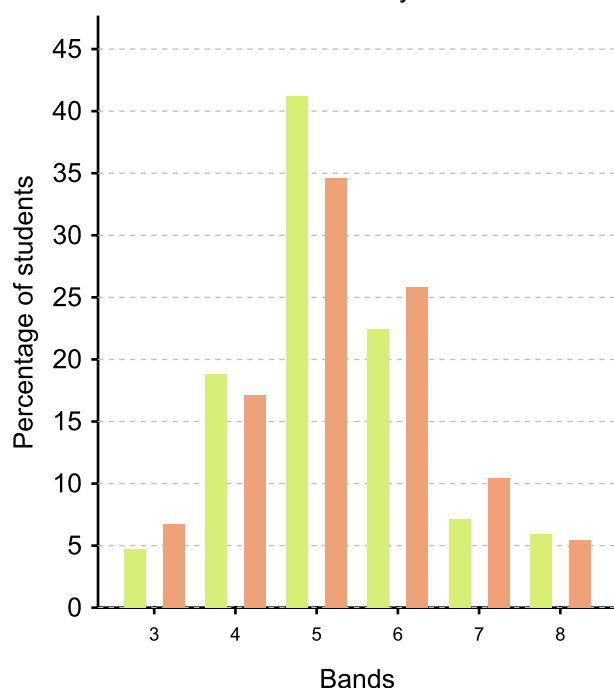
In Numeracy, 63% of students achieved expected growth from Year 5 to Year 7.

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

<You may choose to use this text box and statement to refer readers to the My School website:

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.>

Delete text not required.

<Use this text box to comment on mandatory reporting requirements in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands>

Delete text not required.

Parent/caregiver, student, teacher satisfaction

Parents/Caregivers

Top three aspects of the Tell Them From Me Partners in Learning survey:

Parents Feel Welcome – I can speak easily with my child's teacher 7.7./10, written information from the school is in clear, plain language 7.4, the school Admin staff are helpful...8/10.

Parents support learning at home – Parents encourage their child to do well 8.2/10, they praise their child for doing well 8.2/10

School supports positive behaviour – My child is clear about rules for behaviour 8.8, Teachers expect children to pay attention 8.1.

Area for further development

Parents are informed – I am informed about my child's social and emotional development 5.7, I am informed about opportunities concerning my child's future 6.0

Inclusive School – School staff create opportunities for students who are learning at a slower pace 6.0

Safety at School – The school helps prevent

Students – Years 4 to 6

84% of students indicated they are involved in school sport, 84% of students indicated they had positive relationships at school, 96% indicated that they believe school is useful in their everyday life and will have a strong bearing on their future.

Areas for further development

39% of students had positive homework behaviour, 38% indicated participation in extra-curricular activities around the school, 73% had a positive sense of belonging, 8% below state norm.

Staff

Staff scored high in the areas of classroom **Learning Culture** 7.9/10, **Teaching Strategies** 7.8/10 and in identifying our school as an **Inclusive School** 8.2./10.

Areas for further development

Staff scored low in technology access for students 5.7/10, Parental Involvement 6.7/10, and in leadership for instruction 7.3/10

Policy requirements

Aboriginal education

A sense of belonging and the building of an inclusive supportive culture was established through a Community Liaison Officer (CLO), an Aboriginal Homework centre, NAIDOC Day celebrations, Cultural Groups, Health Care checks, Cultural excursions and the trained ARCO sharing cultural relevant aspects with the whole school. Community involvement greatly improved with greater numbers attending NAIDOC celebrations, TTFM survey highlighting "... " and positive responses about improved communication through the CLO as well as students building cultural knowledge through the Baime excursion. Seeking grants to enable the construction of the Aboriginal Cultural Area and Learning area and surveying students, parents and teachers to reflect on increasing Homework attendees for students Year 2 to 6 will be future focuses as well new initiatives to build Aboriginal Cultural Knowledge for our Aboriginal Cultural group.



Multicultural and anti-racism education

An ARCO officer was trained and began to implement daily/weekly activities for each class, by sharing resources related to world events from different cultures. These activities broadened the minds of students and staff about the multiculturalism in our school and the wider community. The school celebrates Harmony Day and NAIDOC Day annually.