

# St Marys South Public School

## 2019 Annual Report



INNOVATE  
CREATE  
COLLABORATE  
COMMUNICATE  
THINK CRITICALLY



4279

## Introduction

The Annual Report for 2019 is provided to the community of St Marys South 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.

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### Message from the students

I had the immense enjoyment of spending my primary school years at St Marys South Public School. I started at St Marys South Public School in Kindergarten, and I am sure I was excited about all the great things I would learn, however, I just remember being nervous and scared. During my years at St Marys South Public School, I grew into a confident, happy learner who was always encouraged to do my best and just give things a go. St Marys South Public School gave me many great opportunities that helped me grow in all areas, such as the music performances at the Sydney Opera House, showcases featuring dance, choir and instrumentals, School Spectacular and many more. Kindergarten to Year 6 was by far some of the best years in my life and the school and its teachers gave me the chance to learn new things every day and make an excellent, supportive network of friends. I'm very glad that my primary years were spent at St Marys South Public School.

Lily Uren, School Captain 2019.

## School background

### School vision statement

To develop outstanding citizens who:

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

### School context

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

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

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

## Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

As a result of our rigorous evidencing of our schoolwide practices against the fourteen elements through Self-Assessment, our school achieved an overall on-balance judgement of Excelling in all three domains.

**In the Learning domain, our school attained Excelling in the elements of Learning Culture, Wellbeing, Curriculum, Assessment and Reporting.** Our school's embedded practices provide students with differentiated learning and teaching through the provision of evidence-based practices and integrated formative assessment strategies, to engage students in rich learning experiences to ensure they connect, succeed, thrive and learn. Teaching and learning programs are dynamic, with reliable and consistent student assessment and continuous tracking actioned. Student reports are personalised and comprehensive, using data to inform collective decisions about student learning.

**In the Teaching domain, our school attained Excelling in the elements of Effective classroom practice, Data skills and use and Learning and development.** Our school's embedded practices foster a professional growth culture. We engage teachers in high quality, collaborative, evidence-based professional development to improve student growth, engagement and performance. A whole school approach to improvement is evident, with evidence-based practices exuded. Our Teacher Learning Community is our embedded and explicit system facilitating professional dialogue, collaboration, classroom observation, modelling of effective practice and feedback between teachers.

**In the Leading domain, our school attained Excelling in the elements of Educational Leadership, School**

**planning, implementation and reporting, School resources and Management practices and processes.** Our school's embedded practices promote a culture of continuous improvement with a clear focus on student progress and achievement, and high quality service delivery. We foster a schoolwide culture of high expectations and proactive engagement with the whole school community underpinned by the strategic vision of our school. Our school establishes a professional learning community which is focused on continuous improvement of teaching and learning. Technology that supports learning is available, with every student able to access in a future-focused learning environment.

## Strategic Direction 1

### Effective learning and teaching

#### Purpose

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

#### Improvement Measures

Increase in the percentage of students achieving and exceeding expected growth in NAPLAN reading from 56% to 64% by 2020

65% of students in K–2 meeting or exceeding expected reading levels, with a 2% increase each year after.

PLAN 2 data monitoring and tracking indicates a shift in at least one level across literacy and numeracy for a year's learning for all students.

Increase in the overall number of students performing in the top 2 bands in

Year 5 Reading – 25%

Year 5 Numeracy – 15%

Year 3 Reading – 32%

Year 3 Numeracy – 25%

Every teacher uses data to inform and differentiate their teaching and learning by tracking student progress on the learning progressions.

All teachers embed explicit, systematic and balanced pedagogies and engage students in modelled, guided and independent learning.

100% of teaching and learning programs show evidence of data-driven practices to support students achieve individual learning goals.

#### Overall summary of progress

Our school performed above both the Statistically Similar School Group (SSSG) and State in Averaged Scale Growth in all domains. In comparative to SSSG we were above by 12.98% in Reading, 19.96% in Writing, 2.74% in Spelling, 17.96% in Grammar and Punctuation and 24.33% in Numeracy. 58.5% of students achieved at or above expected growth in Reading, on track to achieve our expected target at the end of 2020.

In Spelling, a 2.74% Averaged Scale Growth above the SSSG was attained. Our school attained a small growth in Spelling, with 56.4% at or above Expected Growth, 0.7% above the SSSG.

Our school attained at or above expected growth in all domains comparative to the SSSG and State except in Grammar and Punctuation (–8.6%). Our school performed at or above expected growth comparative to the SSSG by 3.7% in Reading, 8.8% in Writing, 0.7% in Spelling and 18.7% in Numeracy.

30.2% of students achieved in the top two bands, 5.7% above our target in Year 3 Numeracy. This was 3.5% above the SSSG, and significantly closed the gap, with difference from state (39.9%).

8.5% of students achieved in the top two bands.

32% of students achieved in the top two bands in Year 3 Reading. 5% achieved Band 7, a 4% increase since 2018.

43% of students achieved in the top bands in Year 5 Reading.

49% of students achieved Band 4 or higher in Year 3 Writing, a 26% increase since 2018. There was a 17% increase in percentage of students achieving Band 2 and 3.

27% of students achieved Band 6 or higher in Year 5 Writing.

Our Performance Measures have also been confirmed through our engagement in the Self–Assessment Survey, with our on–balance judgement of Excelling. In doing this, we determined that,

Every teacher uses data to inform and differentiate their teaching and learning by tracking student progress on the Learning Progressions, across ten school–focused sub–elements, as well as Operating With Decimals for those beyond Additive Strategies.

All teachers embed explicit, systematic and balanced pedagogies and engage students in modelled, guided and independent learning that are planned through the teaching and learning cycle, and supported through Instructional Leadership, ongoing professional learning and reflective practtitioning.

100% of teaching and learning programs show evidence of data–driven practices to support students achieve individual learning goals, including the use of daily tracking and recording sheets in Guided Reading consistently.

### Progress towards achieving improvement measures

**Process 1:** Establishment and sustaining of whole school systems for performance and development through the Professional Learning Community model with a collective formative assessment focus underpinned by Instructional Leadership.

Evaluation	Funds Expended (Resources)
<p>Whole school continuous improvement has been evidenced throughout 2019.</p> <p>This year, our Teacher Learning Community (TLC) was sustained throughout the entirety of 2019 with a focus on Differentiation (research–informed practices). 100% of teachers completed our school–based Registered NESA course, High Quality Differentiation: Developing evidence–based practices in a professional learning community, underpinned by Instructional Leadership. All teachers could articulate a strategy for differentiating the content, process, product or learning environment with colleagues engaging in classroom observations, sharing and trialling authentic pedagogical practices, reflecting on current practice and building a collective expertise, with the student lens at the core. 83% of teachers indicated Differentiation had the most impact on their professional development. Thornburg's caves, waterholes and campfires research–based practices were also actioned in most classrooms, enabling differentiated learning environments to be accessed by students.</p> <p>Six colleagues were mentored, and built their leadership capabilities, to facilitate two cycles including organisation of resources, staff communication, meeting implementation and driving the research–informed professional learning schoolwide, underpinned by Instructional Leadership. The TLC provides an embedded and explicit system for collaboration and cultivates a knowledge building community.</p>	\$32 000

**Process 2:** All K–2 teachers engage in L3 (Language, Learning and Literacy) professional development, forming part of our commitment and engagement in the Early Action for Success (EAfS) initiative.

Evaluation	Funds Expended (Resources)
<p>During 2019, our school sustained L3 as a school–based approach to the explicit and systematic strategy to support language, reading and writing instruction in the early years of schooling. A key focus for learning and teaching, and instructional leadership mentoring, was centred around oral language, phonological awareness, letter–sound relationships (phonics), vocabulary, fluency and comprehension. This was further supported through Dual Teaching, enabling two teachers to work collaboratively in improving student literacy acquisition in reading fluency (rate, accuracy and expression) and comprehension (Understanding Texts). Student learning centres were sustained supporting the building of student literacy and numeracy capabilities.</p> <p>A classroom teacher, Assistant Principal and the Instructional Leader completed the Framing Writing through Oral Language Project, with the</p>	\$10 500

## Progress towards achieving improvement measures

Mode Continuum shared with staff as part of the professional learning delivered on the Writing Process. 100% of teachers completed a writing process cycle, with the intent to progress to the publishing phase. K–2 teachers were provided with further Instructional Leader support in embedding oral language strategies into teaching and learning practice of Writing, alongside the two trained colleagues to also support this work. Through the dual teaching, distributed instructional leadership was evidenced, with teachers trained in L3 supporting colleagues further develop skills in reading and Targeted Early Numeracy (TEN).

**Process 3:** Students identified at not reaching minimum benchmarks in Numeracy are targeted for individual support through the Targeted Numeracy Support Program.

Evaluation	Funds Expended (Resources)
<p>Working Mathematically continued to be sustained as a schoolwide focus in 2019. A revised Scope and Sequence and Teaching and Learning Program proforma was devised consultatively, to support a whole school approach to the integration of Working Mathematically proficiencies.</p> <p>A key strategy has been the investment in the Dual Teaching Model, enabling an additional teacher to support, up to two hours a day, working collaborative in the classroom to drive student improvement in Literacy and Numeracy. As a result, this will be sustained in 2020.</p> <p>Learning Links, a tiered–intervention program led by parent–community volunteers, has supported student growth in numerical reasoning and operations. Eleven students across years 2–5 received support and made significant learning gains through the Counting for Life program. A collective average gain of forty–one months was achieved. Every student indicated they would recommend the program to a peer and gained a strategy that helped them in the classroom. 100% of parents indicated that the strategies they learned through the training and implemented have helped them support their own child/ren at home, whilst felt they made a significant contribution to the school's continuous improvement.</p> <p>100% of high potential students were supported through a differentiated curriculum, with their teachers provided with strategies and support for acceleration shared through instructional leadership, at each students point of need. This included acceleration of a Kindergarten student to work with like–minded peers, targeted small group intervention with high potential ES1 students engaged in inquiry based tasks and modified curriculum, year 1 students challenged through high–order thinking tasks, including one student provided with a spatial and visual awareness booklet to address his area of need, Year 2 teachers were supported to action higher–order literacy, numeracy and spelling tasks that promote open–ended inquiry, backward–thinking mindsets, expansive vocabulary building (which has been evidenced in their independent writing since) and designing and production using concrete materials and ICT, whilst making global connections.</p> <p>High potential students in 3–6 were afforded opportunities to engage in STEM problem design, which are published in our school newsletter. Spelling, Public Speaking and Debating were also accessible to students who exuded capabilities in these realms, working alongside like–minded peers.</p> <p>All K–2 Teachers received mentoring and coaching through the Instructional Leader, and with the support of the Stage Supervisor, to embed the Targeted Early Numeracy (TEN) into classroom practice, and differentiate instruction to address student point of need along the Additive Strategies Learning Progression. Learning Links supported targeted students in Years 2–6 make gains in arithmetic strategies. The impact of this is evidenced with 95% of K–3 and 94% of 5–6 students achieving or exceeding our school–based expected levels. Five Year 4 students achieved well above expected achievement levels, moving into decimal notation. 86% of K–6 cohorts were</p>	



## Progress towards achieving improvement measures

working at or exceeding expected levels in Multiplicative Strategies, which will be our whole school focus in 2020.

Resources were purchased to support teachers increase their implementation of concrete and practical materials. A school champion was assigned to support Reflection Journals across the school, with this being a continued area of need for 2020.

**Process 4:** Personalised Learning Plans are devised to deliver adjusted learning and teaching to meet individual student needs.

Evaluation	Funds Expended (Resources)
<p>Personalised Learning Plans (PLPs) were devised for every student as required, ensuring educational provisions were provided to enable every student access to the curriculum.</p> <p>Seventy-six students were supported through a Personalised Learning Plan, regularly monitored and reviewed throughout the year in consultation with parents/carers, alongside the Learning and Support Teacher, classroom teacher and School Learning and Support Officer.</p> <p>100% of classroom teachers participated in the review of PLPs to address individual student needs.</p> <p>All National Consistent Collection of Data (NCCD) requirements were met, in line with legislative and administrative processes.</p> <p>100% of students on a PLP were provided with direct support through the School Learning and Support Officer to achieve, and devise future, learning goals.</p>	\$52 600

**Process 5:** Tailored and ongoing professional development opportunities provided to increase teacher understanding of the NSW English and Mathematics Syllabus.

Evaluation	Funds Expended (Resources)
<p>Our schoolwide focus on improving teacher quality sustained throughout 2019, to improve teacher understanding of the NSW Syllabus. Key initiatives and strategies were:</p> <p><b>Dual Teaching Model.</b> Through the Dual Teaching Model, teachers worked collaboratively to co-plan and design learning and teaching, analyse student assessment data and work collectively to inform future teaching. Working closely with the NSW Syllabus and National Literacy and Numeracy Learning Progressions was enacted, collectively determining learning goals sequentially to support student progression. Teachers worked collaboratively to inform pedagogical decisions and making accurate summations of student mastery using student worksamples, SENA, Fountas and Pinnell, Words Their Way and formative assessment, drawn from Syllabus outcomes. Teaching strategies were shared in this collegial space, forging capacity building as well as reflective dialogue, centred on student performance improvement.</p> <p><b>Teacher Learning Community.</b> Our TLC provided a space to deeply explore differentiation, widening the repertoire of strategies teachers across all career stages could deploy to adjust and modify the content, process, product and learning environment through evidence-based practices. Through work on Gardner's Multiple Intelligences, teachers trialled innovative strategies to differentiate and engage students to attain Syllabus outcomes. The TLC enabled a space to collaborate, engage in classroom observations and give and receive feedback on practice through the student lens.</p>	\$28 000

## Progress towards achieving improvement measures

**Instructional Leadership.** Through mentoring and coaching, shoulder to shoulder teaching, practice analysis conversations, data chats and co-designing/co-teaching lessons, teachers were supported to access the NSW English and Mathematics Syllabus, and the Learning Progressions, to drive student progress impactfully.

**Data Analysis Days.** In Term 1, we initialised the year with Stage-based planning days, initialised with data-chats in consultation with the Instructional Leader, Stage Supervisor, Classroom Teacher, student assessment data, Learning Progressions (PLAN2) and NSW English and Mathematics Syllabus. This paved the way for planning learning and teaching using the Syllabus, which amplified teacher understanding of outcomes and content.

**Data Chats.** These sessions provide a deep interrogation into individual, or group, student assessment data, to inform teaching next steps. These are driven by the NSW Syllabus and Learning Progressions in setting challenging learning goals and tiered intervention.

**Whole school Teacher Professional Learning.** A number of whole school Teacher Professional Learning sessions were held in English and Mathematics, with the intent of delving deeply into the NSW Syllabus. A whole school professional learning was actioned on Multiplicative Strategies, paving the way for 2020. An external provider was employed to deliver two sessions in Working Mathematically, with direct links to Differentiation and the Syllabus. We will continue to further expand teacher knowledge of the Syllabus across all stages of learning.

**Engagement in the Working with the Big Ideas in Number Project (EaFS).** The Instructional Leader supported and mentored three colleagues build their capacity in evidence-based practices to deliver NSW Mathematics curriculum content, through the research of the Big Ideas. The dissemination of this was initiated, and will be further strengthened in 2020.

**Engagement in the Framing Writing through Oral Language Project (EaFS).** The Instructional Leader supported, and worked with and through two colleagues, to amplify the writing process and embed high-impact oral language activities schoolwide. This work will continue to be actioned in 2020.

**NAPLAN Writing Analysis.** This session led to a whole school approach in the Writing Process, the Mode Continuum and engagement with the Syllabus in collective teams, determining schoolwide focuses in alignment to the standards of the Syllabus.

**Process 6:** All teachers, K–6, administer formal assessment practices through the Fountas & Pinnell Benchmarking systems and Words Their Way Spelling inventory each semester.

Evaluation	Funds Expended (Resources)
<p>The Words Their Way inventory has been administered across 1–6 to support student development of effective spelling capabilities and knowledge, with data tracked and monitored along the Spelling Learning Progression and Student Database, formally twice a year.</p> <p>PLAN2 data indicates that the next area of need for explicit teaching in spelling are supporting students be able to;</p> <ul style="list-style-type: none"> <li>* Write correctly some common high-frequency words with irregular phonic graphemic patterns (Kindergarten)</li> <li>* Write common plurals formed with adding 'es' correctly (Year 1)</li> <li>* Write one- and two-syllable words with consonant blends (Year 2)</li> </ul>	\$3 000

## Progress towards achieving improvement measures

- \* Recognise spelling errors in own writing (Year 3)
- \* Write all common contractions correctly (Year 4)
- \* Spell less common homophones correctly (Year 5)
- \* Spell multisyllabic words including some with more complex letter patterns (Year 6)

In Spelling, a 2.74% Averaged Scale Growth above the Statistically Similar School Group was attained.

Our school attained small growth in Spelling, with 56.4% at or exceeding expected growth, 0.7% above the SSSG.

Fountas and Pinnell Benchmarking is administered formally, twice per year, by all teachers, K–6. Student assessment data is tracked and monitored on our schoolwide Data Wall and Student Database, and informs the placement of students in flexible, fluid differentiated reading groups. PM reading data also supports teacher judgement in K–2 Guided Reading, with most classes using Fountas and Pinnell reading resources in their practice.

64% of students in K–2 met or exceeded expected reading levels, 3% short of our expected target. An Effect Size of 1.36 in Kindergarten, 0.83 in Year 1, and 0.83 in Year 2 was attained, which signifies the significant growth our students made across the year.

80% of students in Year 3 and 4, met or exceeded expected reading level. A collective average Effect Size of 0.95 growth was attained.

70% of students in Year 5 and 6, met or exceeded expected reading level. A collective average Effect Size of 0.55 growth was attained, as 29% of Year 5 and 38% of Year 6 students began the year already having met or exceeding the end of year expected target.

**Process 7:** Evidence-based practices are embedded K–6 to support student performance in spelling through Word Study (K–2) and Words Their Way (K–6).

Evaluation	Funds Expended (Resources)
<p>This year, Word Study in K–2 was underpinned by L3 (Language, Learning and Literacy) as integral to the guided reading component of the English program.</p> <p>All teachers, as required, were equipped with strategies for embedding evidence-based word study, using responsive teaching strategies.</p> <p>Words Their Way was embedded in years 3–6, with most Kindergarten, Year 1 and 2 classes also embracing the program to support a whole school approach through a research-informed strategy.</p> <p>Every teacher entered student assessment data into the Student Database and PLAN2, with the data interpreted and analysed to support individual student and whole school future directions.</p> <p>We attained 64% of students achieving or exceeding Band 4 in Year 3 Spelling.</p> <p>23% of students achieved in the top two bands in Year 5 Spelling.</p> <p>In 2020, we will capture staff expertise to build capacity, and with support, establish greater consistency in Words Their Way as a schoolwide embedded practice.</p>	

## Progress towards achieving improvement measures

**Process 8:** All teachers contribute to the development, compilation and implementation of active school wide Data Walls

Evaluation	Funds Expended (Resources)
<p>This year we sustained two active Data Walls, both underpinned by the research of Sharratt and Fullan, 'Putting Faces on the Data'.</p> <p>100% of teachers review the Data Wall student placements and engage in professional conversations with the Instructional Leader and their colleagues, as required across K–6.</p> <p>Our Reading Data Wall was informed based on Fountas and Pinnell Benchmarking data, in alignment to our school–developed Benchmarking Guide. This will be reviewed during 2020.</p> <p>Our Mathematics Data Wall was informed by SENA Assessment data, with a focus on Additive Strategies and Operating with Decimals.</p> <p>Student assessment data was also recorded on our Student Database, which was provided to teachers in accompaniment with various assessment information collected across the year, to view a student holistically 'at a glance'.</p> <p>100% of teachers updated PLAN2 in Multiplicative Strategies and Creating Texts, our two new areas of focus K–6. 100% of teachers were provided 'I can' student learning goal posters to drive learning goal setting, with this work to be further strengthened in 2020.</p>	

## Next Steps

Our focus on our professional growth culture will sustain through the implementation of the TLC, to improve student performance in Reading and Working Mathematically capabilities. A culture of continuous improvement will be further amplified for every student, teacher and leader.

A deeper focus on differentiation, as well as evidence–based practices of Visible Learning, will be ratified schoolwide, in accompaniment with our culture of high expectations.

The Dual Teaching model will be sustained, capturing feedback attained, as a key strategy to drive student improvement through a shared responsibility.

Reading comprehension and Working Mathematically are two key areas of focus for 2020, working towards achieving our school, upper bound, targets.

Words Their Way will sustain, with a stronger focus on consistency schoolwide and teacher capacity building.

Two active Data Walls will sustain, capturing Reading and Multiplicative Strategies, shifting our focus to an identified area of need.

Focus on Reading, Words Their Way, Targeted Early Numeracy (TEN) and Working Mathematically will be pivotal in classroom practices, sustained and consistent K–6.

## Strategic Direction 2

### Effective student engagement

#### Purpose

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

#### Improvement Measures

Increase the number of students who attend school 90% of the time.

100% of staff and students use Growth Mindset strategies to enhance learning.

#### Overall summary of progress

Our school underpins the Wellbeing Framework for NSW Public Schools, to ensure students connect, succeed, thrive and learn in an enabling environment.

Our practices align to the wellbeing elements of:

- Teaching and Learning;
- Behaviour, Discipline and Character Education;
- Learning and Support;
- Professional Practice;
- Effective Leadership; and School Planning.

Through the Wellbeing Self-Assessment Tool for Schools, we could determine on-balance judgements with evidence that supports the following Wellbeing for Schools Framework statements.

#### **Within the theme 'Connect', our school can evidence that,**

- Students have positive and respectful relationships with each other, their teachers and the community.
- Staff nurture professional relationships with students which are safe, respectful and supportive, and which help students to reach their full potential.
- The school is focused on building individual and collective wellbeing through a climate of care and positivity.

#### **Within the theme 'Succeed', our school can evidence that,**

- Students are succeeding in their learning.
- Staff enable success by personalising student learning and supporting students to achieve.
- Parents and the broader school community actively participate in supporting and reinforcing student learning.

#### **Within the theme 'Thrive', our school can evidence that,**

- Student learning takes place in an environment which fosters and develops choice, accomplishment, positive relationships, enjoyment, growth, health and safety
- Students are recognised and celebrated.
- The school has high expectations for every student.

#### **Within the theme 'Enabling Environment', our school can evidence that,**

- Students are recognised, respected and valued.
- Collaborative partnerships are built with students, staff, families, communities and other organisations to support and develop students and school communities.
- Professional practice is valued and there is a commitment to ongoing improvement and student wellbeing.

Our school promotes three core expectations of every student to be a safe, respectful learner across all settings of the school, and proudly recognises student achievements, with practices underpinned through Positive Behaviour for Learning.

We have sustained the school champion, Mrs E, our mascot for student wellbeing.

## Progress towards achieving improvement measures

**Process 1:** Engage a range of innovative technologies to increase student's ability to collaborate, reflect and share their learning journey with their peers and the community.

Implement a coding club to engage students with technology and improve their educational outcomes.

Evaluation	Funds Expended (Resources)
<p>This year we have sustained our commitment to future-focused learning and teaching in an authentic and innovative learning environment. Every student 3–6 has access to their own chromebook, Year 2 students have access to cloud-based software through digital devices, and Kindergarten and Year 1 access iPad technologies.</p> <p>Every classroom is equipped with an Active Panel, providing a platform to learn and teach interactively, forge global connections and work innovatively to build student knowledge.</p> <p>An investment in Wi-Fi across all school settings has enabled students to learn beyond the classroom setting in the use of web-based functions.</p> <p>Our Centre of Excellence came to fruition, fully equipped with a portable Active Panel, floor to ceiling felt and whiteboard, flexible furniture and Wi-Fi connectivity. This innovative space has been pivotal for student, teacher and community-member learning, strengthening our lifelong learning ethos.</p> <p>There was an increase in the number of teachers utilising Google Classroom, providing a digital interface for students to learn and work collaboratively. This will continue to be a focus in 2020.</p> <p>A STEM problem of the week is embedded into our weekly newsletter, promoting scientific and mathematical thinking at both home and school.</p> <p>The Coding Club will form part of our 2020 directions.</p>	

**Process 2:** Introduce regular positive incentives for attendance.

Work with all stakeholders to increase early identification of students with attendance of concern by developing clearly defined referral systems.

Develop a variety of communicational platforms to increase the community's understanding of the importance and benefits of regular attendance.

Evaluation	Funds Expended (Resources)
<p>A sustained focused on improved student attendance was in place during 2019.</p> <p>Every teacher received absent slips to send home to families, and contact was made with families after a period of three days of non-attendance.</p> <p>The Home School Liaison Officer continued to work in close consultation with the school, monitoring and addressing patterns of non-attendance.</p> <p>Attendance awards were presented to students to recognise continuity in regular attendance, and amplify the value we place on being at school every day.</p> <p>The value we place on education and positive impact of daily attendance at school was communicated through our school newsletter and all interactions regularly.</p>	



## Progress towards achieving improvement measures

At the end of Term 4, 53.3% of students attended 90% or more days, with an average of 78% for the year. Next year, our school target will be to achieve between or exceeding 70.3% – 75.3% .

Our average overall attendance rate was 89.4%.

Improving student attendance rates will continue to be a schoolwide priority, in partnership with families, as part of our high expectations culture.

**Process 3:** Implement and support a school wide positive program that develops student's social and emotional skills.

Develop a growth mindset philosophy within all stakeholders of our school community to strengthen and develop the confidence of our students when exploring new educational concepts.

Evaluation	Funds Expended (Resources)
<p>We sustained our whole school approach to student wellbeing ensuring every student connects, succeeds, thrives and learns aligned to the Wellbeing Framework for Schools.</p> <p>Three staff members, including our Principal, attended Growth Mindset training. This has continued to be a focus, with signage around our school articulating key messages based on this research-based practice.</p> <p>Positive Behaviour for Learning is embedded in every setting across the school, and our Merit Reward system was sustained. 179 students attained a Gold Badge, with an excursion to Luna Park provided to further recognise student achievements.</p> <p>Our Learning Links programs saw twenty-one students receive reading or numeracy support resulting in developmental academic gains and enhanced their self-efficacy and confidence as a learner.</p> <p>Public Speaking, Premiers Spelling Bee, Debating and the Colyton Learning Community K-2 Reading Competition provided an opportunity for students to meet with like-minded peers within and beyond the school in areas of talent/s they possess.</p>	

**Process 4:** Utilise the student wellbeing framework to make informed school decisions.

Promote and support data driven PBL expectations across the school. Communicate the school wellbeing policy to all stake holders within the community.

Evaluation	Funds Expended (Resources)
<p>Our school continued to make informed decisions to ensure every student thrived, connected and succeeded through sustainment of our student discipline and merit reward systems.</p> <p>Through sustainment of our whole school practices in Positive Behaviour for Learning, negative behaviour referrals reduced.</p> <p>We introduced a Reflection Sheet, to support students in self-regulating their behaviours in the occurrence of a major negative actions, whilst forge restorative practices. This resulted in an increase in the number of students reflecting on their behaviour during detention.</p> <p>Growth Mindset increased in momentum. This supported our strengths-based approach to encourage resilience and confidence in learning and life.</p> <p>Mrs E Mailboxes sustained in classrooms K-6, and further implementation of key PBL messages through the newsletter will be a focus in 2020.</p>	\$1 450

## Progress towards achieving improvement measures

Student behaviour referrals were regularly monitored and actioned by the Classroom Teacher and Stage Supervisor, with parent contact made as required.

Student Wellbeing priorities are discussed and shared with our P&C and whole community through our newsletter. PBL awards continued to be presented at K–6 assemblies and recipients published in our newsletter, recognising student citizenship across all settings of the school.

Our three core rules are underpinned across all settings of the school, with signage reflecting these, sustained.

**Process 5:** Continue to refine the school's performing arts groups.

Implement a new sports program where students are highly engaged and participation is maximised. The program will specifically target the student's fundamental movement skills in modified games and skill sessions.

Access professional coaches to support the skill development of students.

Evaluation	Funds Expended (Resources)
<p>We had another successful year in our creative arts through the school's Music Program.</p> <p>This year, we had fourteen students perform at the Schools Spectacular, forming part of an extensive, televised statewide NSW Public School event.</p> <p>Our Recorder Group represented the school at the Festival of Instrumental Music, performing at the Opera House in a highly distinguished, NSW Public School event.</p> <p>The Ukulele, Choir and Recorder group performed at Westfield Mt Druitt as part of our Education Week celebrations.</p> <p>Our Choir and Ukulele Group performed at the Minchinbury Public Education Concert, showcasing their talents with local schools.</p> <p>Our music, choir and dance groups proudly represented the school at the annual Colyton Learning Community Showcase. Our Junior and Senior Dance Group performed at the Daffodil Day Morning Tea Fundraiser at St. Marys RSL club.</p> <p>We held an incursion hosted by Musica Viva, called Timmy and the Breakfast Band, with most students attending this event. Musica Viva also provided a professional learning session which six staff attended.</p> <p>This year we engaged FitFutures professional coaches to run a one hour session per week during Terms 2 and 3, promoting engagement and participation in active, physical education and healthy lifestyles.</p> <p>A number of students represented our school in sport, including representation at District and Regional events, with pride.</p> <p>K–6 sport programs, and our Crunch and Sip program, were sustained effectively.</p>	\$32 000

**Process 6:** Students demonstrate higher order thinking skills and the ability to collaborate and construct solutions to real life problems in a dynamic classroom environment.

Evaluation	Funds Expended (Resources)
Through our TLC, opportunities to embed higher–order thinking were	\$40 000



## Progress towards achieving improvement measures

enhanced as result of professional development in research-based practices. Teachers gained a deeper understanding in how to use strategies that promote problem solving, critical, evaluative and analytical thinking in their classrooms.

A focus on Working Mathematically and cross-strand integration was promoted, with an increase in the number of students engaging in communicating and collaborating to solve real world problems. This will continue to be focus for 2020.

Google Classroom increased in use in Stage 3 classrooms, promoting an opportunity for students and teachers to work collaboratively in a digital environment.

Flexible, future-focused furniture through a student-led inquiry design project, saw students working collaboratively to design a dynamic learning space, and school funds expended to bring to fruition, engaging students in the construction of solutions to a real life problem.

We continued to include STEM Problem of Week challenges in the Newsletter, with students devising the problems for their peers.

High School visits through the transition program also provided an opportunity for students to collaborate and construct solutions to real life problems in a secondary school learning environment, such as the Science labs.

## Next Steps

Our focus will be to sustain the Music Program and again seek the support of the P&C to apply for the Yamaha Music Australia Grant.

2020 will see Child Protection as an integrated focus through implementation of the new PDHPE Syllabus.

We will sustain engaging our performance groups in school-based and wider school community experiences.

Opportunities to strengthen Mrs E in our schoolwide priorities for student wellbeing will be explored.

Celebrating and recognising student achievements will be sustained, with a strong focus on increasing our sense of belonging.

We will sustain our Merit Reward system and review systems in close consultation with the whole school community.

### Strategic Direction 3

#### Effective community partnerships

#### Purpose

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

#### Improvement Measures

Increase parents understanding of how students learn and the importance of student development through school/parent relationship.

Increased effectiveness of community partnership and its effect on student engagement through qualitative and quantitative data.

Parent, staff and student surveys indicate support of positive school culture, inclusivity and respect.

#### Overall summary of progress

Strong family–school partnerships have continued to be integral to our continuous whole school improvement.

Within the School Assessment Tool (measuring our impact against the Family–School Partnerships Framework), our school strengths are within the key dimensions of:

- \* Participate
- \* Connecting learning at home and school
- \* Communicate
- \* Recognise the role of the family

We provided a range of opportunities to support parents in understanding how students learn, such as information sessions, parent workshops and informal and formal meetings.

We continued to work on increasing parent and community partnerships, and our P&C were integral to our schoolwide priority directions.

Through the Instructional Leader, we sustained a successful PaTCH program (Parents as Teachers and Classroom Helpers), harnessed through Learning Links.

Parent, staff and student surveys indicate support of positive school culture, inclusivity and respect through the Tell Them From Me Survey.

#### Progress towards achieving improvement measures

**Process 1:** Engage parents and carers in developing a deeper understanding of their child's education by participating in regular activities:

- \* Meet the teacher sessions
- \* Review Meetings
- \* Parent teacher interviews
- \* P&C activities
- \* School activities
- \* Information sessions

## Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>A range of opportunities were afforded to our parents/carers, family and community members to engage in the educative process.</p> <p>We had twelve parents in total attend the Best Start Assessment Parent Workshops, gaining strategies in understanding how students learn and how to help their child at home.</p> <p>72% of students had at least one parent/carer attend a formal Parent Teacher Interview, focused on goal setting for improving student performance.</p> <p>Meet the Teacher sessions were held in Term 1, and parents were surveyed on their views of how they would like these sessions run in the future, to provide us with future directions.</p> <p>PLPs were developed and updated every five weeks through consultation with the Learning and Support Team.</p> <p>A Communication Survey was completed and analysed, indicating a need to work towards more online information to support parents/students at home. Facebook continues to be an effective platform of communication and a way of celebrating our achievements and activities.</p> <p>All school celebratory event activities we implemented were well attended and received by the community. The effort of families to dress up the children and the number of costumes for the Book Character Parade exceeded previous years.</p> <p>We sold all tickets for Colyton Learning Community Showcase, with our school well-represented in performances for two of the three nights.</p> <p>84% of the Kindergarten cohort attended the Orientation program with at least one parent/carer. Our P&amp;C provided information to families during the event, and Mission Australia led a presentation relaying information helping connect families to wider networks.</p>	\$1 800

**Process 2:** Communicate information and student achievements with school community using electronic media such as Facebook and the school website as well as through the school newsletter, noticeboard and notes.

Evaluation	Funds Expended (Resources)
<p>Communication between school and home continued throughout 2019.</p> <p>The variety of ways we communicate caters for all of our community, which includes a fortnightly printed newsletter, Facebook alerts and updates, and school website.</p> <p>Notes are sent home regularly as required, providing information about events, excursions and opportunities.</p> <p>There has been positive feedback from parents about the showcasing of students' work on the Facebook page, as well as the reminders for up-coming events.</p> <p>On average, we achieve over four hundred total page views received from the school community per week. In August, 577 views were recorded.</p> <p>We continue to consult with our community about effective modes for communication.</p>	

## Progress towards achieving improvement measures

**Process 3:** Establish a school self-evaluation survey for students, staff and parents that allows for informed assessment of school programs.

Evaluation	Funds Expended (Resources)
<p>We sought student, staff and parent/carer feedback from students in Years 4 –6 through the Tell Them From Me survey at two points in the school year.</p> <p>The Effective Communication survey was also sent home. We saw a large increase of surveys returned, as we gave it to the students as part of their homework, to survey their parents/carers (58 compared to 11 last year)</p> <p>96% regularly read and found the Newsletter informative, 55% regularly accessed Facebook, 27% regularly accessed the school's website, 31% attended Meet the Teacher, 91% said they would like information about helping their child/ren at home, 65% online information and 29% at school sessions. Overall, when asked for ways we can improve, 86% of parents/carers did not offer any further suggestions.</p> <p>The Tell Them From Me survey URL was sent home to parents in the newsletter. We had a good increase in the amount completed as a result, and will continue to seek further parent/carer feedback to drive decisions.</p> <p>Our P&amp;C provided ongoing feedback and consultation in our school strategic directions, which contributed significantly to our whole school continuous improvement.</p>	

**Process 4:** Continue to build relationships with outside agencies such as Mission Australia, WSU to improve student outcomes and support our families.

Evaluation	Funds Expended (Resources)
<p>Our partnership with Mission Australia is valued and has sustained, through playgroup and parent workshops, servicing the school and wider community. Paint the Town REaD has been an integral component in nurturing our students love of reading, and this year every class participated in the Reading Relay.</p> <p>We sustained our strong partnership with Connect Child and Family Services and Mission Australia in the implementation of the Starting School Group. An average of twelve children attended the group, accompanied by a parent/carer, family member or Preschool Teacher. When asked if other children should attend the group to learn about school, all children indicated yes. 100% of parents/carers agree or strongly agree that their child has developed skills to prepare them for school. 92% of parents/carers indicated that the program has helped them to connect in the school community. 100% of parents/carers indicated they would recommend this program to a family or community member.</p> <p>The Reading for Life program saw ten students, and Counting for Life eleven year 2 – 5 students, receive intervention through the partnership with Learning Links. Our school invested in a second Counting for Life Parent Certified Training course to meet the growing demand. A collective 111 month gain in Reading, and 41 month gain in Numeracy was attained. 100% of parent and community volunteers indicated that they felt they made a significant contribution to the school, as well as gaining strategies to help their own child/ren at home. Our relationship with Learning Links will continue in 2020.</p> <p>Four teachers completed their Professional Experience Placements. Two teachers attained employment at our school upon completion of their studies, as a result of our sustained relationship with Western Sydney University.</p>	\$1 000

## Progress towards achieving improvement measures

Three students engaged in Year 10 Work Placement Experiences, receiving support and guidance from all staff.

Homework Club was implemented again, with five students attending. Our School Chaplain continued to lead this program, and provided student wellbeing services to our school two days per week. We will sustain his services in 2020.

Fruit & Veg month was well received and we saw an increase in the amount of healthy food being ordered from the canteen and a greater percentage of students bringing Crunch and Sip.

Two School Learning and Support Officers received public recognition for their significant contributions to our school through the Executive Director School Performance Award.

**Process 5:** Work across the school community to embed a positive culture and promote diverse cultures and to enhance understanding of indigenous perspectives.

Evaluation	Funds Expended (Resources)
<p>Throughout the year we held school community engagement events, further strengthening our inclusive culture and focus on sense of belonging for students, staff, parents/carers and the broader school community.</p> <p>Aboriginal Education continued to be a schoolwide priority area, ensuring Aboriginal and Torres Strait Islander perspectives, histories, languages and cultures were authentically and respectfully integrated into curriculum implementation. Our NAIDOC Day celebrations further amplified cultural inclusivity and celebrating the contributions Aboriginal people, as the First Australians, have made to our society.</p> <p>67% of students in years 4–6 believe teachers understand their culture, and a further 80% of students have friends at school they can trust and who encourage them to make positive choices.</p> <p>All events have been well attended by the community. Our Christmas concert was very successful, with high attendance noted.</p> <p>Harmony Day enabled us to fortify our Multicultural Education Policy and further promote positive and respectful relationships schoolwide, in celebrating our diversity proudly.</p>	

## Next Steps

In 2020 we will sustain our focus on increasing parent/carer and community partnerships, strengthening this through additional opportunities for our school community to be proactive and contribute to decisions, directions and the educative processes of the school.

We will focus on amplifying our sense of belonging, ensuring every student feels connected to the school, and is known, valued and cared for.

Community-based initiatives will sustain in 2020, including our partnership with industry and agency organisations, for student betterment, school improvement and parent engagement.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	A proportion of funds contributed to staffing the dual teaching model and funding of a specialist Speech Pathologist.	A Speech Pathologist was employed one full day per week, supporting all students including eight K–3 Aboriginal students, and one Torres Strait Islander student, develop their expressive and receptive language skills, and writing and vocabulary repertoire through whole class lessons, and targeted small group intervention.
<b>English language proficiency</b>	A proportion of funding was accessed for staffing to enable our Dual Teaching model to be actioned.	<p>EAL/D students were monitored and supported using the ACARA EAL/D Learning Progression to identify the English language level of EAL/D students. The Instructional Leader built the capacity of two teachers to enable them to embed EAL/D teaching strategies to support students from a non–English Speaking background.</p> <p>43% of students have a language background other than English.</p> <p>The Dual Teaching model supported all students, including our EAL/D students, improve their learning performance.</p>
<b>Low level adjustment for disability</b>	<p>Expenditure for employment of three School Learning and Support Officers</p> <p>Investment towards the funding an additional teacher for dual teaching</p> <p>Investment of funds to purchase tactile mathematical and literacy resources</p> <p>Expenditure of funds for two staff members attend Rock and Water training</p> <p>Funds were invested to enable the employment of casual staff for teachers to consult with the Learning and Support teacher to devise and review Personalised Learning Plans, each term.</p>	<p>The dual teaching model enabled an additional teacher be employed and work in classrooms with a shared responsibility for student learning and performance, at all levels. Educational provisions were provided to support students with disability access the curriculum on the same basis.</p> <p>School Learning and Support Officers worked in close consultation with the Principal, Learning and Support Coordinator and Classroom teachers to action the goals stipulated on a student's Personalised Learning Plan in an individual or small group setting, raising student literacy and numeracy acquisition to access the curriculum and close the gaps towards meeting stage expected outcomes.</p> <p>Students with disability were supported through our Learning and Support system, with referral actioned with immediacy in consultation with parents/carers, School Counsellor, Learning and Support Coordinator and Instructional Leader.</p> <p>Behaviour Support Plans were developed for students requiring a risk assessment, which were communicated to staff to ensure consistency in their implementation.</p> <p>NCCD data was collected and submitted based on the NSW Department of Education guidelines.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	A proportion of funding was accessed for staffing to enable our dual teaching model to be actioned.	Through this funding, our school was able to employ an additional teacher to implement the dual teaching model, with the opportunity to support student and teacher learning.

<p><b>Quality Teaching, Successful Students (QTSS)</b></p>	<p>Staffing of casual teachers to enable teacher release to attend professional learning</p> <p>Staffing of casual teachers to enable early career teachers an additional hour of RFF to work on professional learning goals.</p> <p>Investment in external providers, such as TRIO Professional Learning</p>	<p>Beginning teachers were afforded additional time to work towards their Professional Learning Goals, capacity building and accreditation with the Instructional Leader.</p> <p>Through employment of a TRIO external provider we were able to build our collective capacity of all teachers in differentiation, to strengthen our TLC.</p> <p>One early career teacher attended external professional learning in Visible Learning through a school visit. equipping her with strategies she deployed in her own classroom, and will continue in 2020.</p> <p>Three staff, including one early career teacher, attended a Growth Mindset course, strengthen their capacity in this research.</p>
<p><b>Socio-economic background</b></p>	<p>A proportion of funding was accessed for staffing to enable our dual teaching model to be actioned.</p> <p>Subsidies towards excursions</p> <p>Operational expenses that directly support student learning</p> <p>During Terms 2 and 3, we funded a coach from FitFutures to run a one hour session for each class K–6.</p>	<p>Our school invests funds that enable students access to rich and authentic learning experiences and resources.</p> <p>Subsidies were afforded to families as required, ensuring all students gained access to high quality teaching and learning opportunities within and beyond the school.</p> <p>Excursions often incur high costs due to entry fees and transportation. The school has subsidised excursions to enable a reduced cost to families.</p> <p>Funds have been continued to expended in our classrooms., with a significant investment in developing future-focused learning spaces to ensure our students access digital technologies through an Active Panel, Chromebook or iPad. Floor to ceiling felt walls and whiteboards have forged collaboration and visible learning practices. Future-focused furniture has advantaged our students by enabling flexible learning modes in which to learn and work.</p> <p>Increased physical activity and healthy lifestyles was promoted through the FitFutures program. This also gave teachers an additional hour of RFF to action data-driven practices through analysis of student assessment data.</p>
<p><b>Support for beginning teachers</b></p>	<p>Funds were expended to support the dual teaching model and casual teacher relief to enable early career teachers to work with the Instructional Leader.</p>	<p>100% of Early Career teachers were provisioned beginning teacher time throughout the year to work towards accreditation, build professional knowledge through research and work towards Performance and Development Plan (PDP) goal attainment.</p> <p>Beginning teacher time was also allocated to work with the Instructional Leader to embed research-informed practices into the teaching and learning cycle, address accreditation requirements or engage in self-research to support achievement of PDP goals.</p>

<p><b>Support for beginning teachers</b></p>	<p>Funds were expended to support the dual teaching model and casual teacher relief to enable early career teachers to work with the Instructional Leader.</p>	<p>One Early Career teacher attended a Beginning Teacher Course, gaining strategies for establishing a classroom environment based on visible learning practices, which she trialled in her own practice.</p> <p>One teacher received mentoring and coaching in working towards, and successfully attaining, her achievement of Proficient Teacher Accreditation.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	144	125	146	154
Girls	159	159	167	172

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.5	90.1	89.8	91.7
1	93.5	93.5	88.1	91.8
2	93	92.4	93.2	89.9
3	90.4	91.5	91.7	90.8
4	92.1	90.9	90.2	90.1
5	90.8	90.4	90.9	90.3
6	90.4	89.8	89.5	93.6
All Years	92.1	91.3	90.4	91.1
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

We have maintained a commitment to improving our overall student attendance through systems that enable us to monitor and follow-up on student absences underpinned by our advocacy that every minute matters. Absent slips are provided to every student at our Meet the Teacher events, a school-based coordinator responds to patterns in student attendance in consultation with the Principal. Classroom teachers make contact with families upon three consecutive days of absence and the Home School Liaison Officer provides support where high absenteeism is prevalent and external support is required. The Principal oversees all facets of attendance monitoring and Policy. Through school communication platforms, K-6 Assemblies and recognition awards for school attendance, we have strengthened the value that our school places on having every student in school every single day.

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non–attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	11.88
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.8
School Administration and Support Staff	2.92

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

During 2019, we sustained a strong commitment to improving student performance through authentic, high quality teacher professional learning to further amplify our professional growth culture.

This year, we introduced the Dual Teaching Model, to support Reading and Mathematics through employment of an additional teacher in classrooms, up to two hours per day. This high impact strategy improved student learning performance, and formed a collaborative and collective partnership focused on raising student achievement levels.

Our year initialised with a full day planning day being implemented, with a focus on student assessment data and identifying individual student pathways to drive the teaching and learning cycle, supported with the Instructional Leader and Stage Supervisors.

Our Teacher Learning Community (TLC) sustained, with a focus on Differentiation, strengthening teacher skills in evidence-based differentiated instruction. Teachers engaged in trialling innovative strategies, observations of practice through the student lens, peer feedback and collective professional discussions in research-informed practices. Collective meetings promoted reflective practising and sharing of best practices, with the team. Six teachers engaged in leadership capacity building from the Instructional Leader to effectively facilitate our TLC cycles, with the program recognised as a school-based registered-course with the NSW Education Standards Authority (NESA).

An external provider was engaged to support the expanding our depth of knowledge in differentiating the curriculum to support student diversity, and enrich and extend, with a focus on Working Mathematically for two sessions, including one extended session.

Two Early Action for Success research-informed projects were successfully attained and completed (Working with the Big Ideas in Number and Framing Writing through the lens of Oral Language). These were supported with the Instructional Leader to coach and mentor colleagues, building their pedagogical and leadership potential of five teachers, who will continue to share and sustain these evidence-based practices schoolwide.

All teachers were equipped in the introduction to the new Science and Technology, and Personal Development, Health and Physical Education Syllabus documents. These are ongoing to support the full implementation of these curriculum areas in 2020.

All teachers engaged in Professional Learning to build knowledge of Multiplicative Strategies (National Numeracy Learning Progression), embedding evidence-informed practices in alignment with Working Mathematically, The Big Ideas and practical activities to develop teacher understanding of the NSW Mathematics Syllabus (Multiplication and Division), led by a team of colleagues disseminating strategies gained. Two staff TPL sessions were presented to support open-ended, inquiry-based problem solving to support our schoolwide Working Mathematically focus.

A forum on Cognitive Load Theory (CESE) was shared, with 100% of teachers exploring classroom planning and practice strategies to minimise cognitive load on student retention of concepts.

The Principal and two teachers attended Growth Mindset Training, developing strategies in evidence-based practices.

Two teachers attended external and online training in the new PDHPE Syllabus. A collaborative learning day was systemised to enable them to work onsite, which they then shared with staff.

A staff TPL was presented in Words Their Way and Writing, to support the teaching of the NSW English Syllabus in Spelling, Writing, Representing and Composing.

Through Instructional Leadership coaching conversations, shoulder to shoulder teaching, co-planning, co-teaching and open to learning conversations, shifts in teacher practice has been identified, such as increased use of front loading, strategies to support, extend, enrich and challenge students, as well as reciprocal teaching practices, backward thinking approaches and open-ended questioning philosophies. The Dual Teaching model also provided a platform to embed distributed instructional leadership, through a shared responsibility in building student performance with effective best practice.

The Colyton Learning Community Higher Levels of Accreditation was provided once a term. One teacher from a local school has received support this year, and two teachers from our school are interested in completing their HAT accreditation. A partnership with School Services Nirimba was forged to support all levels of accreditation across the Eastern Creek Network.

Three teachers received Instructional Leadership coaching, and completed the AITSL e-learning course to support Pre-service teachers complete their Professional Experience Placements in alignment to the Graduate Standards of the Australian Professional Standards for Teachers.

All teachers received support in using eTAMs through whole school and individual Professional Learning to maintain accreditation at the Proficient Teacher stage.

100% of teachers plan Performance and Development Goals underpinned by the Australian Professional Standards for Teachers.

Three teachers received Instructional Leader support to administer, record and interpret data attained from the Best Start Kindergarten Assessment. One teacher also completed the e-learning modules. Parent Feedback reports were generated, shared and provided to parents/carers along with a successful Parent Information Session implemented.

Two Stage 3 teachers were filmed actioning the teaching and learning cycle in a Writing and Mathematics lesson, which was shared with staff as an authentic and innovative approach to delivering, and building teacher capacity through teacher professional learning.

Six teachers attended a two-hour voluntary training session with Musica Viva, gaining knowledge in teaching musical concepts.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 <b>Actual</b> (\$)
<b>Opening Balance</b>	830,807
<b>Revenue</b>	3,432,850
Appropriation	3,384,774
Sale of Goods and Services	3,446
Grants and contributions	41,911
Investment income	2,519
Other revenue	200
<b>Expenses</b>	-3,303,608
Employee related	-2,838,804
Operating expenses	-464,804
<b>Surplus / deficit for the year</b>	129,243

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.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	30,739
<b>Equity Total</b>	580,233
Equity - Aboriginal	16,232
Equity - Socio-economic	322,739
Equity - Language	52,643
Equity - Disability	188,619
<b>Base Total</b>	2,306,348
Base - Per Capita	73,442
Base - Location	0
Base - Other	2,232,906
<b>Other Total</b>	398,211
<b>Grand Total</b>	3,315,530

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.

Our school has ensured that funds have been utilised to enable every student access to high quality education and resources to improve their performance and opportunities to engage in rich, authentic learning experiences.

## 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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

### Literacy

In 2019, 32% of students achieved in the top two bands in Year 3 Reading, and 5% achieved Band 7. This is a 4% increase since 2018.

43% of students achieved in the top bands in Year 5 Reading.

Our school performed above both the Statistical Similar School Group and State in Averaged Scale Growth in all domains. In comparison to the Statistical Similar School Group we were above by 12.98% in Reading, 19.96% in Writing, 2.74% in Spelling and 17.96% in Grammar and Punctuation.

### Numeracy

In 2019, 8.5% of students achieved in the top two bands, 6.5% below our target in Year 5 Numeracy.

30.2% of students achieved in the top two bands, 5.7% above our target in Year 3 Numeracy. This was 3.5% above the Statistical Similar School Group, and significantly closed the gap with difference from state (39.9%).

Our school performed above both the Statistical Similar School Group and State in Averaged Scale Growth in all domains. In comparison to the Statistical Similar School Group, we were above by 24.33% in Numeracy.

We are committed to achieving the Premier's Priority, to increase the percentage of students achieving in the top two band by 8% by 2019 and 15% by 2023.

We have attained a 4.01% increase in the top bands since 2017.



## Parent/caregiver, student, teacher satisfaction

Feedback was sought from students, teachers and parents/carers through the Tell Them From Me Survey, as part of our culture of continuous improvement.

Based on the '**Student Outcomes and School Climate**' Student Survey Report, students

- believe that schooling is useful in their everyday life and will have a strong bearing on their future (95%, School Mean)
- are interested and motivated in their learning (75%, School Mean)
- try hard to succeed in their learning (85%, School Mean)
- expect to go to University when they finish High School (73%, School Mean)

Based on the '**Focus on Learning**' Teacher Survey Report, teachers

- monitor the progress of individual students (92%, School Mean)
- set high expectations for student learning (94%, School Mean)
- use results from formal assessment tasks to inform lesson planning (94%, School Mean)

Based on the '**Partners in Learning**' Parent Survey Report, parents/carers indicated that,

- teachers expect my child to work hard (75%, School Mean)
- my child is clear about the rules for school behaviour (84%, School Mean)
- they praise their child for doing well at school (87%, School Mean)
- since the beginning of the school year, 100% have talked with a teacher about their child's learning or behaviour at least once.

Our school analysed, interpreted and shared the feedback with the whole school community, determining our future directions.

# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Aboriginal and Torres Strait Islander students represented 6% of our total student population in 2019. We sustained our strong commitment to improving the educational outcomes and wellbeing for Aboriginal and Torres Strait Islander students, to enable them to excel and achieve to match or better the outcomes of the broader student population, through implementation of the NSW Department of Education Aboriginal Education Policy.

As part of the Together We Are, Together We Can, Together We Will: Maintaining a collaborative partnership into the future, Personalised Learning Pathways for every Aboriginal and Torres Strait Islander student were developed in consultation with students, parents and teachers to nurture student cultural, personal and academic growth. Students established goals, identified a significant person to help them achieve their goals, and recognition of the family totem, and on-country and off-country protocols.

NAIDOC Day 'National Aborigines and Islanders Day Observance Committee' celebration was implemented on 2 July. All teachers and staff engaged in the events organised on the theme Voice. Treaty. Truth. Images were captured and posted on our school Facebook and Newsletter to share our celebration and commitment to this beyond the school, to the process of reconciliation and fostering and maintaining active partnerships with Aboriginal communities.

Welcome to Country and Acknowledgement of Country Guidelines and Protocols for NSW Public Schools are embedded in every event led by Aboriginal students, recognising the Gomerrigal–Tongarra and Darug people as the first people of the local area within the Eora Nation.

HSIE Programs embed intercultural understandings into teaching and learning programs, recognising Aboriginal people as custodians of this land and ensuring that respect for Aboriginal cultures is promoted, in consultation with advice through the Aboriginal Education Consultative Group.

Primary sport team names were coined after Aboriginal and Torres Strait Islander sporting heroes, further igniting the significant contributions of Aboriginal people, the First Peoples of Australia.

Four students attended five sessions as part of the Colyton Learning Community combined schools Aboriginal Dance Group. This enabled the development of cultural understanding with fellow ATSI students. Students performed at the Colyton Learning Community Showcase and learned about Aboriginal culture, traditional welcome and totem dances and songs.

Two Aboriginal parents were trained and implemented Learning Links Counting for Life. One Aboriginal student and one Torres Strait Islander student completed Learning Links, Reading for Life program this year achieving developmental gains in sight word repertoire and reading fluency as measured through internal and external assessment.

In Year 3, four Aboriginal students undertook the NAPLAN Assessment. 25% of students achieved in the top two bands, and two in the middle two bands, in Reading.

No Year 3 Aboriginal student achieved in the Bottom two bands in Writing.

One student achieved in the Top two bands in Writing.

Two students achieved in the top two bands in Spelling, and Grammar and Punctuation (22% above State Average, 11% above SSSG).

In Year 5, one Aboriginal student undertook the NAPLAN Assessment. The student achieved in the middle two bands in Reading and Numeracy. High growth in Numeracy was attained on both internal and external assessment.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Our school Anti-Racism Contact Officer was engaged as required to respond to concerns in relation to racism.

Our school complies with the NSW Department of Education Anti-racism Policy, Anti-racism Advice for Schools, Behaviour Code for Students and the Wellbeing for Schools Framework. We establish a culture where inclusion, equity and collaboration thrives. Our schoolwide K-6 ethos and Positive Behaviour for Learning promotes respectful, positive relationships across the community.

We firmly believe that no student, employee, parent, caregiver or community member should experience racism within the learning or working environment.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Through analysis of our schoolwide practices, as measured against the EAL/D School Evaluation Framework, we are meeting minimum requirements.

### **In the Leading domain, we are Sustaining:**

The school EAL/D Strategy is evident in the Annual School Plan's strategic directions and school process documents, and progress is reported in the Annual School Report.

School practices and resources support consultation and collaboration between EAL/D specialist and subject/class teachers.

LBOTE parents are included in meaningful school activities, e.g. assisting with school excursions, sharing specialist skills, attending working bees.

### **In the Learning domain, we are Sustaining:**

Inclusive teaching practices are implemented which promote acceptance and intercultural understanding.

EAL/D student's English language development is monitored as a priority across stages and key transitions using assessment data. Information collected is used to drive teaching and learning programs.

### **In the Teaching domain, we are Delivering:**

EAL/D specialists support subject/class teachers to use backward mapping to plan and implement sequenced teaching and learning programs that progress across the mode continuum to systematically activate/build upon background knowledge and develop content and language knowledge specific to each subject area.

All teachers are encouraged to reflect on their own and view each other's EAL/D pedagogical practice as part of the school's performance and development program.

Subject/class teachers understand the important role of speaking and listening in second language development and plan talk as process opportunities for students.

43% of students have a language background other than English.