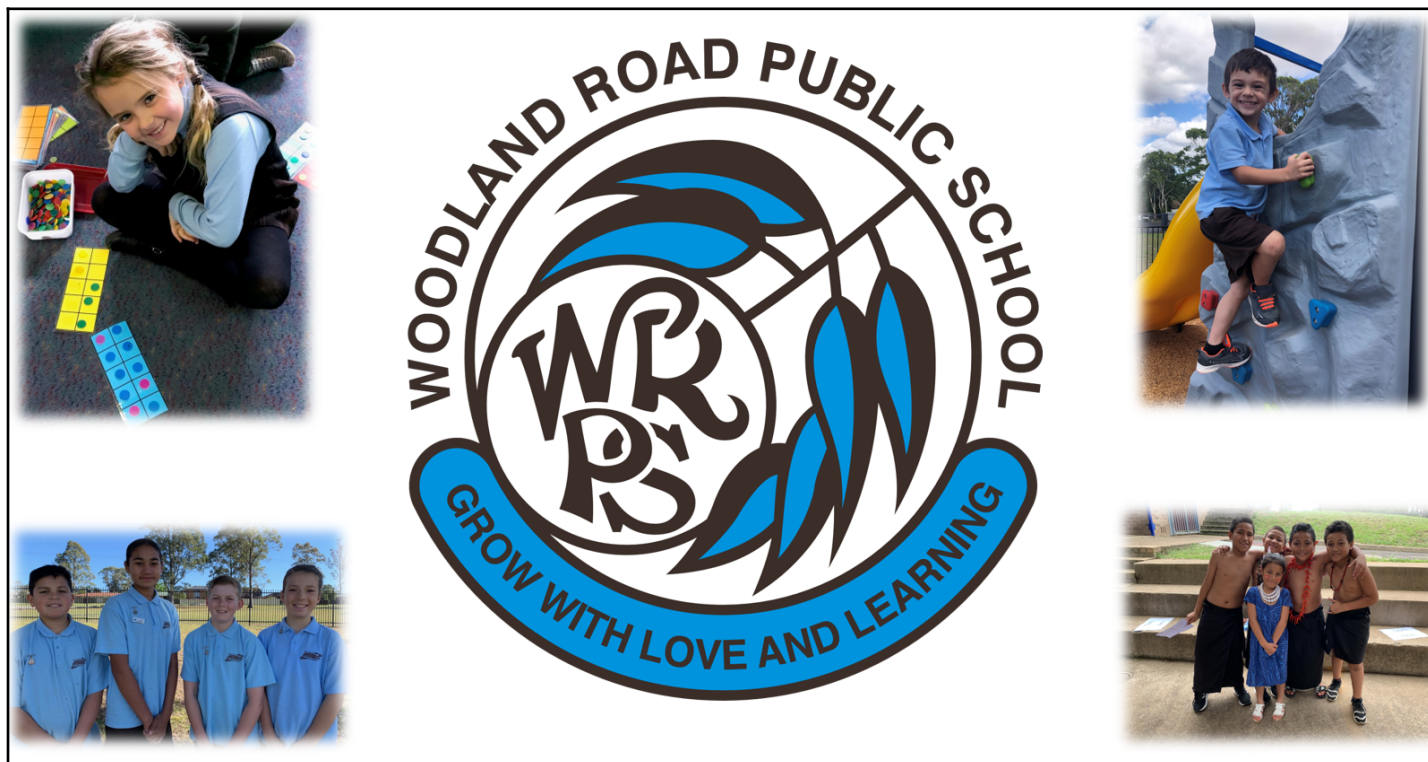# Woodland Road Public School

2019 Annual Report

4492

Introduction

The Annual Report for 2019 is provided to the community of Woodland Road 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.

School contact details

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ST HELENS PARK, 2560
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School background

School vision statement

Thrive Through Opportunity

To create a school community of positive relationships, enable students to become self–directed lifelong learners and develop each individual's potential to create a positive future for themselves, locally, nationally and globally, as a contributing Australian citizen.

Our vision is about equity: we aim to provide all students with quality schooling free from discrimination to ensure that socioeconomic disadvantage ceases to be a significant determinant of educational outcomes.

It is about excellence. We aim to promote and support personalised learning with challenging and stimulating learning experiences.

It is about success as a learner. We aim to facilitate the learning of essential skills and abilities for each student:

- in literacy and numeracy
- to be creative and productive users of technology
- to think deeply, strategically and logically
- to obtain and evaluate evidence in a disciplined way
- to be creative, innovative and resourceful
- to plan activities independently, collaborate, work in teams and communicate ideas
- to make sense of their world.

It is about developing students who will grow into active, resilient and informed global citizens.

School context

Woodland Road Public School is located in St Helens Park, 5 km south of Campbelltown. Our feed areas of Bradbury, Airds, St Helens Park and Wedderburn, are suburbs which are diverse in social and economic context, yet connected by the school. Set in an attractive, spacious, natural environment the school strives to provide quality teaching and learning programs to move children beyond their potential. The student population of 274 includes children of Aboriginal descent (12%), children with a language background other than English (27%) as well as children requiring additional support in learning, mobility and social skills.

The school motto "Grow with Love and Learning" is clearly demonstrated by students achieving success in a caring environment. With a focus on literacy and numeracy our experienced staff is able to differentiate learning to cater for the needs of the individual. Future focussed skills are balanced with fundamentals, creative arts and sport to provide each child's education through active involvement community events and classroom activities. Each classroom is equipped with an Interactive Whiteboard and students have access to iPads and laptops.

The school is supported by a committed Parents and Citizen Association that has revitalised participation and fundraising initiatives.

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

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

For more information about the School Excellence Framework:
https://education.nsw.gov.au/teaching–and–learning/school–excellence–and–accountability/school–excellence

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
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

Strategic Direction 1

Wellbeing

Purpose

To embrace a holistic approach to wellbeing that addresses the cognitive, emotional, social, physical and spiritual wellbeing domains.

The development of the students confidence and resilience through proactive student wellbeing programs, co–curricular activities and student voice in all aspects of school life. Provision of programs which promote self–efficacy and provide academic and emotional support for both staff, students and parents. Provision of individualised learning pathways which enhance the learning potential for all.

Improvement Measures

Increased school community member participation in school programs, events and initiatives

Increase in students receiving targeted support

An increase of community participation in Aboriginal initiatives.

Improved attendance rates.

Progress towards achieving improvement measures

Process 1: Improve partnerships with our Aboriginal Community to develop an awareness and respect of the Aboriginal culture and create authentic engagement in aspects of school life, enabling individual students to be proud and connected Aboriginal citizens with opportunity to celebrate identity.

Evaluation	Funds Expended (Resources)
Woodland Road strengthened connections between local Aboriginal communities through collaboration with the AECG, local schools, community elders and performers. Experiences were open to all Aboriginal and non–Aboriginal students which allowed a deeper understanding of Aboriginal culture and language. Parent involvement improved this year, showing a stronger relationship between the school and Aboriginal families. The acknowledgement of students through Aboriginal awards highlights the commitment to Aboriginal Education at Woodland Road Public School. 3 staff members regularly attended local AECG meetings, filtering information back to school teams.	$25000

Process 2: On–going review of Learning and Support Team (LST) practices to effectively support the wellbeing of all students and staff

Evaluation	Funds Expended (Resources)
The school Chaplain assists in running a successful gardening club with students requiring social support. The placement of the pre–service psychologist allowed ten students to access social and emotional support using expert knowledge. Additional Learning and Support staff has ensured that time is available for LaST members to provide in class support to students who require academic and behaviour support. Revised and modified LaST documents and procedures will enable a consistency in processes in 2020, with all staff informed of contextual changes and needs.	$26500

Process 3: All stakeholders are involved in the development and implementation of strategies to ensure an consistency and understanding of wellbeing initiatives.

Progress towards achieving improvement measures	
Evaluation	**Funds Expended (Resources)**
The Wellbeing Policy is in the process of being collated and presented to staff and community for consultation. Further consideration has had to be made with the introduction of a Support Unit commencing at the start of 2020 with a strong focus on a whole school approach which is inclusive of all students.	$4000

Progress towards achieving improvement measures	
Evaluation	**Funds Expended (Resources)**
The Wellbeing Policy is in the process of being collated and presented to staff and community for consultation. Further consideration has had to be made with the introduction of a Support Unit commencing at the start of 2020 with a strong focus on a whole school approach which is inclusive of all students.	$4000

Strategic Direction 2

Leading

Purpose

To inspire effective partnerships and a model of continual school improvement that shape a supportive school culture. To empower staff to engage in evidence based pedagogy and sustainable practice which facilitates life–long learning and leadership opportunities for all stakeholders.

High performing schools have strong leadership, clear directions and a shared vision for the future. Quality school leadership is effective when it is distributed across people within the school and the wider community, utilising expertise and empowering all involved. Our purpose is to build school and community capacity, engagement, growth mindset and collegiality. School leaders, teachers, students, parents and community members work collaboratively to develop, implement and evaluate systems and structures that promote a quality learning environment and improve student outcomes.

Improvement Measures

Students in Years 3–6 actively participate in internal and external leadership opportunities.

Increased opportunities for parents to be involved in leadership roles across the school.

All teachers working towards personalised performance and development goals, reflective of the teaching standards at the appropriate level and reflective of the priorities reflected in the school plan.

Progress towards achieving improvement measures

Process 1: Aspiring Leadership

There is an understanding of, and support for improving leadership within the school community. Leaders will build current and aspiring leaders' capability to lead curriculum innovation and sustain excellence in instructional and organisational practices through targeted professional learning programs, PDP planning, coaching skills development, leadership development and succession planning opportunities. Develop leaders' organisational capabilities and sustainability through improved knowledge of compliance practices, the Australian Professional Standards and supported through the Departments School Leadership Strategy.

Evaluation	Funds Expended (Resources)
Staff, community and students have been engaged in the evolution of leadership to further their knowledge, understanding and aspirations to build a strong and powerful base to project our school leadership into the future. This has been developed through a varied approach drawing on collaboration, devolution and risk taking.	$15000

Process 2: Student and Parent Leadership

The students and parents engage in authentic leadership opportunities that contribute to the leadership of the school and supports the achievement of its goal and priorities.

Evaluation	Funds Expended (Resources)
Throughout 2019 the students developed auhentic leadership skills which was evidenced by their participation in classroom teaching, organisation of human and physical resources and teacher and peer feedback.	$3500

Strategic Direction 3

Learning

Purpose

To provide challenging and student centered curriculum that promotes creativity, innovation and engagement as 21st Century learners.

Children learn most effectively when learning is challenging, personalised, targeted and engaging. High quality learning environments are dynamic and differentiated, student–centred and foster a love of learning. Our purpose is to create a learning environment where all students are catered for, empowered to succeed and experience a sense of belonging. Students are motivated, self–directed learners who create future learning goals and engage in feedback to enhance their learning.

Improvement Measures

Differentiated instruction and student grouping is incorporated into all areas of literacy and numeracy

Increase value added trend in literacy and numeracy.

Increase number of students from Aboriginal and no Aboriginal backgrounds achieving in the top 2 skill bands.

Progress towards achieving improvement measures

Process 1:   Quality Assessment and Reporting

Ensure that learning is data driven and based on formative assessment practices that enable differentiation and targeted teaching in which all students are highly engaged in the learning process.

Evaluation	Funds Expended (Resources)
TTFM and External Validation highlighted future directions in assessment and reporting. Essential Assessment in Numeracy has been purchased for all K–6 staff to implement in 2020 which incorporates formative assessment and consistent record keeping in line with NSW Mathematic Syllabus outcomes. Data Sources Report data Early Action for Success (EAfS) **Kindergarten** 76% Level 9 + ES1 students at or above Early Action for Success targets for Kindergarten, 21% at Level 6–8 and Level 1–5 3% **Year 1** 80% LEVEL 17 + students at or above Early Action for Success targets for Year 1, Levels 15–16 7% and Levels 1–14 12% **Year 2** 88% Level 21+ students at or above Early Action for Success targets for Year 2, Levels 19–20 8%, and Levels 1–18 5%. Close monitoring and continuation of L3 strategies to be utilised in K–3 classrooms in 2020	Tell Them From Me (TTFM) survey SCOUT data Essential Assessment Numeracy program $180000

Process 2:   Personalised Learning

Staff use rigorous identification and monitoring processes to ensure high levels of support are provided for identified students.

Tiered interventions are provided for students 'at risk' and involve integrated and intensive support in literacy and numeracy. These interventions include:L3, TEN and 7 Steps to writing and is supported through EAfS.

Progress towards achieving improvement measures	
Evaluation	**Funds Expended (Resources)**
Year 6 to high school Transition visits by Year 6 completed to Ambarvale and Airds High. Recommendations from External Validation highlighted future direction to create better links and a more comprehensive transition program for Year 6. Links/ contacts have been set up early for 2020 to discuss improvements with the high school personnel. **Preschool to Kindergarten** 59% of students completed the Getting Ready For School Program who have enrolled for 2020 . Parents surveyed were positive in their comments about the duration and content. New students were observed as being settled and comfortable in the school environment **ATSI students** An Aboriginal Learning Officer was employed to cater and support cultural learning of ATSI students in the Garamada group. Chaplain, SLSO and Trainee School Counsellor supported personalised learning across K–6. Establishment of Sparkle group for students requiring support. The small Sparkle group was effective in supporting students with social strategies and teamwork.	Teachers to cover organisation of Year 5 and Kindergarten classes $9500

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$29064	All ATSI students took part in the Garamada program which was funded by the school and conducted weekly. The employment 2 days a week of an Aboriginal Education Officer in semester two to work with students on their Personal Learning Pathway goals in classrooms.The group focused on cultural significance with the Opportunity Hub, Michael Fardon workshops– an artist in preparation for a mural in 2020 and participating in dance which showcased at the Lyrebird Festival. Students reported a greater understanding of their cultural heritage and enjoyed the opportunity to celebrate culture while working with teachers from the school and developing links with the wider community.
English language proficiency	$70568	All eligible students supported individually and in small groups, according to individual need. Students receiving support discussed at weekly Learning Support Team meetings and adjustments made according to their evolving needs.
Low level adjustment for disability	FTE 0.9 $43964	During 2019, funds were used to provide targeted support to identified students through the use of School Learning and Support Officers. Targeted students were given in class support to work towards their goals identified in their Individual Education Plans.The school identified students who required additional support in the classroom based on the NCCD data. Funding in this area was spent on SLSO salaries. Those students who were identified as needing higher levels of support were targeted by the SLSO to provide assistance within the classroom and implement IEPs as needed.
Quality Teaching, Successful Students (QTSS)		Teacher employed to release Assistant Principals one day each week to mentor with teams to provide Instructional Leadership and capacity building across the staff. Effectiveness of regular data chats in teams and peer observations. Planning based on gaps in learning and next step in learning progressions.
Socio–economic background	FTE 0.3 $194756	Funds were utilised to employ a Student Support Officer one day a week to support at risk students. Targeted social groups were set up to support identified needs with 3–6 students. This staff member worked effectively as part of the Learning and Support Team.
Eafs	$163254	Data Sources Report data Eafs **Kindergarten** 76% Level 9 + ES1 students at or above Early Action for Success targets for Kindergarten, 21% at Level 6–8 and Level 1–5 3%

Eafs	$163254	**Year 1** 80% LEVEL 17 + students at or above Early Action for Success targets for Year 1, Levels 15–16 7% and Levels 1–14 12%
		Year 2 88% Level 21+ students at or above Early Action for Success targets for Year 2,
		Levels 19–20 8%, and Levels 1–18 5%.
		Close monitoring and continuation of L3 strategies to be utilised in K–3 classrooms in 2020

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	129	151	154	151
Girls	124	116	120	119

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	93.5	93.3	94.1	93.6
1	93.2	91.3	92.4	91.7
2	93	92.3	93.4	94.4
3	94.6	92	92.4	92
4	93.3	94.9	89.9	92.4
5	92.4	92.6	93.9	95
6	94.4	91.8	92.3	94.9
All Years	93.5	92.6	92.7	93.3
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

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)	9.71
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.6
School Administration and Support Staff	2.57

*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[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
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.

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 **Actual** ($)
Opening Balance	630,063
Revenue	3,035,631
Appropriation	2,928,828
Sale of Goods and Services	20,546
Grants and contributions	84,122
Investment income	2,135
Expenses	-2,945,406
Employee related	-2,546,463
Operating expenses	-398,943
Surplus / deficit for the year	90,226

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 **Approved SBA** ($)
Targeted Total	51,647
Equity Total	466,411
Equity - Aboriginal	29,064
Equity - Socio-economic	226,771
Equity - Language	70,568
Equity - Disability	140,009
Base Total	2,020,477
Base - Per Capita	64,291
Base - Location	0
Base - Other	1,956,186
Other Total	327,164
Grand Total	2,865,699

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.

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.
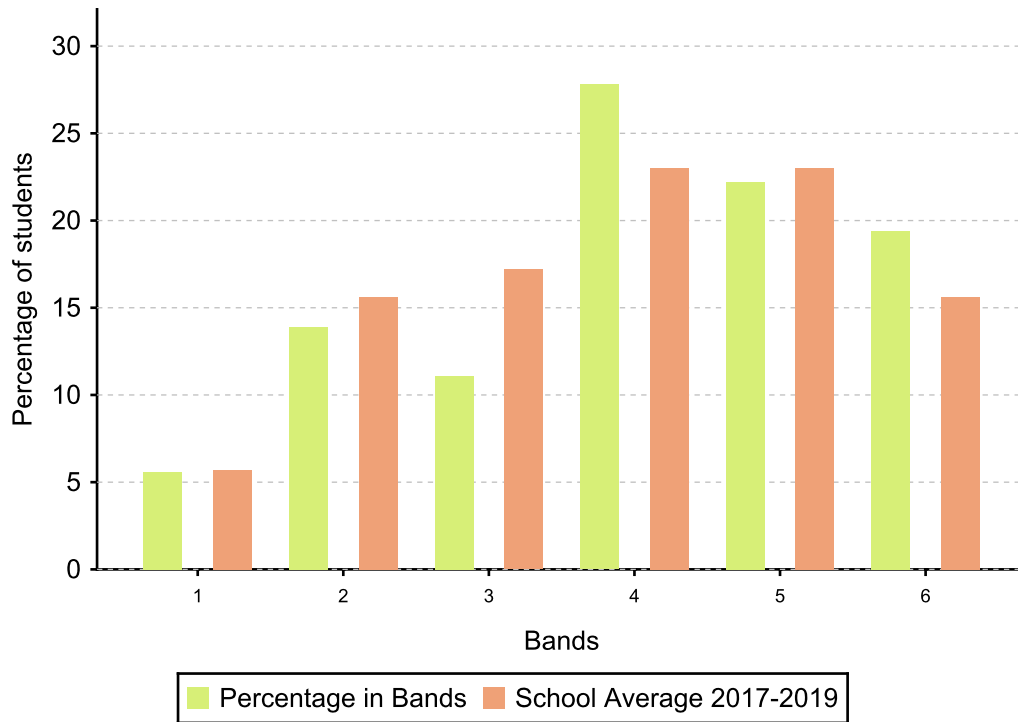
Literacy and Numeracy Graphs

Percentage in bands:

Year 3 Grammar & Punctuation
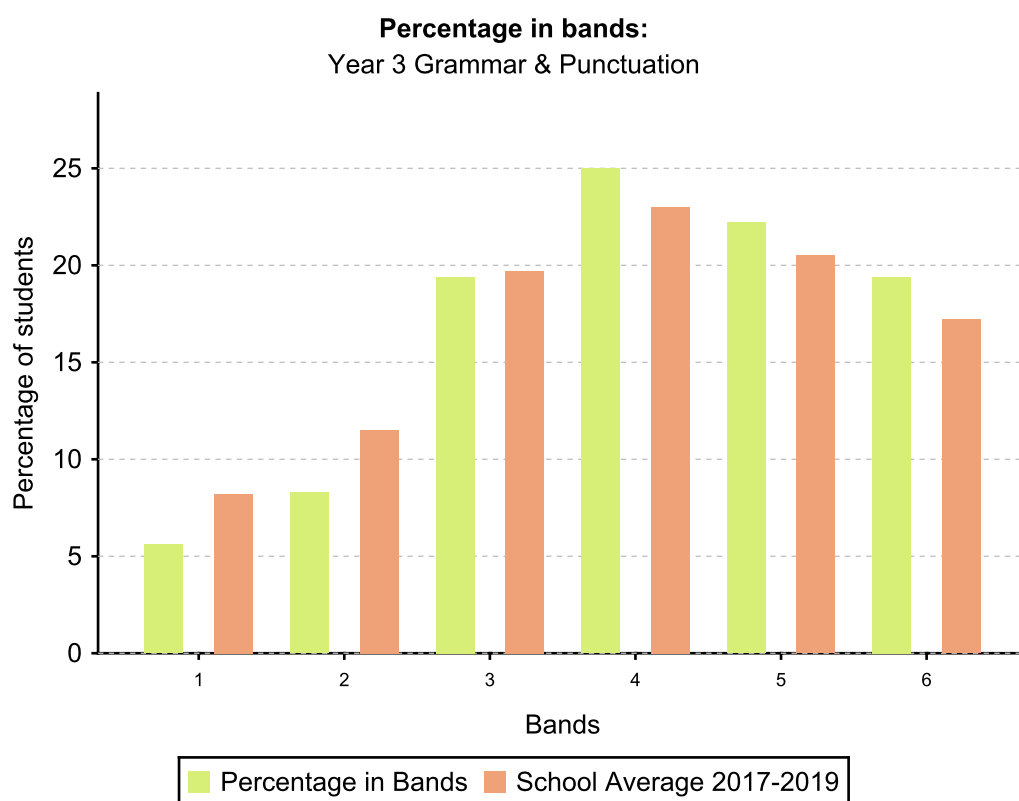
Band	1	2	3	4	5	6
Percentage of students	5.6	8.3	19.4	25.0	22.2	19.4
School avg 2017-2019	8.2	11.5	19.7	23	20.5	17.2

Percentage in bands:
Year 3 Reading
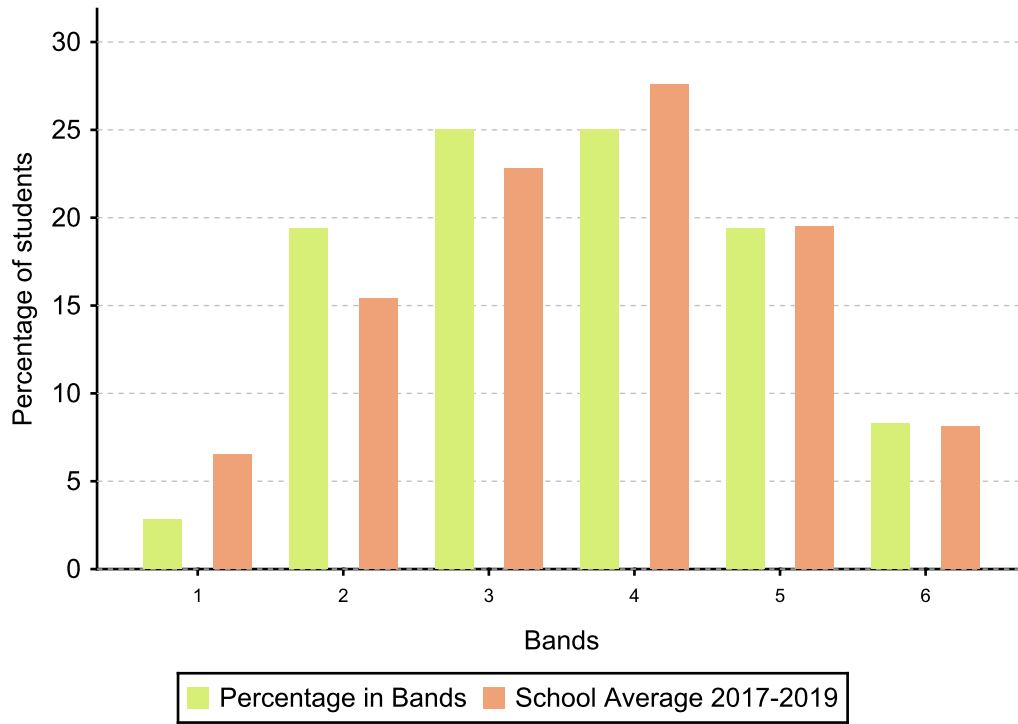
Band	1	2	3	4	5	6
Percentage of students	2.8	19.4	25.0	25.0	19.4	8.3
School avg 2017-2019	6.5	15.4	22.8	27.6	19.5	8.1

Percentage in bands:
Year 3 Spelling

Band	1	2	3	4	5	6
Percentage of students	5.6	13.9	11.1	27.8	22.2	19.4
School avg 2017-2019	5.7	15.6	17.2	23	23	15.6

Percentage in bands:
Year 3 Writing
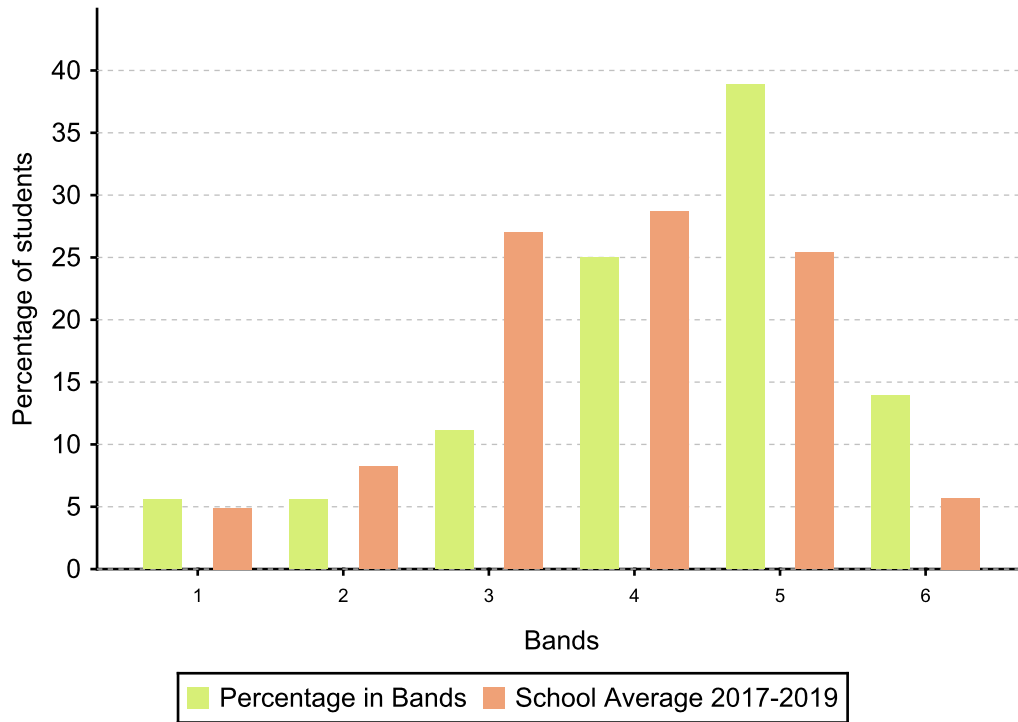
Band	1	2	3	4	5	6
Percentage of students	5.6	5.6	11.1	25.0	38.9	13.9
School avg 2017-2019	4.9	8.2	27	28.7	25.4	5.7

Percentage in bands:
Year 5 Grammar & Punctuation
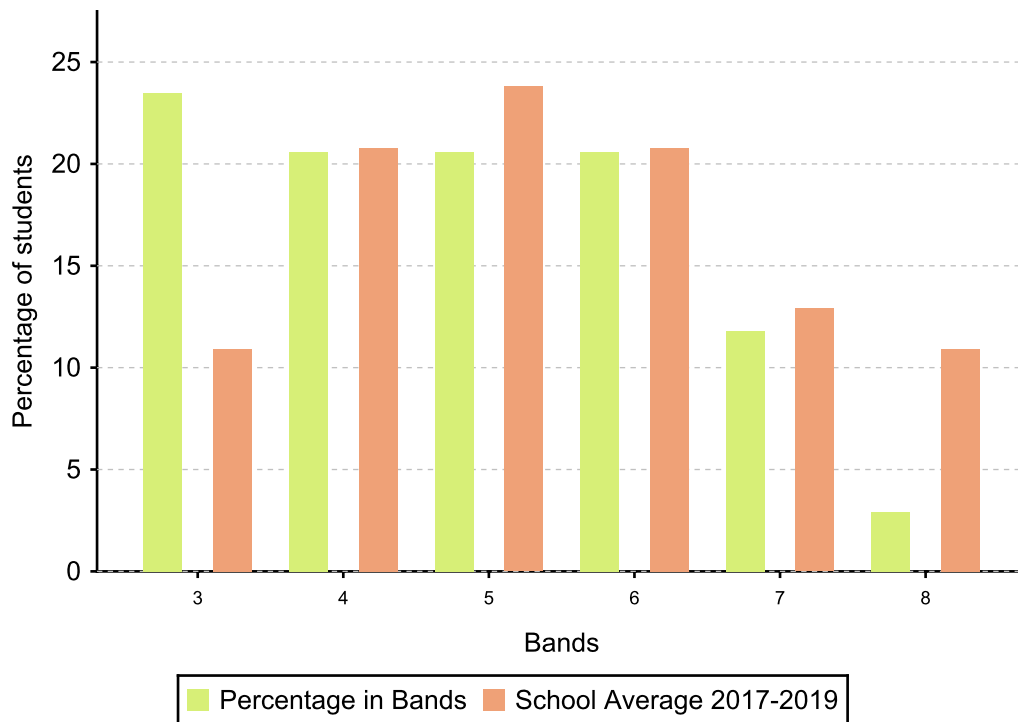
Band	3	4	5	6	7	8
Percentage of students	23.5	20.6	20.6	20.6	11.8	2.9
School avg 2017-2019	10.9	20.8	23.8	20.8	12.9	10.9

Percentage in bands:
Year 5 Reading

Percentage in Bands · School Average 2017-2019
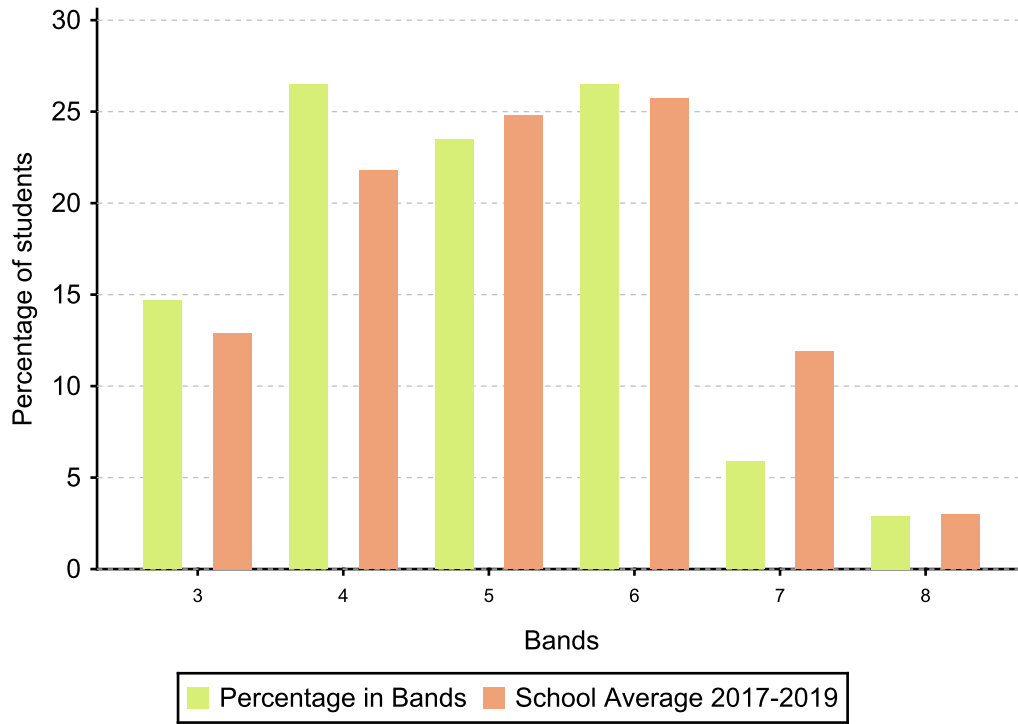
Band	3	4	5	6	7	8
Percentage of students	14.7	26.5	23.5	26.5	5.9	2.9
School avg 2017-2019	12.9	21.8	24.8	25.7	11.9	3

Percentage in bands:
Year 5 Spelling

Percentage in Bands · School Average 2017-2019
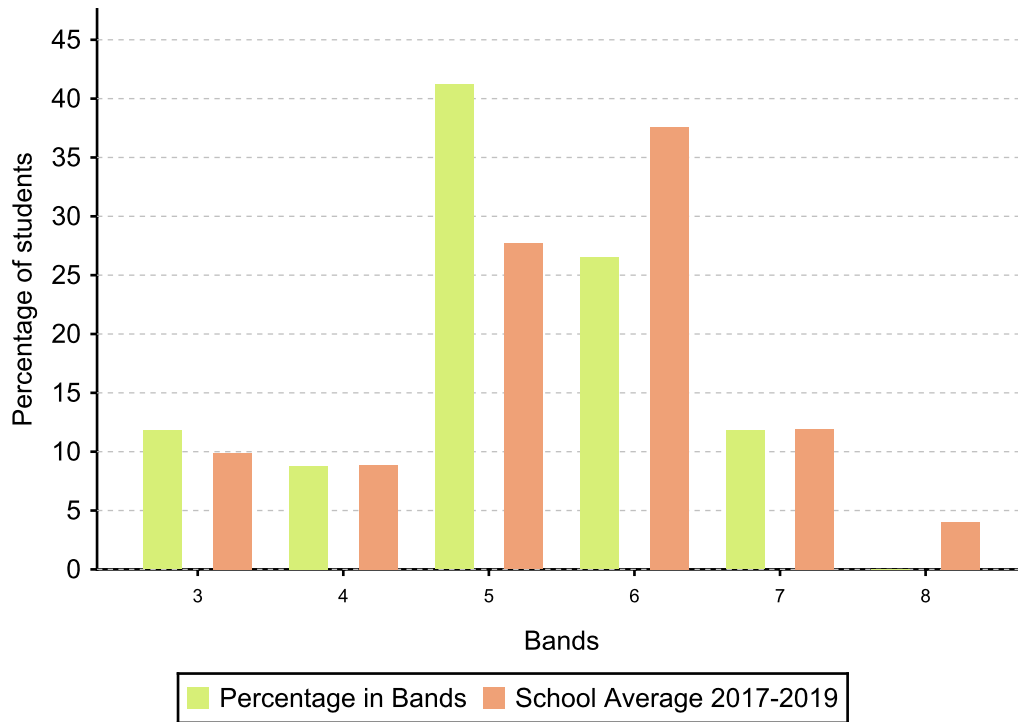
Band	3	4	5	6	7	8
Percentage of students	11.8	8.8	41.2	26.5	11.8	0.0
School avg 2017-2019	9.9	8.9	27.7	37.6	11.9	4

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Percentage in bands:
Year 5 Writing
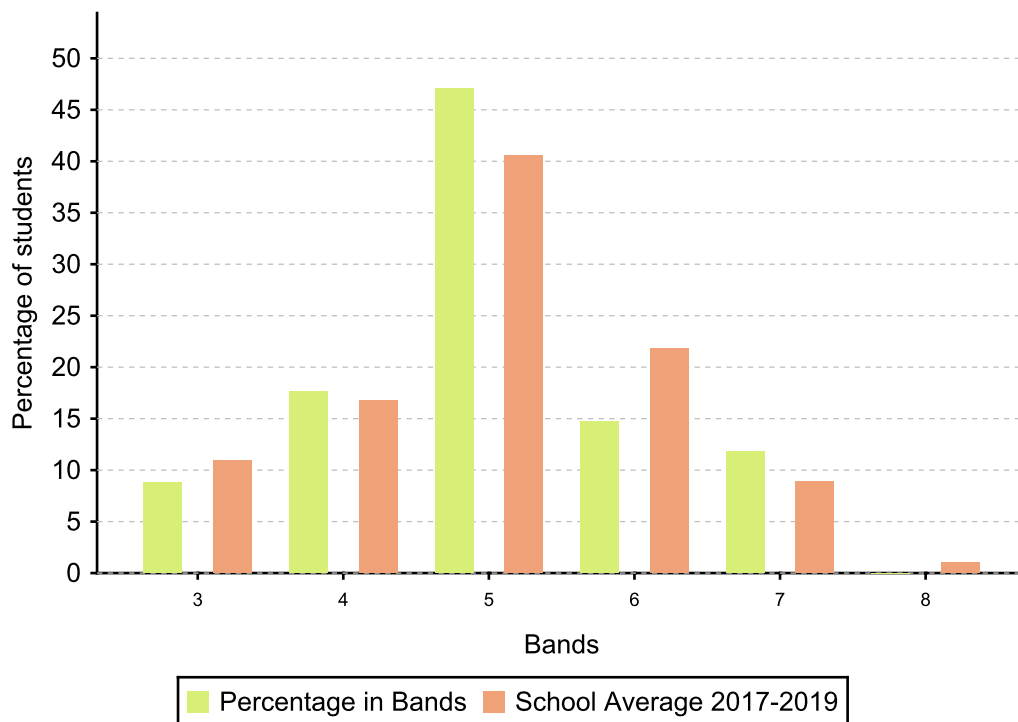
Band	3	4	5	6	7	8
Percentage of students	8.8	17.6	47.1	14.7	11.8	0.0
School avg 2017-2019	10.9	16.8	40.6	21.8	8.9	1

Percentage in bands:
Year 3 Numeracy
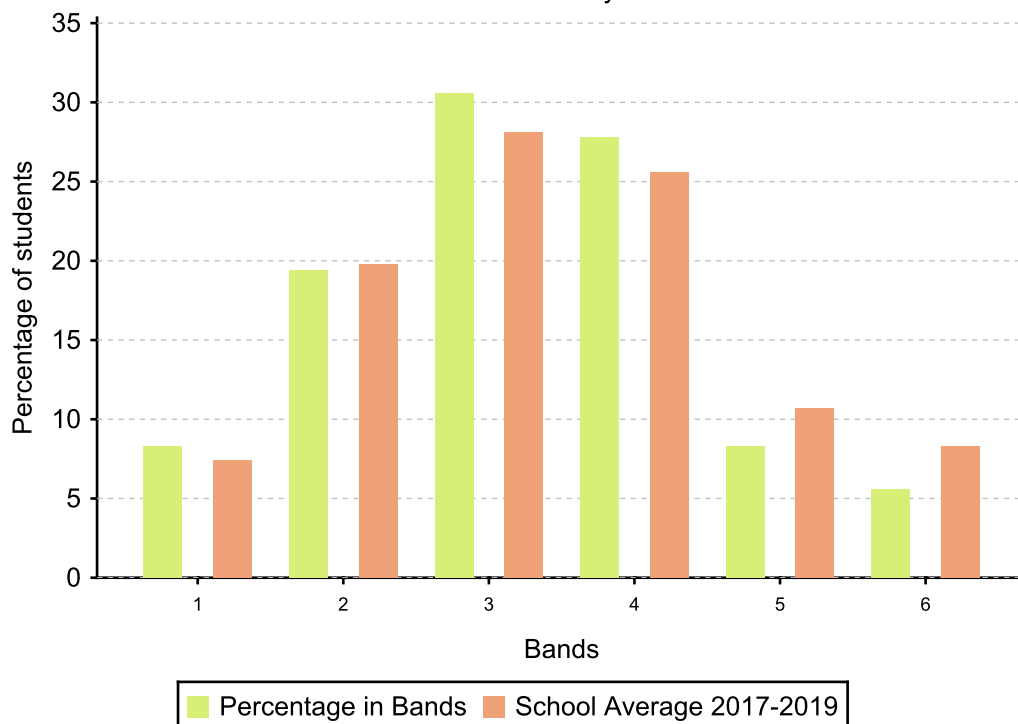
Band	1	2	3	4	5	6
Percentage of students	8.3	19.4	30.6	27.8	8.3	5.6
School avg 2017-2019	7.4	19.8	28.1	25.6	10.7	8.3

Percentage in bands:
Year 5 Numeracy
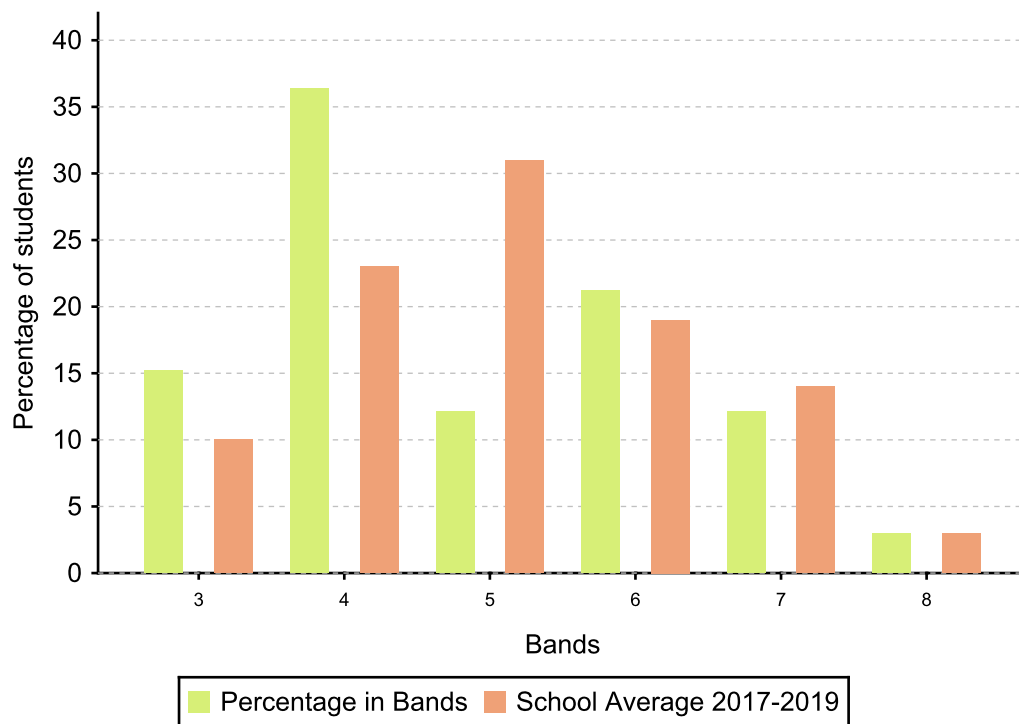
Band	3	4	5	6	7	8
Percentage of students	15.2	36.4	12.1	21.2	12.1	3.0
School avg 2017-2019	10	23	31	19	14	3

Parent/caregiver, student, teacher satisfaction

The community shows a high level of engagement across a variety of contexts. Parents attend information sessions to share valuable knowledge about their child with their class teacher. Teachers communicate regularly and authentically with parents, and students have opportunities to share their learning with both their family and teachers through Class Dojo, increasing engagement. Currently, Woodland Road has 268 students enrolled and 280 parents connected via the Class Dojo app.

The Woodland Road community joins with local schools to strengthen relationships and connectedness with the community. 31% of students joined their families at the Community of Schools (CoS) Cup. The CoS was sports afternoon giving all schools the opportunity to form student, parent and teacher teams to play each other and have a free barbecue meal. There were 140 participants from Woodland Road Public School including parents, students and teachers.

The school is highly responsive to its community through soliciting and addressing feedback from all stakeholders. Feedback has been implemented which indicates a high level of satisfaction from all parties around homework. The school implements a consistent approach to the delivery, collection and expectation of homework, as advised by the community.

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.

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.

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.

Other School Programs (optional)

Homework Procedures

In line with the Homework Policy of the NSW Department of Education, Woodland Road Public School is committed to the implementation of a Homework procedures that are:
- Developed in consultation with the school community
- Communicated to staff, parents and students, particularly at the time of enrollment
- Educationally beneficial and meets the realistic expectations of students, teachers, parents and caregivers

In forming these procedures, Woodland Road Public School has adopted feedback from teachers and parents/carers in 2017, trialed a consistent approach to homework in 2018 which was evaluated through feedback from staff, parents/carers and students. Implementation of the Homework Procedure started in 2019 and it will be monitored, reviewed and evaluated by staff of Woodland Road Public School at least every three years, in consultation with the wider school community where appropriate.

Technology

Students at Woodland Road have access to a range of technological devices. 15 Dashbots and 15 iPads were purchased this year to meet coding digital technologies curriculum requirements. 40 Chromebooks were also purchased this year for use in Years 4–6 , whereby technology could be more effectively integrated into teaching programs. Existing technology including desktop computers and iPads are used from Kindergarten transition up to Stage Three. STEMShare kits are used to support coding. The use of technology is firmly embedded into teaching programs to promote students being global and informed citizens.