Emu Heights Public School
Annual Report

2017

4442
Introduction

The Annual Report for 2017 is provided to the community of Emu Heights Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self–assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Andrew Hooper
Principal

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Message from the Principal

‘Education is the passport to the future, for tomorrow belongs to those who prepare for it today.’ Malcolm X

Nestled in the foothills of the Blue Mountains, Emu Heights Public School enjoys beautiful, spacious grounds in a park–like setting. Our school is highly regarded and is well–respected for its warm and friendly atmosphere, family values and the provision of high quality teaching and learning programs.

Throughout 2017, we have continued to provide a challenging curriculum focused on literacy, numeracy, ICT and STEM Education as well as a wide range of activities for our students to develop and demonstrate personal excellence across all academic, social, sporting and cultural domains.

This has been made possible by our school family which works tirelessly together to make Emu Heights Public School a very special place where students feel they belong, are inspired to make a difference and are well–equipped for our ever–changing, technological and global workforce.

This report celebrates and acknowledges the passion and commitment our school has for providing rich and authentic educational opportunities in a caring and supportive environment.

Specifically, we pride ourselves on being a school family that:

• Prioritises achievement in literacy and numeracy, is future focused and places a high priority on the development of 21st Century Skills. Testament to our success in this area, are our strong NAPLAN results in Literacy and Numeracy, the expanding range of technology available to our students and the highly–evaluated success of our STEM and Project Based Learning programs. Our school is also currently leading 10 other schools through their implementation of STEM as part of the STEM Action Schools’ Project.
• Embraces and caters for individual talents through the provision of a broad range of extra–curricula opportunities. These include performance (choir, dance, instrumental programs and our annual talent quest), visual arts, debating and public Speaking, leadership workshops and our new chess club are made available through our many school programs and our membership of the Glenmore Park Learning Alliance.
• Learns and plays together through participation in activities such as camps, sporting events, surf life–saving instruction, CARES bike safety initiative and a variety of excursions and practical educational programs.
• Cares about and supports one another, prioritises student well–being and a sense of belonging through our student welfare programs including our Student Representative Council, Kindergarten Orientation / Buddy program, Peer Support, Year 6 Transition program, Crunch and Sip, Personal Development, Health and Physical Education programs, cultural programs such as Harmony Day, Aboriginal histories and culture and our Student Welfare Framework which focuses on the priorities of being Safe, Respectful Learners.
• Lives our school motto Happiness by Helping, not only by caring for and supporting one another but also for those
who may not be as fortunate. We achieve this through initiatives such as fund-raising for world peace programs as part of our Harmony Day celebrations, donating 10% of our fundraising efforts to local charities, our Disco for Others and many student initiated stalls which all help us contribute to making a difference in the lives of others.

• Welcomes parental involvement and the support of our P&C who are the very fabric of our school. We are truly blessed to have so many parents and volunteers assist with in-class and sporting programs. In addition, our P&C, and its various sub-committees consistently support our school programs and an ever-increasing number of community organisations that offer their time and talents in support of our students which has been further enhanced by our STEM initiatives.

• Encourages our students to live up to our ethics of being Safe, Respectful Learners, set personal learning goals and strive to reach their personal best.

• Has an outstanding team of dedicated, highly qualified teaching staff, supported by equally committed administration personnel, all of whom work together collaboratively and supportively, care about our students, display a strong sense of community, have high expectations and exhibit a willingness to contribute above and beyond normal expectations.

2018 also promises to be rich in opportunity and achievement through:

• The continuation of a high emphasis on Literacy and Numeracy

• The continuation of STEM and Project Based Learning in teaching programs K–6

• Extension our Wi-Fi network, further integration of ICT across the curriculum and the enhancement of our fleet of mobile technologies with 60 laptop computers and over 100 iPads being made available to students

• The provision of access to a broad range of extra-curricular opportunities within the school and as part of our affiliation with local schools and learning alliances

• Continuing the employment of more School Learning Support Officers to support classroom programs

• The Introduction of Multi-lit to support students in Reading and Spelling

• Guiding students through the processes of setting and working towards the achievement of personal learning goals

• The continued introduction of formative assessment strategies to inform teaching and support student learning through explicit learning intentions, success criteria and timely, specific feedback

• Utilising the LMBR Student Welfare system to better track and monitor classroom and playground behaviour, attendance and punctuality

• Enhancing students’ understanding and appreciation of Aboriginal heritage through closer links with our Aboriginal Education Group

We will also be continuing the many projects which are already such a wonderful part of life at Emu Heights Public School including:

• Taking Year 5 & 6 to Canberra and the Snowy Mountains, Stage 1 to Penrith Lakes (Term 3) Year 4 to The Great Aussie Bush Camp (Term 4), Kindergarten to the farm and all our children on other special curriculum related excursions

• Continuing our extra-curricula programs in Music, Dance, Gymnastics, Debating, Public Speaking, Chess and those provided through our local Learning Alliance.

• Offering a wide variety of opportunities to learn and participate in a range of sporting, fitness and well-being programs

• Building our school values and culture through our leadership programs, special celebrations and supporting those less fortunate.

This report highlights what can be achieved through the combined dedication and determination of enthusiastic, committed staff and supportive parents who work in partnership to create a place where students Belong to the present, are Equipped for the future and are Inspired to make a difference

Andrew Hooper

Principal
School background

School vision statement

Our school vision is best defined by 3 tenets of Belonging, Equipping and Inspiring.

By this, we mean our goal is to create a learning environment where students, parents, carers and the community feel they belong and are equipped with 21st Century knowledge, understandings, skills and values to bring about change in their own lives and the lives of others.

Our vision is to provide a warm, safe, caring and engaging learning environment which is rich in opportunity, celebrates effort and achievement, builds respect and resilience and equips students to realise their potential to become lifelong learners who bring about positive change in the 21st Century and beyond.

- Belonging to the present
- Equipped for the future
- Inspired to make a difference

School context

Nestled in the foothills of the beautiful Blue Mountains west of Sydney, Emu Heights Public School enjoys beautiful, spacious grounds in a well–maintained park–like setting.

Opened in 1972 with a student population of just 69, the school has grown to become a modern centre of learning with outstanding programs and resources utilising advanced technology and is currently enjoyed by 335 students.

The School’s Index of Community Socio–Educational Advantage ICSEA as calculated by the Australian Curriculum & Reporting Authority shows an average socio–education spread of 24% in the lowest quartile and 14% in the highest quartile.

Data from the 2015 Australian Education Development Index determined that school based assessments in language indicate an average of 20.6% of students entering Kindergarten experience difficulty with communication issues, and 42% have difficulty with gross and fine motor skills.

As a result Literacy, Numeracy and physical skill development are prioritised in all Key Learning Areas.

Information and Communication Technology (ICT) skills are embedded in teaching and learning through the use of interactive whiteboards in all classrooms. A modern computer lab, iPad and laptop fleets and new focus on coding skills further enhance students’ learning opportunities in ICT.

The school’s performance in NAPLAN assessments is consistently at or above that of statistically similar schools.

Effective student welfare is achieved through positive teaching, clearly defined expectations around student welfare procedures and discipline, and close community relationships.

Our students consistently demonstrate a positive, co–operative approach to learning and in their interactions with each other.

We pride ourselves on providing a caring atmosphere developed in–part through a range of student welfare programs and extra–curricular initiatives in sport, dance, music, debating, choir and recorder.

One of the many outstanding features of our school is its dedicated and committed staff, and their harmonious working relationship with each other, the students and the community.
Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

In 2017, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, the school continued to grow in terms of its understanding of the School Excellence Framework and the School Excellence Framework Version 2 and their value in guiding the refinement of our school processes, practices, products and priorities. As part of the review of the school’s annual plan, progress in the achievement of milestones was examined in the areas targeted in our 2017 analysis.

In the **Learning** domain, an increased focus was placed on students setting and achieving personal goals, and early intervention practices to improve attendance. In addition, more explicit strategies to improve student performance in Reading, Spelling, Mathematics, Science, technology and Engineering through the introduction of Multi-Lit, STEM and a revitalised and more extensive kindergarten orientation program which enhanced transition procedures were identified as highly successful in supporting the design and delivery of quality teaching and learning programs. This year, we also increased the number of computers available to our students through the purchase of additional laptops and two sync / charging stations which will facilitate the integration of technology into teaching and learning.

In the domain of **Teaching**, the introduction of **STEM K–6** using the Project Based Learning Pedagogy enhanced collaboration and professional learning. The introduction of formative assessment strategies assisted teachers to examine and refine teaching practices to conduct ‘in-process’ evaluations of student comprehension, learning needs and academic progress. This process has also provided students with a clearer picture of what their teachers want them to know, understand and do as a result of each lesson. These initiatives were highly evaluated as successful ways for improving teaching strategies, increasing student engagement, supporting meaningful integration of technology and developing 21st Century skills.

Our goal to broaden **leadership capacity** and expertise involved the establishment of new roles linked to the school plan which provided all staff with a greater range of opportunities. Five members of staff also relieved in higher executive positions. Executive staff also attended a range of professional learning initiatives in leadership credentialing, school administration and executive development seminars.

Our Administration team also successfully introduced professional learning plans and the school's implementation of the Learning Management and Business Reform (LMBR) program has been a major priority and focus.

We continue to establish new partnerships, with community groups and businesses, which has continued to grow as result of the implementation of STEM units K–6.

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

For more information about the School Excellence Framework:
Belonging: Strong, Supportive Relationships

Purpose

Purpose: To develop strong, safe, supportive relationships and learning environments

At Emu Heights Public School we aim to:

- Develop strong foundations for holistic development & achievement that cultivates individual potential and life-long learning.
- To build strong, positive relationships as an educational community and develop, enhance and maintain a genuine sense of ownership and belonging for students, staff and community.

Learning will take place in environments that are safe, welcoming, caring, respectful of others and rich in opportunity. These environments will be supported through the involvement of parents, carers and the broader educational community. We will celebrate individual and collective effort and achievement, promote a love of learning and develop, within our students, the personal qualities of respect, cultural understanding, tolerance, responsibility, self-control and resilience.

Overall summary of progress

In 2017, we continued to embed our strategic direction of ‘Belonging’ with achievements that resulted in:

- Enhanced positive learning cultures.
- Improved attendance and punctuality.
- New Kindergarten transition procedures.
- Higher emphasis on personal goal setting linked to the Literacy and Numeracy continuums.
- Significant grounds improvement and play options.
- Better informed and engaged community.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Funds Expended (Resources)</th>
<th>Progress achieved this year</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Student Welfare Policy written, ratified by the P&amp;C and embedded into school routines through explicit teaching of ‘Safe, Respectful Learner’ principles and behaviours.</td>
<td>$0</td>
<td>Parents continued to develop an increased knowledge and understanding of the new Student Welfare Policy and Procedures which was ratified by the P&amp;C and posted on our School website</td>
</tr>
<tr>
<td>Site enhancements completed. All aspects of the school’s physical environment supports students’ welfare and provides for safe, responsible play options.</td>
<td>1. $14 000 grant / $14 000 school funded 2. $5000 3. $6000 4. $0 5. $1226 6. $500 7. $0 8. $18 846</td>
<td>1. Site enhancements including the restoration of the soft pour area, the resurfacing of the school netball court to create a multi-purpose play area were completed in 2016. 2. Work to address the findings of the school’s 2017 Arborist’s Report were completed. 3. Fencing the area behind the classrooms completed. 4. RFS working with the school to clear area at southern side of school grounds. 5. Fish pond repaired and a new garden shed installed in the pond / garden area. 6. Garden established outside H Block. 7. An outdoor chess board was acquired with the...</td>
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### Improvement measures (to be achieved over 3 years)

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<td>Site enhancements completed. All aspects of the school’s physical environment supports students’ welfare and provides for safe, responsible play options.</td>
<td>$0</td>
<td>Support of Bunnings and the P&amp;C purchased 4 large outdoor Connect 4 games. 8. School successfully applied for Community Partnerships Funding through P&amp;C to install an electronic sign at the front of the school. This will be finalised in 2018.</td>
</tr>
</tbody>
</table>
| 100% of Stage 2&3 students participate in a teacher guided interview to develop and document individual learning goals and plan strategies to achieve their goals. | $800  
2 days Learning and Support Teacher | A variety of strategies, including teacher guided intervention, were utilised to develop and document Individual Learning Goals. The percentage of students who set and achieved personal learning goals increased in (Years 1–6) as did the percentage who set out and achieved more than one learning goal.  
The quality of these goals was greatly enhanced by referencing the Literacy and Numeracy Continuums in 2017 which will be continued in 2018.  
Some teachers also used either electronic or visual "Bump it Up" displays to track student achievement. |
| 100% of students with learning difficulties are identified and have appropriate adjustments implemented and documented as part of NCCD. | $3080 for teacher release to develop and document related plans | In 2017, 102 students were identified as meeting the criteria for inclusion in the Nationally Consistent Collection of Data (NCCD) for students with disability. Each student’s learning needs were considered and appropriate adjustments implemented. |
| New protocols to address anticipated impacts of NDIS are developed and implemented. | $345 annual subscription to ENews | Initially Completed in 2015 with the introduction of NCCD  
Skills for Kids began working in the school and an approved NDIS provider in 2017.  
Individual Learning Plans were developed for 62 students with supplementary to substantial learning needs using a commonly agreed format which detailed related teaching and learning strategies. |
| Student profiles and IEPs for students with disability are developed and documented in a common format and reflect innovative strategies that cater for students’ needs. | $3080 for teacher release to develop and document related plans | The weekly newsletter, updated website, School ENews app and accommodating school administration staff were identified as being highly significant in the school’s successful communication strategies.  
Eleven associations involving a variety of community groups, organisations and businesses were involved in sharing their expertise to support teaching and learning programs.  
Some parents attended GPLA curriculum workshops for Literacy and Numeracy.  
New policies for student welfare, uniform, sun safety, mobile phones, enrolment, attendance, student voice and leadership, anti-bullying, anti-racism, learning and support and health care were developed, ratified by P&C, implemented and uploaded onto school website for easy access by |
### Progress towards achieving improvement measures

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<td>Parents have an improved understanding of curriculum and school policies, and an increase in community engagement in school activities is evident.</td>
<td></td>
<td>parents.</td>
</tr>
<tr>
<td>50% reduction in absences for students with attendance issues.</td>
<td>$0</td>
<td>When compared against 2016 attendance statistics, overall student attendance increased from 94.7% to 95.5%. Late arrivals remains minimal.</td>
</tr>
<tr>
<td>90% of students respond positively to school culture questions in Primary School Life Survey.</td>
<td>$0</td>
<td>In 2017, this survey was replaced by the Tell Them From Me surveys. 88% of the girls and 90% of the boys reported having high sense of belonging. 97% of the girls and 91% of the boys in this school reported having positive relationships. 88% of the girls and 91% of the boys believe positive student behaviour is exhibited at school.</td>
</tr>
<tr>
<td>SEF mapping indicates growth in related achievement levels.</td>
<td>N/A</td>
<td>SEF self assessment Sustaining and Growing</td>
</tr>
</tbody>
</table>

### Next Steps

- Document and celebrate student goal setting and achievement against the Literacy / Numeracy Continuums / Learning Progressions and the data being collected by teachers through the use of formative assessment strategies
- Complete school self–assessment using the well–being framework tool and act on findings
- Introduce SEL and Growth Mindset
- Continue to utilise teacher guided interventions such as formative assessment and visible learning strategies, further develop students' development, and monitoring of achievement and personal learning goals.
- Improve parents' understanding of the new syllabus and how to support their children's learning through workshops in Literacy and Numeracy and Community of Schools initiatives
- Utilise LMBR Synergy Program to more effectively record and monitor student attendance and welfare and behaviour
- Continue to develop closer links with indigenous community groups to enhance positive relationships and improve students' understanding, and appreciation of, Aboriginal culture
- Supporting staff and students through whole school well–being programs
Purpose

Purpose: to develop successful engaged learners

At Emu Heights Public School we aim to:

- Build engaging learning environments rich in opportunity, acknowledgment, respect & resilience.
- Equip our students for a constantly changing world through their engagement in explicitly designed, but differentiated, teaching and learning experiences. These experiences will focus on the development of high expectations and achievement in Literacy and Numeracy as well as supporting students to develop the knowledge, skills and understandings to be 21st Century learners, leaders and global citizens.

Students at Emu Heights Public School will become confident, passionate and engaged learners who set personal learning goals, are critical and creative thinkers, possess 21st Century ICT fluencies and have excellent Literacy and Numeracy skills.

Overall summary of progress

In 2017, our focus to increase differentiation in teaching and learning programs received significant support through the introduction of formative assessment and the Multi–lit program. We have also continued our learning journey with the Science Technology syllabus and introduced STEM initiatives school–wide. In addition, we also continued developing units of work to support the new History and Geography syllabus documents.

An extensive professional learning program covering areas such as mandatory training, Formative Assessment, STEM, PDHPE, Electronic Roll marking, ICT (Microsoft), Diabetes, Health care, Online safety, NAPLAN On–line, Writing, Reporting, Aboriginal Education and leadership supported the professional development of our teachers and administration staff.

Further advancements again resulted from the explicit teaching of areas identified through the previous year’s NAPLAN analysis. This, combined with professional learning and across grade writing analysis using the NAPLAN marking criteria, and the continuation of remediation programs in Literacy and Numeracy supported by our Learning and Support Teachers and School Learning Support Officers has resulted in strong NAPLAN results.

School based data is used to identify students’ progress on the Literacy and Numeracy Continuum. Student assessment data was also used in making decisions to support the individual learner, including the introduction of Multi–lit and the development of data informed Individual Education Plans and Personal Learning Pathways, the strategic use of learning and support resources and targeted intervention.

Implementation of Formative Assessment and feedback strategies were commenced in 2017 and this practice will be further refined in 2018.

Our Reading Recovery Program also continued to support and enhance the skills of students in reaching targeted reading levels.

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<td>Differentiated teaching and learning programs / Individual Education Plans and Personal Learning Pathways reflect best practice, are increasingly data driven, well–resourced and meet the needs of all students in Literacy, Numeracy and 21st Century learning practices.</td>
<td>Casual Relief $3948.18</td>
<td>A total of 62 Individual Education Plans were developed for all students requiring additional support. Differentiated teaching and learning programs, particularly in Literacy and Numeracy, were embedded in all teaching programs and were again supported by significant expenditure on the employment of School Learning and Support Officers.</td>
</tr>
<tr>
<td>Literacy and Numeracy</td>
<td>Casual Relief $1000</td>
<td>TEN program successfully implemented and</td>
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## Progress towards achieving improvement measures

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| assessment tasks and challenging strategies that provide increased diagnostic data are developed and implemented. | | continued to support student achievement in Mathematics.  
All teaching programs in K–2 reflect the use of Targeted Early Numeracy Strategies (TENS) groups and TENS teaching strategies.  
Some work has commenced on the development of new assessment tasks consistent with new syllabus documents has commenced and will continue in 2018. |
| Percentage of students achieving the top 2 bands in all areas of NAPLAN are equal to or exceeds state average. | $7000  
Additional teacher employed 1 day per week for 14 weeks to support remediation and enrichment programs for Years 3 and 5. | **Year 3 NAPLAN**  
Reading 61% State 51.2%  
Writing 58.3% State 53.1%  
Numeracy 51.4% State 43.5%  
Grammar 75% State 62.2%  
Spelling 47.2% State 52.4%  
**Year 5 NAPLAN**  
Reading 40% State 40%  
Writing 24% State 18.1%  
Numeracy 30% State 32.5%  
Grammar 40% State 36.2%  
Spelling 36% State 37.9% |
| School average in all areas of NAPLAN is equal to or exceeds national average. | RAM / QTSS funding $100000  
Plus additional half day Learning and Support Teacher $10000 | **Year 3 NAPLAN**  
Reading Above National Average  
Writing Above National Average  
Numeracy Above National Average  
Grammar Above National Average  
Spelling Above National Average  
**Year 5 NAPLAN**  
Reading Above National Average  
Writing Above National Average  
Numeracy Above National Average  
Grammar Above National Average  
Spelling Above National Average |
| Units of work and scope and | Casual relief $2418.49 | Scope and sequence documents have been printed. |
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<tr>
<td>Sequence documents exist to support the implementation of the History, Geography syllabus and other KLA areas and are collaboratively developed.</td>
<td>N/A</td>
<td>Collaboratively developed for English, Mathematics, PDHPE, Science and History and Geography and are currently guiding teaching and learning K–6. Units for all stages written to support History and Geography syllabi.</td>
</tr>
<tr>
<td>Teacher Professional Learning in STEM (science Technology, Engineering and Mathematics and Project Based Learning is conducted and Inquiry–based project learning units are developed and shared as part of the Stage 3 STEM project.</td>
<td>$7140.52</td>
<td>Professional learning in STEM was a major focus for all teachers in Terms 1 &amp; 2. This included 7 staff members attending 2 days of formal training in Term 1 and all staff participating in school based programs during Terms 1 &amp; 2. with units collaboratively developed and implemented K–6 during Terms 3 &amp; 4. Two staff members were also involved in leading 10 other schools through their implementation of STEM as part of the STEM Action Schools Project.</td>
</tr>
<tr>
<td>Differentiated teaching and learning and inquiry based project learning strategies are increasingly incorporated into classroom practice and class programs reflect the integration of the Quality Teaching Framework, ICT, STEM, PBL, coding and 21st Century learning practices. Related units of work have been developed and shared as part of the STEM / PBL project</td>
<td>Professional Learning $1000.00 Equipment $350.00</td>
<td>Class programs reflect differentiation and Project based learning strategies as part of STEM projects. There is also an increased emphasis on the teaching of coding and the development 21st Century skills and general capabilities have a greater focus. Related units of work have been developed and shared K–6. A lunch time coding club has commenced. The school has also obtained a number of coding kits and 2 teachers attended related training.</td>
</tr>
<tr>
<td>Available ICT is enhanced and quality ICT resources are available and effectively integrated into teaching and learning programs to maximise teaching and learning opportunities.</td>
<td>Charging Stations $4000 Laptops $6000</td>
<td>Additional laptops and 2 charging stations have been purchased to support the integration of ICT into teaching and learning. We currently have over 100 iPads, 60 laptops and 50 desktop computers supporting class programs. A further 2 WIFI points have been installed in a classroom and the Library area. Interactive Whiteboards in every learning space continue to support teaching and learning programs and an upgrade plan to replace them with LED screens is currently being developed. A bar code reader was also purchased to support Library stock–take.</td>
</tr>
<tr>
<td>SEF mapping indicates growth in related achievement levels.</td>
<td>N/A</td>
<td>School resources – Sustaining and Growing Teaching and Learning – Delivering</td>
</tr>
<tr>
<td>Community engagement and understanding of curriculum is enhanced through information sessions and workshops.</td>
<td>$1500</td>
<td>50 families attended the Interrelate workshops. Literacy and Numeracy sessions held by the Glenmore Park Learning Alliance were attended by 10 parents. The school also engaged the Microsoft Learning Ambassador to work with parents on how to effectively use Microsoft products to support learning at home. This session was also attended by 10 families.</td>
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<tr>
<td>Community engagement and understanding of curriculum is enhanced through information sessions and workshops.</td>
<td></td>
<td>Most Kindergarten parents attended the orientation workshops and information evening. 207 parents attended class information evenings. Principal and Assistant Principal attended the Community Engagement Workshop.</td>
</tr>
<tr>
<td>Use of RAM funding reflects growth in NAPLAN Literacy and Numeracy that is equal to or exceeds expected growth.</td>
<td>Employment of School Learning Support Officers as detailed previously $93 000</td>
<td>School Learning Support Officer support has enhanced differentiated teaching and learning, particularly in Literacy and Numeracy.</td>
</tr>
<tr>
<td>Local procedures are in place to inform and support student transition. 100% of children with learning needs are identified and have appropriate adjustments implemented and reflect innovative strategies are documented as part of NCCD / IEP/ PLPs. Requirements for NDIS are implemented and completed.</td>
<td>$1000 – Casual relief</td>
<td>In 2017, 102 students were identified as meeting the criteria for inclusion in the Nationally Consistent Collection of Data (NCCD) for students with disability. Each student's learning needs were assessed and appropriate adjustments implemented. Individual Learning Plans were developed for 62 students with supplementary to substantial learning needs using a commonly agreed format which detailed related teaching and learning strategies.</td>
</tr>
<tr>
<td>Collaborative networks and programs support student transition.</td>
<td>$0</td>
<td>In-school transition procedures, professional dialogue and student summary data and Pupil Record Card reviews undertaken at the commencement of the school year. This equipped teachers with more explicit knowledge of students' needs, giftedness and talents. Negotiations have commenced with Nepean High school to improve the Year 6 – 7 transition program which was not as successful as in previous years. Kindergarten orientation has been revamped to include a three-day program to better support student transition and school readiness. This has been highly valued by staff, students and community.</td>
</tr>
<tr>
<td>100% of Stage 1, 2 &amp; 3 children participate in a teacher guided interview to develop and document / update individual learning goals and strategies to achieve their goals.</td>
<td>$0</td>
<td>A variety of strategies, including teacher guided intervention, were utilised to develop and document Individual Learning Goals. The percentage of students who set and achieved personal learning goals increased significantly (Years 1–6) in 2017, as did the percentage who set out and achieved more than one learning goal. The quality of these goals was greatly enhanced by referencing the Literacy and Numeracy Continuums in 2017 which will be continued in 2018. Some teachers also used either electronic of visual ‘Bump it Up’ displays.</td>
</tr>
<tr>
<td>PLAN and SMART data are effectively used to track student achievement and inform teaching and learning.</td>
<td>$0</td>
<td>The use of PLAN data each term was reinstated. All class teachers plotted student progress on the Literacy and Numeracy Continuums each term to inform teaching and learning. Some teachers also introduced electronic or digital data walls to track academic growth. The use of SMART data each term was also reinstated. The staff worked collaboratively to increase student engagement and support for those students identified as needing additional support.</td>
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<td>PLAN and SMART data are effectively used to track student achievement and inform teaching and learning.</td>
<td></td>
<td>achievement. This data was also used to develop an electronic data wall to identify students K–6 in need of additional support in reading and the subsequent implementation of Multi–Lit as a remediation tool. Smart data was extensively analysed to guide teaching and learning and in the preparation of the school's 2018–2020 strategic plan with focus areas being Spelling, Reading and Numeracy.</td>
</tr>
<tr>
<td>90% of Stage 1 children achieving Reading milestones RR18 (Yr 1) RR26 (Yr2).</td>
<td></td>
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</tbody>
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Next Steps

- Introduce progressive assessment and consistent school procedures
- Review school reporting procedures and format
- Develop assessment tasks that link to school scope and sequence documents and outcomes in new syllabi
- Implement Learning progressions
- Continue to use PLAN / Learning Progressions data to track student progress along the Literacy and Numeracy and new Learning Progressions Continuums
- Continue to build upon the use of formative assessment strategies in classrooms, including Learning Intentions Success Criteria (LISC), and student goals, with a strong focus on feedback strategies
- Focus in improving NAPLAN achievement in Spelling and Reading through continued implementation of Multi–Lit to support students in Reading and Spelling.
- Continued focus on evidence based teaching pedagogies to ensure 21st Century learners are being appropriately catered for, with a particular focus on the continued implementation of STEM K–6 and Project Based Learning with all classes K–6 through team teaching and instructional leadership (QTSS),
- Continue to support other schools as part of the STEM Action Schools Project
- Establish appropriate timetable to conduct team teaching sessions (QTSS) to support students' and teachers' understanding of how to effectively use ICT to support Teaching and Learning and the introduction of computer coding.
- Teaching programs to reflect student performance data and an emphasis on 21st Century competencies (4Cs) and general capabilities.
- Implement Literacy and Numeracy support K–2 in lieu of reading recovery
- Continue ICT infrastructure upgrades and replace ageing Interactive Whiteboards with LED Screens
- Work with Nepean CAPA to improve Years 6–7 transition programs and ultimately student growth in NAPLAN
- Continue new kindergarten transition procedures and foster relationships with local pre–schools to further improve transition programs
- Prepare for the introduction of new Science and PDHPE syllabi
- Develop and deliver parent workshops in Literacy, Numeracy and ICT
- Plan for flexible learning spaces to compliment teaching and learning
Strategic Direction 3

INSPIRING: Positive, Innovative Community Leaders

Purpose

Purpose: To develop positive, innovative community leaders

At Emu Heights Public School we aim to:

• Model and build quality leadership that results in efficient management, effective professional development and growth.
• To promote, develop and sustain a dynamic professional team of staff in all aspects of school operations. The school will have high quality leadership capacity embedded in all aspects of school operations and align with DOE policies, maximises effectiveness and realises potential. This goal will bring about corporate growth as well as positive and lasting individual growth for our staff and students.

Staff will be supported through explicit, targeted and innovative professional learning to improve their collective capacity to support, inspire and meet the educational, social and emotional needs of our students and provide a wide range of opportunities to maximise potential.

Overall summary of progress

Professional development for Emu Heights Public School staff had a positive impact on the implementation of STEM Formative Assessment and the integration of ICT into teaching practice.

All staff have documented performance and development plans which align with the school and system priorities and the Australian Professional standards for teachers, and where appropriate, the Leadership profiles. One of our permanent and two of our temporary teachers achieved their accreditation at Proficient level during 2017.

This year, many of our teachers have taken on leadership roles in curriculum areas and 5 members of staff relieved in higher positions.

Our student leadership team participated in the Glenmore Park Learning Alliance Young Leaders’ Day and this year all Year 6 students have been involved in school service Kindergarten buddies and Peer Support programs.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Funds Expended (Resources)</th>
<th>Progress achieved this year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Procedures to identify and enhance the learning of G&amp;T students are implemented effectively.</td>
<td>$7503.55</td>
<td>Identified students attended GPLA enrichment workshops. Coding and Chess clubs introduced. CAPA programs support G&amp;T students in Music and Dance and Visual Arts.</td>
</tr>
<tr>
<td>Staff share innovative practice and have PDPs that support the achievement of school priorities, aligned with the SMP and APST to guide professional learning and demonstrate reflective practice.</td>
<td>Casual relief For School administration manager to attend training $300</td>
<td>Related training completed in Administration staff. Personal Development Plans (PDPs). PDP’s implemented and in place for Administration staff.</td>
</tr>
<tr>
<td>Increased leadership opportunities for staff and students are supported and</td>
<td>Teacher Release – Young Leaders’ Day $500</td>
<td>Further opportunities were provided for staff to take on leadership roles in the school through a range of successful school programs projects.</td>
</tr>
</tbody>
</table>
## Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Funds Expended (Resources)</th>
<th>Progress achieved this year</th>
</tr>
</thead>
<tbody>
<tr>
<td>embraced resulting in successful achievement of project and program outcomes.</td>
<td></td>
<td>Five staff members relieved in executive positions and two of our School Learning Support Officers were provided with opportunities to relieve in administrative positions. Students at EHPS acknowledged the importance of leadership at school by personally nominating for our school leadership positions. Leadership roles included 6 school leaders, (captains, prefects) 19 Student Representative Council members, 8 Library leaders, 8 computer monitors/iPad monitors, and 6 sport captains/vice captains. 100% of our Year 6 students also led a peer support group and school service responsibilities. These achievements were acknowledged, recognised and celebrated at our presentation night and leadership assemblies. School and tribe leaders attended the GPLA Young Leaders’ Day.</td>
</tr>
<tr>
<td>Enrichment, extra curricula and transition programs exist through strong learning alliances which enhance students’ engagement and learning opportunities.</td>
<td>Gymnastics $6400 Grant Teacher Release $500 GPLA Maths Day</td>
<td>In 2017, the Glenmore Park Learning Alliance (GPLA) continued to provide the opportunity for leadership in three key strategic directions. These directions are Leadership, Culture and Curriculum. The school has two staff members who are part of the Glenmore Park Learning Alliance strategic teams, one of which is currently co-leading the Alliance. Students have participated in a range of extra-curricular, enrichment and transition programs through our strong connections with the GPLA, Nepean Creative and Performing Arts High School, Blue Mountains and Penrith Valley, Performing Arts, Choir, Debating, Public Speaking and the Department of Education Arts Unit (PULSE Choir and Festival of Instrumental Music) all of which have enhanced learning opportunities. In 2017, the school also introduced Footsteps dance and a gymnastic program to further enrich</td>
</tr>
<tr>
<td>New DoE Learning Management and Business Reform software and associated TPL, organisation and procedures implemented.</td>
<td>$6000 Administration Overtime $7000– Implementation of Oliver and Library stockade and bar code reader.</td>
<td>Overtime was provided for Administrative Staff to compensate for the additional workload during implementation. The School Administrative Manager and Relieving Principal also undertook training in the use of the Budget planning tool/report, and EFPT program to support financial management.</td>
</tr>
<tr>
<td>SEF mapping indicates growth in achievement levels.</td>
<td>N/A</td>
<td>SEF Mapping places the Domain of Leadership at Delivering.</td>
</tr>
</tbody>
</table>

### Next Steps

- Focus on Leadership of future focused teaching, learning and leading
• Research and assess the viability of flexible classroom furniture and update furniture in all learning spaces
• Evaluate and upgrade ageing technology
• Plan professional learning around the school plan and current evidence based research e.g. Visible Learning / STEM
• Continue current extension and extra-curricula programs including: Peer support, Kindy Buddies, SRC and School Leadership programs, Gymnastics, Footsteps Dance, Chess club, recorder, choir, debating, public speaking, Penrith Valley and Blue Mountains Dance groups, Penrith Cup and university competitions etc providing opportunities for leadership in a range of academic, cultural and sporting endeavours
• Continue to provide leadership opportunities for staff at all levels
• Continue to use the School excellence and Well Being Frameworks to drive innovation and excellence.
<table>
<thead>
<tr>
<th>Key Initiatives</th>
<th>Resources (annual)</th>
<th>Impact achieved this year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Low level adjustment for disability</strong></td>
<td>$100717 SLSO / literacy and numeracy support and Additional Half Day Learning and Support Teacher –</td>
<td>The Learning Support Team meets fortnightly and a case management approach to assessment and planning is supported by the new Learning Support Policy. All students who were identified as having additional learning needs were discussed at learning support team meetings and appropriate assessments, access requests, intervention programs, specialist support, counselling services and/or Learning and Support Teachers or School Learning Support Officer (SLSO) time. Individual Education Plans (IEPs) were also developed as required. Teachers highly valued the level of support provided by School Learning and Support Officers and deemed this initiative significant in achieving the developmental goals targeted in Individual Education Plans. All students requiring adjustments and accommodations were identified on the NCCD register and catered for within class programs, whole school strategies and Individual Education Plans. The learning support team works collaboratively with teachers and takes a case management approach to learning programs, assessment and planning.</td>
</tr>
<tr>
<td><strong>Quality Teaching, Successful Students (QTSS)</strong></td>
<td>$</td>
<td>Quality Teaching Supporting Students (QTSS) funding enhanced professional practice through the implementation of evidence-based strategies to improve the quality of classroom teaching through lesson observations, feedback, collaboration, mentoring and reflective practice. All supervisors had QTSS time scheduled as required. Supervisors worked with each of their team members using their PDPs as a basis for the mentoring and planning of professional learning. Teachers also engaged in collaborative planning for student assessment, transition, celebration of achievement and data analysis. Teachers worked collaboratively on developing units of work to support the new history and geography syllabus documents.</td>
</tr>
<tr>
<td><strong>Socio–economic background</strong></td>
<td>$ 48 507</td>
<td>Funding was utilised to employ School Learning and Support Officers to support the school's Literacy and numeracy programs. NAPLAN data indicated that all targeted Year 5 students achieved mid / high growth in Reading and Numeracy. All students who were identified as requiring additional support or were in Out of Home care were identified and had Individual</td>
</tr>
</tbody>
</table>
| Socio–economic background | $ 48 507  
SLSO literacy and numeracy support.  
Teacher Release – IEPs  
Additional Teacher Time – 15 days (Literacy and Numeracy Support) | Education Plans (IEPs) developed.  
Every student is tracked against the Literacy and Numeracy Continuums. The data is analysed by teachers to ensure that all students are 'on track' and that any issues with achievement are identified.  
Identified students had support programs implemented to ensure ongoing achievement and further assistance was provided by the Learning and Support Teacher (LaST) or School Learning Support Officers (SLSOs) either individually or in small groups. |
|---|---|---|
| Support for beginning teachers | $15555 | Beginning teachers were provided with additional release time, support, professional development and mentoring time with their supervisors. Each attended targeted professional learning identified to support their on–going development.  
All professional development goals were successfully achieved.  
In 2017, our three beginning teachers (two of whom received funding) also completed their accreditation at proficient level. |
| Aboriginal background loading | $5500 | All Aboriginal students had Personalised Learning Pathways prepared and are achieving at age appropriate levels across the Literacy and Numeracy continuums. NAPLAN results indicate that their achievements match those of the broader student population.  
Funding was utilised to employ SLSOs to support Aboriginal students in the classroom.  
Teaching staff were trained in the Aboriginal Education Policy and 8 ways of knowing pedagogy to further support Aboriginal students in the classroom.  
A support group was established for Aboriginal students enabling them to connect with their culture.  
The Principal and a teacher representative attended AECG meetings and are currently working towards establishing a school totem and 8 ways outdoor learning area.  
Staff and students also acquired a greater understanding of Aboriginal culture through the introduction of NAIDOC Week celebrations and related educational experiences. |
| English language proficiency | $3524  
SLSO Support | Students received additional targeted support from the Learning and Support Teachers and School Learning Support Officers.  
Their progress along the English as an additional language or dialect Learning Progression and the ESL scales was assessed and monitored by the Learning and Support Teachers in consultation with |
| English language proficiency | $3524 | SLSO Support | classroom teachers, documented and their progress maintained in ERN. |
In 2017, the school had a total enrolment of 335 students. Of these 2.5% identified as Aboriginal and 7.5% identified as having English as a second language.

### Workforce information

#### Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>FTE*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Head Teacher(s)</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>11.29</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
</tr>
<tr>
<td>Learning &amp; Support Teacher(s)</td>
<td>0.7</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0</td>
</tr>
<tr>
<td>School Administration &amp; Support Staff</td>
<td>2.92</td>
</tr>
<tr>
<td>Other Positions</td>
<td>0</td>
</tr>
</tbody>
</table>

*Full Time Equivalent

We have one staff member who identifies as Aboriginal and a further staff member who identifies as Aboriginal has been appointed for commencement in 2018.

#### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate degree or diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate degree</td>
<td>0</td>
</tr>
</tbody>
</table>

### Management of non-attendance

- Attendance rates continue to be above the state average.
- Student non-attendance is monitored through roll marking and followed up by class teachers and one of our Assistant Principals who liaises with families and the HSLO as necessary.
- Requests for explanation of unexplained absences are sought from parents if they have not been received within 7 days of the absence.
Professional learning and teacher accreditation

Teacher professional learning is a key element in ensuring all teachers are continually engaging in current educational research and have the opportunity to reflect collaboratively and individually on their professional practice. Professional learning is closely aligned to the school's strategic directions.

All teachers, administration staff, and where appropriate, casual teachers, participated in our 2017 Professional Learning programs, staff meetings and participated in a range of professional learning relevant to their positions, professional learning plans and the school plan.

This Included:

DEPARTMENT OF EDUCATION PROGRAMS

- Child Protection Training
- CPR and face to face Anaphylaxis Training
- Code of Conduct Training
- Fraud and Corruption Training
- LMBR training
- OLIVER Training
- National Disability Data Collection Program
- Working With Children Check – Policy Introduction and compliance
- DOE Sport Policy

SCHOOL SPECIFIC PROGRAMS

TPL conducted as part of weekly professional learning meetings included:

- Diabetes awareness training for all staff. School Learning support officers and class teachers attended a more in-depth program at Westmead Hospital.
- Health care training
- First Aid training (administration staff)
- STEM / Project Based Learning Training
- School Excellence Framework 1 & 2
- Review of school performance against the School Excellence Framework
- Formative Assessment
- Electronic roll marking
- Vision support training
- Analysing writing using NAPLAN criteria.
- NAPLAN On–Line Training
- Mental Health –sharing of learning
- Target Early Numeracy (TEN)
- DOE sport Policy
- Developing new Geography units
- On–line safety training and strategies to support students' safe use of the Internet
- Review of school NAPLAN performance
- BOSTES teacher accreditation processes and updates.
- Technology, Microsoft and school specific software
- LMBR computer systems
- Aboriginal Education Policy and the 8 Ways Of Knowing – training in Aboriginal pedagogy
- Rugby League coaching and K–2 fitness workshops
- A range of opportunities provided through the Glenmore Park Learning Alliance including sessions on Evaluative Thinking and the Window of Certainty to support school planning.
- Administrative PDP introduction
- BPC and EFPT training for financial managemen
- Vision and strategic planning sessions for the 2018 School Plan
- Analysis of available school reporting systems and LCD screens to replace current IWB fleet
- Computer Coding
- Filmpond
- Beginning Teachers Conference
- Community Engagement
- Penrith PPA Principals’ meetings and conferences
- Art of Leadership Training
- PPA Primary Principal's Credential
- PESG meetings and conferences
- Blue Mountains executive support workshops

By the end of 2017 all teaching staff had also been accredited at proficient level by NESA.

Expenditure on Professional Learning in 2017 $12014

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.
## Financial Summary

**Expenditure** is allocated to ensure the efficient operation of the school and to ensure the strategic directions of the school plan are adequately resourced. Review of the budget occurs on a regular basis in consultation with the school's finance committee. The school utilised the BPC in its financial management processes and adhered to governance structures to meet financial policy requirements.

Tree management and the acquisition of ICT resources were again areas of significant expenditure. We also purchased a new photocopier and continued funding of additional Learning and Support Officers to support student learning.

Additional resources were purchased to support STEM and Science programs.

The school is currently saving for planned capital expenditure to replace ageing interactive whiteboards, procure flexible classroom furniture and continue the upgrade of our ICT resources and playground facilities.

### Financial Summary Equity Funding

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

### Opening Balance

<table>
<thead>
<tr>
<th>Description</th>
<th>2017 Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening Balance</td>
<td>100,918</td>
</tr>
</tbody>
</table>

### Revenue

<table>
<thead>
<tr>
<th>Description</th>
<th>2017 Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriation</td>
<td>2,556,660</td>
</tr>
<tr>
<td>Sale of Goods and Services</td>
<td>22,463</td>
</tr>
<tr>
<td>Grants and Contributions</td>
<td>133,129</td>
</tr>
<tr>
<td>Gain and Loss</td>
<td>0</td>
</tr>
<tr>
<td>Other Revenue</td>
<td>3,917</td>
</tr>
<tr>
<td>Investment Income</td>
<td>1,931</td>
</tr>
</tbody>
</table>

### Expenses

<table>
<thead>
<tr>
<th>Description</th>
<th>2017 Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recurrent Expenses</td>
<td>-2,613,791</td>
</tr>
<tr>
<td>Employee Related</td>
<td>-2,354,693</td>
</tr>
<tr>
<td>Operating Expenses</td>
<td>-259,098</td>
</tr>
<tr>
<td>Capital Expenses</td>
<td>0</td>
</tr>
<tr>
<td>Employee Related</td>
<td>0</td>
</tr>
<tr>
<td>Operating Expenses</td>
<td>0</td>
</tr>
</tbody>
</table>

### SURPLUS / DEFICIT FOR THE YEAR

<table>
<thead>
<tr>
<th>Description</th>
<th>2017 Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SURPLUS / DEFICIT FOR THE YEAR</td>
<td>104,308</td>
</tr>
</tbody>
</table>

### Balance Carried Forward

<table>
<thead>
<tr>
<th>Description</th>
<th>2017 Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance Carried Forward</td>
<td>205,226</td>
</tr>
</tbody>
</table>

### Equity Summary

<table>
<thead>
<tr>
<th>Description</th>
<th>2017 Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base Total</td>
<td>2,199,775</td>
</tr>
<tr>
<td>Base Per Capita</td>
<td>50,433</td>
</tr>
<tr>
<td>Base Location</td>
<td>0</td>
</tr>
<tr>
<td>Other Base</td>
<td>2,149,343</td>
</tr>
</tbody>
</table>

### Total

<table>
<thead>
<tr>
<th>Description</th>
<th>2017 Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equity Total</td>
<td>158,343</td>
</tr>
<tr>
<td>Equity Aboriginal</td>
<td>5,595</td>
</tr>
<tr>
<td>Equity Socio economic</td>
<td>48,507</td>
</tr>
<tr>
<td>Equity Language</td>
<td>3,524</td>
</tr>
<tr>
<td>Equity Disability</td>
<td>100,717</td>
</tr>
</tbody>
</table>

### Targeted Total

<table>
<thead>
<tr>
<th>Description</th>
<th>2017 Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Targeted Total</td>
<td>32,675</td>
</tr>
</tbody>
</table>

### Other Total

<table>
<thead>
<tr>
<th>Description</th>
<th>2017 Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Total</td>
<td>70,552</td>
</tr>
</tbody>
</table>

### Grand Total

<table>
<thead>
<tr>
<th>Description</th>
<th>2017 Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grand Total</td>
<td>2,461,345</td>
</tr>
</tbody>
</table>

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

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

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3 Percentages in the top two bands.
Reading: 61%
Writing: 58.3%
Spelling: 47.2%
Grammar: 75%

Year 5 Percentages in the top two bands.
Reading: 40%
Writing: 24%
Spelling: 36%
Grammar: 40%
Year 3 Average percentages in the top two bands in 2017.

51.5%

Year 5 Average percentages in the top two bands in 2017.

30%

The MySchool website provides detailed information and data for national literacy and numeracy testing. Go to http://www.myschool.edu.au to access the school data.
Our school has a very low percentage of students who identify as Aboriginal. In 2017, 2 students sat the Literacy an Numeracy NAPLAN tests with results revealing an increase of 25% in the top two bands.

Between 2015 and 2017 there has been a significant increase in student achievement in top 2 bands for Reading and Numeracy.

Year 3 Reading
2015 44.7%
2017 61.1%

Year 5 Reading
2015 31.6%
2017 40%

Year 3 Numeracy
2015 29.7%
2017 51.5%

Year 5 Numeracy
2015 21%
2017 30%

Parent/caregiver, student, teacher satisfaction

Our school enjoys strong support and participation from parents and the local community. Many parents volunteer their time to assist in educational programs as reading tutors, sport helpers and with creative arts programs.

The parent information evenings and parent teacher interviews were well attended. Parents are regularly invited to the school to participate in school functions such as morning assemblies, the leadership assembly, Easter Extravaganza, Annual ‘Athon, ANZAC Ceremony, Education Week, open classrooms and all sporting carnivals and competitions.

In 2017, the school sought feedback from parents, students and teachers about the school in a variety of ways including:

- Parent feedback through our monthly P&C meetings
- A parent survey regarding the format and content of the school newsletter
- Parent and staff curriculum surveys
- Parent and staff survey on the school's vision and direction
- Questionnaires and invitations for feedback in our weekly newsletter
- Teacher surveys and evaluations as part of our school management plan review.
- Evaluations as part of our work implementing the School Excellence Framework

- Student voice – particularly through our Student Representative Council
- Surveys conducted following Glenmore Park Learning Alliance student initiatives which indicated that the student Mathematics, Leadership and Enrichment programs were highly evaluated. Parent feedback on the activities of the Glenmore Park Learning Alliance were also positive
  - Informal feedback during discussions / meetings

The school also introduced the Tell Them From Me Survey tool to seek the opinions of the parents, students and teachers on our educational programs, and school culture.

STUDENT FEEDBACK

- In the first of these surveys 89% of students indicated they and a sense of belong, 93% indicated that they regularly participate in sport and 93% believed that had positive relationships with their peers
- 93% Students reported valuing schooling outcomes and 90% indicated that positive behaviour was evident at school and in their classrooms. However only 54% felt they put the necessary effort into completing homework
- In terms of engagement, 69% indicated they were interested and motivated, 92% felt they put in the necessary effort and 95% felt that the instruction provided by their teachers was of high quality.
- The large majority of students also indicated that they had positive relationships with their teachers and that their teachers had high expectations for success.
- The second student survey indicated that 70% of students felt that they engaged in a high rate of participation in sport and 60% indicated involvement in extra-curricular activities
- 81% indicated that they felt accepted and valued by their peers and others at school with 91% indicating they have friends at school they can trust and who encourage them to make positive choices
- 95% of students indicated that they believe school is useful in their everyday life and will have a strong bearing on their future, However 52% indicted that they don’t complete homework with a positive attitude and in a timely manner although they felt that homework supported class objectives
- 85% of students felt that they do not get in trouble at school for or disruptive in appropriate behaviour and 90% indicated that they try hard to succeed in their learning

PARENT FEEDBACK

Only six parents engaged with the parent survey which limited the available data. Of these, parents rated the following areas out of a score of 10.: 

- Parents Feel welcome 6.9
- Parents Are informed 6.1
- Parents Support learning at home 5.7
- School supports learning 7.3
- School supports positive behaviour 7.7
In 2017, the school also engaged with the Blue Aboriginal heritage. The 'Acknowledgement of Country' is now addressed at the beginning of weekly assemblies and used to inform their practice. Teachers also indicated that they set challenging learning goals and that students clearly understood teaching strategies and expectations of what they were to learn.

In the additional areas surveyed under the banner of Eight drivers for student learning included:

- Learning Culture scored 8.4
- Data Informed Practice 8
- Teaching Strategies 8.5
- Technology 7.3
- Inclusive School 8.4
- Parent Involvement 7.8

The areas surveyed focusing on the Four Dimensions of Classroom and School Practices scored as follows:

- Challenging and Visible Goals 7.9
- Planned Learning Opportunities 8.3
- Quality Feedback 7.9
- Overcoming Obstacles to Learning 8.2

Each of these scores is higher that NSW Government School norms.

Policy requirements

Aboriginal education

Aboriginal perspectives are incorporated in an authentic and meaningful way as part of the Learning Across the Curriculum content in all subject areas to enable students to gain a greater knowledge and understanding of Aboriginal history and culture.

This was further enhanced through the introduction of NAIDOC week celebrations and a full day incursion focused on familiarising staff and students with Aboriginal history and building upon their understanding of, and respect for, Aboriginal culture and heritage.

The 'Acknowledgement of Country' is also now addressed at the beginning of weekly assemblies and special events, and the daily flying of the Aboriginal flag continues to be a physical symbol of our commitment to increase students' understanding and appreciation of Aboriginal heritage.

In 2017, the school also engaged with the Blue Mountains Aboriginal Education Consultative Group (AECG) and attended regular meetings. It is currently planned to develop a school totem and 8 Ways of Knowing outdoor learning area with the support of the AECG.

In addition, two staff members attended training in the Aboriginal education policies and all teaching staff participated in a similar full day program which also focused on the 8 Ways of Knowing pedagogy during the Term 4 Staff Development Day.

Personal Learning Plans which focused on the achievement of agreed learning goals were developed and implemented for all Aboriginal students. School Learning Support Officers (SLSOs) also provide additional in–class support for our Aboriginal students.

Multicultural and anti-racism education

The number of families where a language in addition to English is spoken at home remained consistent at 6.06% in 2017.

We actively promote opportunities for students to participate in learning experiences that explore our diversity and shared Australian culture.

Multicultural perspectives are incorporated in a meaningful way as part of the ‘Learning Across the Curriculum’ content in all syllabus documents.

Specific cultural studies are incorporated into our Human Society and its Environment curriculum and supported through studies of literature, music, art and writing to enhance the students' understanding and tolerance of cultural difference. Harmony Day celebrations conducted in 2017, reinforced these messages and are an annual event at our school.

School Learning Support Officers also provide additional in–class support for our students as required.

During 2017 the school also introduced an Anti–Racism Policy which has been ratified by the P&C.

Other school programs

ACHIEVEMENT IN THE ARTS, SPORT AND OTHER ENRICHMENT PROGRAMS

Our students enjoy a wonderful range of special learning opportunities and extra–curricular programs that support and enhance student learning outcomes.

DANCE

- The introduction of the Footsteps dance program.
- Three dance group performances, involving our Year 6 and kindergarten students at the Nepean Blue Mountains Dance Festival and various other school events.
- Our Year 6 dance group also performed at the Penrith Valley Performing Arts Festival.
- All 330 of our students participated in the
In 2017, these included:

**PHYSICAL FITNESS**
- Students to improve their well-being, sporting skills and activities to provide a rich variety of opportunities for Development, Health and Physical Education learning
- PDHPE

**OTHER INITIATIVES**
- Operation Art
- Writer's Festival
- Chess and coding clubs
- Opportunities for all to sing, dance, perform and act as part of our school Talent Quest
- K–2 Concert and Primary Presentation Night attended and enjoyed by 95% of students over 500 parents and friends

**PUBLIC SPEAKING AND DEBATING**
- XXX Students competed in the Penrith Valley Public Speaking Competition with two of our students going through to the regional final with one placing XXXX.
- Our debating team also made the regional finals this year for the first time.

**MUSIC**
- Cool Kids Music Program
- The senior choir performed at the Western Sydney PULSE Concert at the Sydney Opera House
- The junior choir performed at the Penrith Valley Performing Arts Festival
- Performances by our Year 4 students at the Penrith RSL ANZAC Service and our combined choirs at the Primary Presentation Night
- Three recorder ensembles performances involving xxxx students performed at the Festival of Instrumental Music at the Sydney Opera House and other school events

**PDHPE**

These programs combine with class Personal Development, Health and Physical Education learning activities to provide a rich variety of opportunities for students to improve their well-being, sporting skills and physical fitness.

In 2017, these included:
- The introduction of a gymnastics program K–6 run by Fit Futures through the Sporting Schools Program
- Free AFL workshops run by the Western Sydney Giants and over 35 children participated in the after school 'Auskick' Clinics.
- Free tennis workshop run by the Nepean Tennis Association
- Walk Safely to School Day involving 85% of students which was further enhanced by free fruit on arrival at school and pedestrian safety lessons
- High ropes courses as part of the Stage 3 Camp
- Penrith Cup Gala Days which allow an increased number of students the opportunity to participate in inter–school sporting competitions in T–Ball, Touch Football, Soccer, Netball, AFL and Basketball
- The CARES Bike and Road Safety Program involving all Year 4 and Year 6 students
- Life Education Workshops attended by 98% of students

**OTHER SCHOOL ACHIEVEMENTS**
- Six students participated in the Penrith Valley Public Speaking Competition
- Four students participated in the Blue Mountains regional heats of the Premier's Spelling Bee with one student placing first in Year 6 and going on to place 17 at the State Final
- Year 4 Great Aussie Bush Camp and Year 5 & 6 excursions to Old Mogo Town
- All Year 5 & 6 students were involved in the "Transition Tasters Program" with Nepean Creative and Performing Arts High
- Excellent results in ICAS competitions including: Technology: 2 Distinctions, Writing: 1 High Distinction & 7 Distinctions, Spelling: 5 Distinctions and English: 2 Distinctions
- One student was awarded the Rotary Club Primary School Community Service Award
- Improved Kindergarten transition programs including 3 mornings of lesson in the Kindergarten rooms, Year 6 Buddy Program, Tours for parents and new students Kindergarten Orientation evening and morning sessions
- A variety of special days to celebrate particular learning themes including Pirate Day and Teddy Bears' Picnic
- The continuation of our Crunch 'n' Sip time in all classes to encourage students to eat fresh fruit and vegetables every day at school
- Easter Celebrations including the school's annual Eggstravaganza and Peddlers' Parade which support the school's Creative Arts program
- The continued development of the school’s vegetable garden ‘The Patch’ and environmental area. In 2017, much of this produce was consumed by students as part of class STEM program with community members assisting students to make pumpkin soup and spinach dip as well as supporting the School's ongoing Crunch 'n' Sip program
- Celebrating World Maths Day with special workshops focused on Maths investigations
- Living the school’s school motto ‘Happiness by Helping’ through a variety of student initiatives
including; Year 6 ‘Disco for others. Through this, the school’s annual ‘Athon’ and student initiated initiatives over $xxxxx was raised for various charities including Wesley Youth Services $1760, Mama Lana’s Community Kitchen $926 and Penrith Community Kitchen

- Literacy Week celebrations featuring author and literature studies, special literature displays and a free workshop by author Aleeasah Darlison
- Countless special days, events and programs that supported teaching and learning in unique ways including visits to the, Calmsley Hill Farm, Blue Mountains National Park, Arms of Australia Inn, and Penrith Lakes

9 new school policies were written, one updated and another is nearing completion. All were ratified by the P&C and included:

- Mobile phone
- Attendance
- Enrolment
- Anti-racism
- Anti-Bullying
- Student welfare incorporating the Sun safe and uniform policies
- Student voice and leadership
- Excursion
- Work was also commenced on the school’s sport policy.

Scope and sequence documents were also developed for all PDHPE, English, Mathematics, Human Society and its Environment and Science.

PARENT AND COMMUNITY INVOLVEMENT

We often say one of the many great features of our school is the way staff and parents work together to create new programs and events in addition to the many current projects and initiatives that support students’ learning. Throughout 2017, some examples of this wonderful support included:

- An active and supportive P&C which provided outstanding support and advice. In addition to its fundraising efforts, parents coordinated outstanding programs including: running the school canteen, student banking programs, monthly book club and the school uniform shop. These initiatives not only provided greatly valued services to our students and parents but a wealth of resources and funds to support classroom teaching and learning. Their commitment of time and energy to ensure the success of these programs by coordinators and the fabulous team of volunteers is greatly appreciated by our school family
- Association with community groups including St Marys Rugby Leagues Club which donated two sets of touch football jerseys for our girls teams. Bunnings North Penrith donated a new chain saw, hundreds of dollars in Prizes for our Athon and all the components for our new outdoor chess set
- Lower Blue Mountains Rotary continued their support of our Leadership Awards and their ‘Books in Homes program providing a number of our students with books they could read and keep
- The schools Science program was well resources through community support of the Woolworths Earn and Learn Program and additional funding provided through our global budget

In addition:

- A number of our parents assisted with our STEM projects which focused on growing vegetables
- Over 250 parents joining us for Meet the Teacher Evenings
- Involvement of over 40 parents every week in classroom reading, writing, numeracy, technology, creative arts and sport programs
- Enthusiastic parent support in conducting special events, carnivals and theme days
- Community advertising in our school newsletter by local businesses which in 2017, raised over $1760 to support the production of our weekly newsletter.
- The school also received $18 846 in funding through the Community Partnerships Grant to purchase and install an electronic sigh at the front of the school to enhance communications with the wider community

It is again fitting that this report concludes with this brief summary of just some of the ways our school family works so enthusiastically and passionately together to continue to build a wonderful learning environment for students to Belong, be Equipped and be Inspired.