Introduction

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

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

Greg Wells Natalie Marshall
Principal Co–Principal (Rel)

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School background

School vision statement

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

School context

Flinders Public School has an enrolment of 553 students. The school supports 22 mainstream class groupings across Kindergarten to Year 6. Our students celebrate a diverse cultural background with over 20 languages being identified.

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

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

In the domain of Learning, efforts have been focused on Learning Culture, Wellbeing and Assessment and Reporting. Flinders Public School strives to create a positive Learning Culture for all students using the Positive Behaviour for Learning (PBL) Framework. Clearly defined expectations of behaviour and the school's core values (Care for Yourself, Care for This Place and Care for Each Other) are explicitly taught to students in a wide range of educational settings to promote a school culture that is respectful and one that promotes a positive and inclusive teaching and learning environment.

In the domain of Teaching, there has been an increased focus on Assessment and Reporting. Student results in Literacy are rigorously tracked, monitored and analysed by staff on a 5 weekly cycle. These results are then being used to drive teaching and learning activities in the areas of Reading Texts and Comprehension. In 2018, Flinders Public School will continue to expand this assessment practice and will seek to rigorously track the aspect of Writing. Greater consistency establishing criteria to assess and report on student achievement has also been an area of improvement for Flinders Public School in 2017.

In the domain of Leading, Flinders Public School has demonstrated a commitment to building capacity and leadership skills at all levels. Staff can articulate and are committed to the purpose of each strategies direction in the school plan. Monitoring, evaluating and reviewing processes are embedded in school’s procedures and are completed regularly, with accompanying milestones and timelines directing the implementation of the school plan. Physical learning spaces are used flexibly and technology is accessible to staff and students. Strategic financial management is used to maximise resources available to implement the school plan. Practices and processes are responsive to school community feedback.

In 2017, Flinders Public School continued to work in partnership with the University of Wollongong as part of the Professional Experience Hub School initiative to support teachers in training undergoing various graduate and post–
graduate studies under the Great Teaching Inspired Learning reform. This project has continued to expand in 2017 with 11 partner primary schools and over 36 Professional Experience Students involved in the program. This partnership has seen improved understanding, knowledge and experience being shared to improve the outcomes for all parties involved.

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

For more information about the School Excellence Framework:

Strategic Direction 1

Flinders Public School provides our community of learners with a broad range of opportunities and experiences in order to reach their potential.

Purpose

To actively support all students to achieve their potential through innovative, responsive and dynamic practices.

To design and implement classroom programs that meet the diverse range of learner needs and explicitly teach students to be literate, numerate, creative, productive thinkers. Students will learn to think deeply and logically with opportunities to be creative, innovative and resourceful. To create a challenging and inspiring learning environment which ensures all students become successful, confident, creative learners and active informed global citizens. Students will learn how to collaborate, work in teams and communicate ideas to make sense of their world.

Overall summary of progress

Flinders Public School prides itself on providing our community of learners with a broad range of opportunities and experiences in order to reach their potential through innovative, responsive and dynamic practices.

In 2017, our classroom teachers actively initiated, developed and implemented a broad range of classroom and extracurricular programs to meet the diverse range of learners we have here at our school. Through the implementation of additional programs, our aim has been to develop critical and creative thinking in our students to equip them with the skills to become successful, active and confident learners.

2017 saw an expansion of the extracurricular opportunities available to our students. We had;

7 students successfully participate in the Illawarra Academic Gifted Class. This was a tremendous recognition of our students and the school. The class consists of 25 students who are selected as a result of their performance in the ACER AGAT assessment. Students who achieved a score greater than 130 in their ACER AGAT assessment were eligible to be considered for a placement in this class.

2 students successfully represent Flinders Public School at the State Premier's Spelling Bee Final in Sydney. In order to progress to the State Final, our 2 representatives won their Regional Stage Finals (Stage 2 and Stage 3).

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

125 students participate in the UNSW ICAS assessments achieving following results; 7 – High Distinctions, 4 – Distinctions, 25 – Credits, 17 – Merits and at 72 – Pass level. It is pleasing to see this opportunity be increasingly taken up by our students who are wanting to challenge themselves.

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

An increase in the number of students engaging in academic extension programs offered at Wollongong University during the school holiday periods. The Learning Lab programs were enrichment programs for high achieving students and were facilitated by the Outreach and Pathways Unit from the University of Wollongong. Throughout these programs, students engaged in diverse workshops presented by teachers with specialist training or a specific interest in gifted education. Each workshop was pitched two years above the child's academic year level.

30 students engage in our STEAM program. This enrichment program was facilitated over 2 terms where students engaged in Science, Technology, Engineering, Arts and Mathematics challenges. As a culmination to this program, and to showcase the STEAM groups major projects, a STEAM fair was held with in excess of 170 students visiting and participating in activities that involved "kids teaching kids" which was an integral component of the STEAM enrichment philosophy.

15 students from Waki Cho, Japan, visit our school on a cultural exchange. during this time, students were engaged in
activities that showcased our nation’s Aboriginal heritage and Australia’s history. During this cultural exchange, our students also engaged in lessons about Japan to gain an awareness of the Japanese culture.

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

537 students successfully complete the Premer’s Reading Challenge to promote and encourage reading. We also had a number of additional reading challenges, The Summer Reading Challenge and the Winter Reading Challenge on offer for our students throughout the year.

8 students successfully participate in the Premier’s Debating Challenge. Flinders Public School had 2 teams engage in the PDC. One of our teams progressed to the seventh round, the Regional Semi Final.

18 students participate in South Coast Schools Orienteering Gala Day. This was the first year Flinders Public School participated in the challenge with students participating in a small group map walk, individual age races and an orienteering relay in teams of 3. One of our students was invited to the Orienteering State Championships and placed third in his age division.

Our school also had a large number of our student population participate in a number of sporting endeavours including; Swimming, AFL, Athletics, Cross Country, Rugby League, Touch Football, Netball, Soccer, Hockey, Basketball and Cricket. In 2017, 2 of our students were successful in representing the state at a national level. One represented NSW in Cricket and the other in Athletics.

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

All Infants classrooms explicitly implement synthetic phonics to assist in the development and acquisition of reading skills.

<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>100% of staff using professional learning plans as outlined in the Performance and Development Framework.</td>
<td>QTSS allocation and professional learning funds.</td>
<td>All school staff (teaching and non–teaching) have PDP’s that align personal and school identified learning goals. All teachers referred to the Australian Professional Standards for Teachers in order to develop their goals. Every teacher is provided with an annual review of their performance and goal attainment as part of the PDP process. This is after significant investment in goal setting, observations and progress review with supervisors. Centralised database created to store and collate</td>
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<tr>
<td>100% of students will be plotted on to PLAN using authentic, evidence based assessment that drives learning in all classrooms, incorporating consistent teacher judgement.</td>
<td>QTSS allocation $2019 – Literacy and Numeracy</td>
<td>100% of students (K–6) are tracked on PLAN in the aspects of Reading Texts and Comprehension on a 5 weekly cycle. This data is utilised by classroom teachers to inform teaching and learning programs and by school executive to identify whole school areas of need. Reading Levels rigorously tracked and monitored for students in K–2 to identify students who are AT, BELOW or ABOVE the grade achievement expectation. From here, students identified as requiring additional learning and support in reading</td>
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## Progress towards achieving improvement measures

<table>
<thead>
<tr>
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<tr>
<td>100% of students will be plotted on to PLAN using authentic, evidence based assessment that drives learning in all classrooms, incorporating consistent teacher judgement.</td>
<td>$3500.00 – RAM Equity Loading Low Level Adjustment Disability</td>
<td>and comprehending were referred to the Learning and Support team for possible intervention programs.</td>
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<td>$4400 – School Funds</td>
<td>Data from the ACER Pat Reading Comprehension utilised by all teaching staff to inform teaching practice.</td>
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<td>Learning programs will be differentiated to meet student needs in all classrooms.</td>
<td>$3770 – Professional Learning</td>
<td>Teachers regularly meet with their Stage teams to discuss and compare work samples to enhance and improve consistent teacher judgement.</td>
</tr>
<tr>
<td>Positive Behaviour for Success committee analyse school and system data of relating to inappropriate student behaviour referrals.</td>
<td>$3770 – Professional Learning</td>
<td>Instructional Leader (Literacy) provided professional learning and development to teaching staff from Stages 2 and 3 on how to successfully use PLAN software and the Literacy Continuum to track student progress.</td>
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<td>Increased opportunities for teaching staff to collaborate/observe/team teach to enhance consistency when developing pedagogical knowledge.</td>
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<td>All students (Years 1–6) undertake ACER PAT–Comprehension and PAT–Mathematics assessments to identify areas of strength and areas of development. The data obtained from these assessments was utilised by classroom teachers to plot on PLAN and devise teaching and learning programs that meet student needs.</td>
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<td></td>
<td>$3770 – Professional Learning</td>
<td>Identified students undertake AGAT ACER assessment to promote academic excellence. 7 students successfully participated in the Academically Gifted Class.</td>
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<td></td>
<td>All classroom teachers complete relevant Adjustment and Tracking pro forma for every student requiring this support to reflect policy (DDA/DSE). In 2017, in excess of 150 students were working with adjustments in the classroom.</td>
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<td></td>
<td></td>
<td>125 students participated in the UNSW ICAS assessments with the following results; 7 High Distinctions, 4 Distinctions, 25 Credits, 17 Merits and at 72 at a Pass level.</td>
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<td>STEM group established for students in Stage 2 to cater for the needs of students who excel in science, technology, engineering and mathematics.</td>
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<td>Tournament of the Minds program continues to run at Flinders Public School. 2 teams successfully participated in the Challenge/Performance day at the University of Wollongong.</td>
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<tr>
<td>Positive Behaviour for Success committee analyse school and system data of relating to inappropriate student behaviour referrals.</td>
<td>$22473 – Professional Learning  $12473 – Literacy and Numeracy</td>
<td>programs and learning and support initiatives to support students in making appropriate behaviour choices. Flinders Public School undertook an external SET with the Assistant Principal (PBL) to identify areas of strength and future development with the PBL program at Flinders Public School. Flinders Public School trained an additional 4 staff members in PBL training to guide and lead the school in 2018 when successfully implementing the PBL framework.</td>
</tr>
<tr>
<td>All teachers are embedding evidenced based teaching practices such as using learning goals, success criteria, teacher to–student feedback and other strategies which support students to take responsibility for their own learning.</td>
<td>Visible Learning Team attended Professional Learning conference. Visible Learning Team presented knowledge gained back to their stage teams. Classroom teachers across all stages trialling learning goals and success criteria linked to the Curriculum and Literacy/Numeracy Continuums in their classrooms. Increased number of teaching staff utilising 'I can' statements with their students. Students able to identify and use success criteria and learning intentions. All teaching staff trained in the teaching of synthetic phonics (Get Reading Right). Within this training, teaching staff learned how to effectively use learning goals, success criteria and provide feedback to students in order for them to take responsibility for their own learning and improve student achievement.</td>
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## Next Steps

As Flinders Public School commences our 2018–2020 School Plan, we seek to;

Continue to assess and refine our programming, assessment and reporting strategies as best practice, significant and efficient.

Investigate, trial and begin to implement strategies to make learning visible to drive engagement, autonomy and achievement for all students. This includes the implementation of learning goals, success criteria, learning intentions and exploring ways of providing effective feedback to students.

Engage staff in professional learning in relation to formative assessment. Staff to actively utilise this professional learning in their daily teaching and learning practices.

Provide staff with professional learning opportunities to engage with the forthcoming Literacy and Numeracy Progressions and PLAN 2 software.

Further engage whole staff in data collection and tracking systems to enhance impact on assessment as, of and for learning.

Increase staff collaboration within and across stages to ensure consistency of curriculum delivery, including, school wide data analysis, differentiation and consistency of teacher judgement.
Implement strategies to make learning visible across the school using an in–depth model of professional learning and development. Stages will develop common language to support the use of goal setting, success criteria and feedback to improve student learning and maintain optimum effect size for one year's growth.
Strategic Direction 2

Flinders Public School is a school that fosters and develops leadership capacity at all levels for all members.

Purpose

To build a culture of innovation and best practice through building leadership capacity, quality professional learning and collegiality. To embed a culture of individual and collective efficacy where teachers are provided support and professional learning to maximise their effectiveness as educators and leaders. Professional leadership and capacity is developed through focused and individualised identified learning plans.

Overall summary of progress

In 2017, every staff member of Flinders Public School has completed an individualised Professional Development Plan for 2017 that was aligned to NESA’s (NSW Education Standards Authority) Professional Teaching Standards. As an integral component of the PDP process, staff were engaged in regular peer observations to promote coaching practices. Lesson reflections were written and feedback offered to further promote and enhance best practice teaching and learning.

As a result of this process, staff members worked closely with Executive as part of their annual review. New staff were also trained in the use of Google Suite Applications to assist with the writing and systematic electronic collation of PDP’s.

In 2017, all teachers supervising Professional Experience students undertook NESA registered professional learning. This is a requirement of the Department of Education under the Great Teaching Inspired Learning initiative.

Increased number of leadership opportunities for students. In 2017, 60 students engaged in formalised school leadership opportunities including; SRC, School Leaders, Sport Leaders, Care Bears, Library Monitors, Toast Masters initiatives.

One staff member engaged in Growth Coaching professional learning. This training will be used to support teachers to mentor and coach others as they work towards achieving their goals.

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<tr>
<td>100% of staff completing an individualised professional learning plan that is aligned to NESA standards which is developed collaboratively and supported by the Executive.</td>
<td>QTSS Allocation</td>
<td>All school staff (teaching and non–teaching) have PDP’s that align personal and school identified learning goals. All staff using Google Suite Applications to compose and store their PDP’s. New staff members were also trained in how to successfully utilise this program in order to complete their PDP. PDP’s were shared with supervisors using the application to enable ongoing tracking and monitoring of progress. All teachers referred to the New South Wales Education Standards Authority Teaching Standards in order to develop their goals. School Executive devised lesson observation pro formas that can be used when collective evidence to support PDP. Every teacher was provided with an annual review of their performance and goal attainment as part of the PDP process. This is after significant investment in goal setting, observations and progress review with supervisors.</td>
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| 100% of staff completing an individualised professional learning plan that is aligned to NESA standards which is developed collaboratively and supported by the Executive. | nil | Centralised database created to store and collate PDP’s and evidence.  
Timetables for RFF, QTSS and Learning Support have been established and adjusted to meet identified needs as required. Teachers have been provided time and support to be engaged in the training that purposefully aligns their personal goal. |
| 100% of staff measuring their professional growth against one focus area of the NESA standards. | $7500.00 RAM Equity Loading, Socio Economic Literacy and Numeracy Funds | 100% of Professional Learning Plans make reference to the NESA standards. |
| Increased leadership capacity to enhance teaching and learning demonstrated through data driven surveys such as the School Map survey and the Tell Them From Me survey. | In 2017, Flinders Public School undertook their first set of Tell Them From Me Surveys. 91 parents, 225 students and 100% of classroom teachers completed the surveys. The data obtained from these surveys is continuing to be used to improve and enhance systems and practices at Flinders Public School.  
K–6 plotting student achievement on PLAN.  
Teachers K–2 using reading levels with L3 data.  
ACER PAT Mathematics and ACER PAT Comprehension data collected for students K–6 | |

## Next Steps

* Continue to engage staff in formalised coaching professional learning (Growth Coaching).

* Continue to provide students with opportunities to foster and develop their leadership capacities.

* Expand the Strengthening Teachers Entering the Profession (STEP) program Hub Project for Professional Experience Students and their Supervising Teachers. This will increase the number of teachers engaged in NESA registered professional learning.
Strategic Direction 3

Collaboration at Flinders Public School promotes and sustains effective relationships for all.

Purpose

Fostering quality, sustainable relationships throughout the whole school community to promote and maintain well-being and successful school culture. To work across the school community to embed a positive culture based on the three core values that underpin Flinders Public School; Care for Yourself, Care for Each Other and Care for This Place. To inspire a culture of collaboration between all of the stakeholders involved in and with the school.

Overall summary of progress

In 2017, Flinders Public School has continued to pursue strong relationships with our community. We have continued our strong history of parent/carers assisting in the classroom with in excess of 40 parents/carers undertaking their Working with Children Check and completing the Flinders Public School Induction Sessions.

In 2016, Flinders Public School was identified as a Department of Education Professional Experience Hub School. Flinders Public School continued to liaise and work closely with the University of Wollongong and other local schools in 2017 to improve the quality of Professional Experience practices. This partnership was in accordance with the Great Teaching Inspired Learning reform. As part of this initiative, Flinders Public School continued to collaborate with local schools to form a professional learning network for teachers supervising Professional Experience students. Supervising Teachers engaged in NESA registered mentoring workshops and liaised with the University of Wollongong to increase the consistency when providing feedback to Professional Experience students, assessing and reporting throughout their placement.

As part of the Professional Experience Hub Project, Flinders Public School expanded the Strengthening Teachers Entering the Profession (STEP) program for Professional Experience students and their Supervising Teachers. Throughout the program, students undertaking their final placements (Internship students and Masters of Teaching students) collaborated to form a professional learning network. As part of the STEP program, students undertook professional learning workshops that were tailored to promote best practice when teaching. Workshops offered to students include; strategies to make learning visible, the learning and support team, creative arts, early literacy strategies, early numeracy strategies, differentiation and adjusting programs to meet the needs of the learners. In 2017, 36 students participated with the program anticipated to continue to expand in 2018.

Progress towards achieving improvement measures

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<tr>
<td>To improve communication with parents and families through a broader range of Interactive Communication Technologies that demonstrate user uptake ie. Emailed correspondence, e-alerts, electronic notes and an improved school webpage.</td>
<td>$5000.00 – RAM Per Capita allocation for the purchase on an SLSO $385.00 – Per Capita $880 – Professional Learning</td>
<td>Utilisation of online service (Schoolinterviews.com.au) to book parent–teacher interviews with classroom teachers. This ensures that families are able to easily negotiate a convenient time to discuss their child's progress and learning needs. Ongoing and regular updating of the school's website. Subsequently, there has been a steady increase of views with 3453 page views and 2832 unique page views over the year. All notes are communicated to families via the e–Alert application and posted on our school's webpage. 2017 baseline data has established that 211 E–alerts were utilised to support communication from the school to parents and community each term. 4 staff members attended the 'Communicating with your Community' professional learning at the end of 2017. This training has provided the staff members with ideas on how to increase the positive</td>
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**Progress towards achieving improvement measures**

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| Enhanced and further opportunity for students using community resources. | nil | Parents volunteering in classrooms K–6.  
40 parents/carers undertaken Working With ChildrenCheck and completed FPS Volunteer Induction session.  
Community partnerships developed with external organisations and companies to provide additional resources for students. |
| Greater participation and knowledge of schooling processes by parents within the school context demonstrated by data from participation registers and surveys. | $385.00 – Per Capita | Continuation of the implementation of a school calendar is updated and shared every 5 weeks. Newsletter, assemblies, notes sent home and posted on web page as well as E–alerts have provided clear and alternative information hubs.  
Kindergarten team visit local preschools to conduct tradition information sessions for families to enhance their knowledge of the schooling process.  
40 parents actively volunteering in classrooms and at school activities.  
Increased communication to enable parents/carers to be informed of school activities and events. This multimodal approach to information delivery has increased community participation and engagement. |

**Next Steps**

* Continue to facilitate the highly successful Strengthening Teachers Entering the Profession (STEP) program in 2018. Examine the possibility to continue to expand this model to include more Supervising Teachers and more Professional Experience Students.

* Explore the possibility of writing and delivering NESA registered Professional Learning around coaching/mentoring and supervising Professional Experience students. This will enable FPS to cost effectively deliver the course to schools within the Hub Project to ensure all supervising teachers meet GTIL requirements.

* Continue to utilise external services/providers (Speech, Occupational Therapy) to best meet the needs of our students and NDIS requirements.

* Revisit and reinvigorate Positive Behaviour for Learning (PBL) to keep it fresh, consistent, relevant and promote positive behaviour choices.
<table>
<thead>
<tr>
<th>Key Initiatives</th>
<th>Resources (annual)</th>
<th>Impact achieved this year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Support for beginning teachers</strong></td>
<td>RAM Initiative – Beginning Teacher Support: $13136</td>
<td>Beginning teachers engaged in Sports Coaching Workshops, Reading Recovery, Visible Learning Conference, Synthetic Phonics (Get Reading Right), L3, coaching and mentoring sessions.</td>
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<tr>
<td><strong>Targeted student support for refugees and new arrivals</strong></td>
<td>nil</td>
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<tr>
<td><strong>Aboriginal background loading</strong></td>
<td>RAM Equity Loading for Aboriginal Background: $18 207</td>
<td>School Learning Support Officer employed to support classroom learning programs and successful interventions in playground and extra curricular activities. Students participated in Reconciliation Walk and activities facilitated by Shellharbour City Council.</td>
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<td></td>
<td>School Funding $13285</td>
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<td>To celebrate NAIDOC Week, students were involved in a variety of enriching and positive experiences, including a visiting performer, providing a deeper understanding of Aboriginal history, culture and languages.</td>
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<td>Personalised Learning Pathways (PLP’s) were developed for students of Aboriginal background, promoting community partnerships and a culture of high expectations.</td>
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<td>School based Aboriginal and Torres Strait Islander Committee began the exploration and initiation of a Homework Centre for our students. This centre is anticipated to commence in 2018.</td>
</tr>
<tr>
<td><strong>English language proficiency</strong></td>
<td>RAM Equity Loading for English Language Proficiency: $57 534</td>
<td>Staffing: Substantive EAL/D teacher employed 2 days per week to support EAL/D students. Additional EAL/D teacher employed to support EAL/D students 1 day per week. EAL/D students are progressing through the continuum clusters and ESL scales as evidenced through PLAN data analysis and EAL/D data analysis.</td>
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<td>EAL/D teachers engaging in professional learning networks.</td>
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<tr>
<td><strong>Low level adjustment for disability</strong></td>
<td>RAM Equity Loading for Low Level Adjustment Disability: $179 758</td>
<td>1.4FTE Learning and Support Teachers Employed to support students All classroom teachers complete relevant Adjustment and Tracking proforma for every student requiring this support to reflect policy (DDA/DSE). Additional SLSOs engaged to support to ensure students engage successfully and</td>
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<tr>
<td>Low level adjustment for disability</td>
<td>RAM Equity Loading for Low Level Adjustment Disability: $179 758</td>
<td>purposefully in classroom learning, playground and extra curricular activities. Learning and Support Team engaged in evidence based training and development so as to support classroom teachers and support staff with current best practice. Additional Learning and Support Teacher time was purchased to support students requiring interagency specialised support ie speech therapist, Occupational Therapist, psychologist and paediatrician.</td>
</tr>
<tr>
<td>Quality Teaching, Successful Students (QTSS)</td>
<td>RAM QTSS Release: $41 848</td>
<td>Time was provided for staff members to observe classroom teaching practice as part of the Performance Development Plan. Time was provided for the development, implementation, support–mentoring and evaluation of classroom teaching and learning programs. Instructional Leader (Literacy) commenced New Phase 1 Focus on Reading 3–6 professional learning with Stage 2 and Stage 3 teachers. Instructional Leader (Literacy) worked with staff to plot, track and monitor student progress and achievement on PLAN (Years 3–6). Instructional Leader (Numeracy) worked with staff to plot, track and monitor student progress and achievement on PLAN (Years K–2).</td>
</tr>
<tr>
<td>University Hub program</td>
<td>Department of Education Professional Experience Hub School Allocation – GTIL Initiative: $88 348</td>
<td>FPS designed and developed an expanded Strengthening Teachers Entering the Profession (STEP) program for Intern students. 36 Intern students across 11 schools within the Illawarra region. 27 Supervising/Mentor Teachers involved in initiative. In consultation with the University of Wollongong, FPS designed and developed Professional Learning for Supervising Teachers to better support Professional Experience Students and promote consistency when assessing PEX students using the Australian Professional Teaching Standards. FPS PEX Hub Concept Development Team evaluated project and have proposed a larger expansion model for 2018 if the funding continues. Concept development team attended the Department of Education Professional Experience Hub Conference to share ideas on how to best support Professional Experience Students as they enter the profession. Grants issued to Hub partner schools to create contextually relevant resources for</td>
</tr>
<tr>
<td>University Hub program</td>
<td>Department of Education Professional Experience Hub School Allocation – GTIL Initiative:</td>
<td></td>
</tr>
<tr>
<td>-----------------------</td>
<td>-----------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$88 348</td>
<td></td>
</tr>
</tbody>
</table>

Professional Experience Students and Supervising Teachers.
Flinders Public School had an enrolment of 554 students in 2017. This equated to 22 mainstream classes.

18% of our school’s population was from a language background other than English.

5% of our school’s population are Aboriginal or Torres Strait Islander.

### 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>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Head Teacher(s)</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>20.32</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.74</td>
</tr>
<tr>
<td>Learning &amp; Support Teacher(s)</td>
<td>1.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.4</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0</td>
</tr>
<tr>
<td>School Administration &amp; Support Staff</td>
<td>4.06</td>
</tr>
<tr>
<td>Other Positions</td>
<td>0</td>
</tr>
</tbody>
</table>

*Full Time Equivalent

In 2017, Flinders Public School was fortunate to have two staff members who identify as Aboriginal. Both staff members make a significant contribution towards our school.

#### 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>47</td>
</tr>
<tr>
<td>Postgraduate degree</td>
<td>53</td>
</tr>
</tbody>
</table>

#### Professional learning and teacher accreditation

**Teacher Accreditation**

In 2017, Flinders Public School had 4 teaching staff
members successfully complete the Accreditation process to gain the standard of *Proficient Teacher* with New South Wales Education Standards Authority (NESA).

The school currently has 12 teachers successfully Accredited with NESA. All teaching staff who commenced teaching prior to 2004 will be registered at the *Proficient Teacher* level in January 2018.

**Professional Learning**

To support Flinders Public School's Strategic Directions, all staff including; Teachers, School Learning Support Officers and School Administration Staff participated in an extensive range of professional learning opportunities in 2017.

Each week, school based professional learning occurred weekly for approximately one and a half hours with a focus on improving pedagogy as well as meeting mandatory compliance training requirements.

Staff also participated in external professional learning opportunities to enhance their practice and pedagogical knowledge and assist them in meeting their personal PDP goals.

2017 Professional Learning opportunities include;

* Visible Learning conferences
* Language, Learning and Literacy – Early Stage 1
* Language, Learning and Literacy – Stage 1
* Language, Learning and Literacy Trainers – Early Stage 1, Stage 1
* Get Reading Right, Synthetic Phonics
* Reading Recovery
* Focus on Reading
* Coding in the Mathematics Classroom
* Oliver Library Stocktake
* NDIS Information Sessions
* Disability Standards for Education – Part 1
* Hearing and Vision Sensory Conference
* Dyslexia: Unpacking Explicit Classroom Strategies
* Child Protection
* CPR, Anaphylaxis, Training, Emergency Care, First Aid
* Code of Conduct
* Fraud and Corruption

* Enterprise Financial Planning Tool
* LMBR SAP Reports
* Evaluation Essentials for School Leadership
* Growth Coaching
* Positive Behaviour for Learning (PBL)
* Sports Coaching Workshops
* Tracking on PLAN using the Literacy Continuum
* Professional Experience Student Mentoring Programs
* Professional Experience Hub School Network and Training Opportunities
* Festival of Instrumental Music Recorder
* Music Performance and Ensemble Skills
* School Planning
* School Excellence Framework – Version 2
* Principal Credential Modules

**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.
<table>
<thead>
<tr>
<th></th>
<th>2017 Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Opening Balance</strong></td>
<td>257,664</td>
</tr>
<tr>
<td><strong>Revenue</strong></td>
<td>4,676,769</td>
</tr>
<tr>
<td>Appropriation</td>
<td>4,414,939</td>
</tr>
<tr>
<td>Sale of Goods and Services</td>
<td>53,451</td>
</tr>
<tr>
<td>Grants and Contributions</td>
<td>204,329</td>
</tr>
<tr>
<td>Gain and Loss</td>
<td>0</td>
</tr>
<tr>
<td>Other Revenue</td>
<td>0</td>
</tr>
<tr>
<td>Investment Income</td>
<td>4,050</td>
</tr>
<tr>
<td><strong>Expenses</strong></td>
<td>-4,525,888</td>
</tr>
<tr>
<td>Recurrent Expenses</td>
<td>-4,525,888</td>
</tr>
<tr>
<td>Employee Related</td>
<td>-4,188,368</td>
</tr>
<tr>
<td>Operating Expenses</td>
<td>-337,519</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>
<tr>
<td><strong>SURPLUS / DEFICIT FOR THE YEAR</strong></td>
<td>150,882</td>
</tr>
<tr>
<td><strong>Balance Carried Forward</strong></td>
<td>408,545</td>
</tr>
</tbody>
</table>

A new budgeting tool, EFPT, was introduced in 2017 to support the implementation of the school budget. The school budget is developed and managed in accordance with the Departments of Education's policies and procedures. Financial management is the responsibility of the Principal alongside the Finance Committee and School Administration Manager.

**Financial summary equity funding**

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

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**

In 2017;

42.6% of students achieved in the top two bands for Reading.

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

43.8% of students achieved in the top two bands for Spelling.

53.8% of students achieved in the top two bands for Grammar and Punctuation.

**Year 5**

In 2017;

51.3% of students achieved in the top three bands for
52.6% of students achieved in the top three bands for Writing.

58.9% of students achieved in the top three bands for Spelling.

44.7% of students achieved in the top three bands for Grammar and Punctuation.

**Percentage in bands:**

- **Year 3 Reading**
- **Year 3 Grammar & Punctuation**
- **Year 3 Spelling**
In 2017;

41.3% of students achieved in the top two bands for Numeracy.

31.3% of students achieved in the top two bands for Space and Geometry.

40.1% of students achieved in the top two bands for Number, Patterns and Algebra.

In 2017, 225 students participated in the Tell Them From Me Student Feedback Surveys.

* 63% of students participated in extracurricular activities. (NSW Govt Norm: 55%)

* 77% of students feel accepted and valued by their peers and others at Flinders Public School. (NSW Govt Norm: 81%)

* 89% of students have friends at school they can trust and who encourage them to make positive choices. (NSW Govt Norm: 85%)

* 96% of students believe that schooling is useful in their everyday life and will have a strong bearing in their future. (NSW Govt Norm: 96%)

* 95% of students engage in positive behaviour choices at school. (NSW Govt Norm: 83%)

* 95% of students try hard to succeed in their learning. (NSW Govt Norm: 88%)

Perspectives of Parents

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

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

In 2017, 91 parents participated in this survey. Results for the survey are as follows:

* Parents feel welcome: 7.3 (NSW Govt Norm: 7.4)
* Parents are informed: 6.5 (NSW Govt Norm: 6.6)
* Parents support learning at home: 7.1 (NSW Govt Norm: 6.3)
* School supports positive behaviour: 7.8 (NSW Govt Norm: 7.7)

**Teacher Perspectives**

In 2017, 100% of classroom teachers participated in this survey. The survey was scored on a ten-point scale. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree).

* Collaboration with teachers: 7.5 (NSW Govt Norm: 7.8)
* Establishing an engaging learning culture: 7.8 (NSW Govt Norm: 8.0)
* Data informing practice: 7.5 (NSW Govt Norm: 7.8)
* Utilising different teaching strategies to increase learning: 7.7 (NSW Govt Norm: 7.9)
* Establishing inclusivity: 7.9 (NSW Govt Norm: 8.2)

The results obtained through the completion of these surveys will be extensively utilised by the staff to write the 2018–2020 school plan and to drive systemic improvement to enhance the educational experiences for students at Flinders Public School.

**Policy requirements**

**Aboriginal education**

In 2017, Flinders Public School had an enrolment of 28 Aboriginal and Torres Strait Islander students.

Flinders Public School continues to provide support for our Aboriginal students and delivers learning programs designed to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia.

Our teaching staff strive to include Aboriginal perspectives into our school plans and teaching and learning programs.

Flinders Public School continues to acknowledge the traditional custodians of this land, the Five Islands Dreaming Nation, at all school assemblies and special events and our Aboriginal and Torres Strait Islander Committee are highly committed to helping to meet the 'Premier's Priorities.'

All Aboriginal and Torres Strait Islander students have Personalised Learning Plans (PLPs) that have been collaboratively developed by parents/carers, children and their classroom teachers. All teachers with Aboriginal and Torres Strait Islander students have a copy of these plans and these are referred to as part of the teaching, learning and reporting processes at the school. The original copies are kept in student’s individual PLP folders and are reviewed by classroom teachers each term as part of our Learning and Support Team monitoring processes.

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

Three senior students, including two Aboriginal students and two staff members represented our school at the Shellharbour Council’s Reconciliation March in Shellharbour Village. This was an extremely positive experience for the students and an outstanding way to encourage and promote our local Aboriginal heritage. It also facilitated contributions through the student’s feedback into our school culture among their peers and through the school newsletter. One senior Aboriginal student was selected to be a Flag Bearer representing Flinders Public School for the march. She also accepted the framed Certificate of Appreciation on behalf of our school.

In 2017, the Aboriginal and Torres Strait Islander Committee has spent considerable time exploring the community need and potential implementation of a Homework Centre for our Aboriginal and Torres Strait Islander students.

**Multicultural and anti-racism education**

At Flinders Public School, we value and recognise the diverse multicultural nature of the Australian society and celebrate the diversity of nationalities represented at our school. Currently, 18% of our school's population are from a language background other than English. Eligible students from a non–English speaking background are targeted with an appropriate learning intervention programs which are directly linked to classroom activities to enhance engagement and understanding of content and concepts taught.

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

**Anti–Racism**

Anti–racism school practices include procedures that
are consistent with The Anti–Racism Policy. Flinders Public School has a nominated trained Anti–Racism Contact Officer who also deals with issues if they arise.

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