

# Hawkesbury Independent School



## Annual Report 2015

# A Message from the School Management Committee

Hawkesbury Independent School Incorporated, a not-for-profit incorporated association, made up of parents, staff and friends of the school, operates the school. The School Management Committee is elected each year by and from the members of the Association to manage the school. This involves determining a framework of policies and procedures, managing the school's finances and employing the school's Principal and staff. The decisions of the Committee are taken consistent with the school philosophy and are designed to enable and enhance the school to continue to deliver an excellent educational experience for the children and families of the Hawkesbury area.

In 2015, the School Management Committee had 14 members and met on seven occasions during the year. The Committee provided the opportunity for parents, community members and staff to work in close cooperation for the benefit of the school. Open committee meetings provided a forum for parents and staff to discuss issues concerning the education and welfare of the students.

The School Management Committee:

- I. sought and was granted re-registration of the School for a further 5 years
- II. participated in the new mandatory Governance Training for School Boards
- III. was pleased to finalise an outstanding legal matter related to a substandard and incomplete building project. Following many years of attempting to resolve issues with the building company, the outcome was finally determined in favour of the School, resulting in an out-of-court settlement during 2015

The Committee approved major expenditure, including:

- I. the improvement of staff amenities with an upgrade and refurbishment of the staff room
- II. the purchase of an additional 15 x iPads
- III. installation of 2 x touchscreens
- IV. the appointment of an IT consultant to manage the school's IT infrastructure
- V. the expansion of reading resources in the school

The Committee is very supportive of the Principal and staff and regards 2015 as a successful and effective year in the operation of the school. As we reflect on the year's achievements we feel very proud of what our school community has accomplished. Through strong teamwork our staff maintained their professional approach and dedication to our students and school programs. The Management Committee is well satisfied with the breadth and quality of educational experiences provided for the students within the positive, caring atmosphere that is Hawkesbury Independent School.

This report outlines highlights, achievements and the priorities actioned during 2015 as well as some recommendations for our work in and beyond 2016.

# **School snapshot - Contextual Information about the School**

Hawkesbury Independent School is a small co-educational school for children from Kindergarten to Year 6. It is situated at Kurrajong, New South Wales and offers a positive alternative for children and parents in the Hawkesbury area. Our school is based on a strong sense of community. We have developed a supportive and nurturing atmosphere where all children look out for each other and where parents are invited to be part of the life of the school. Active learning describes our school activities, both inside and outside the classroom. While the learning program is very structured and covers all the requirements of the NSW Board of Studies curriculum, the activities are stimulating, 'hands-on' and active.

Established in 1993, the school provides a strong educational foundation for children from Kindergarten to Year 6. It is a co-educational K-6 school providing an education underpinned by strong social values and operating within the policies of the NSW Board of Studies.

## **Student population**

Our enrolment at the end of 2015 was 55 children. Our families are drawn from a wide area of the Hawkesbury and a cross-section of the community. Over 20% of our students are children of educators. It is reassuring that so many teachers and lecturers continue to choose our school for their children. This indicates confidence in the educational programs and reflects positively on the teaching practices within the school. In addition, 7% of students have indigenous heritage.

# Highlights of 2015

## Value added information

Student performance in a number of state-wide tests is discussed on pages 8-9. The school ran a number of interesting and varied programs throughout 2015 to support and engage students.

### English

For the eleventh year in a row, we had 100% participation (Kindergarten to Year 6) in the Premier's Reading Challenge. This program encouraged a greater use of our Library, more borrowing and it motivated reluctant readers to get back into books. Children who had met the Challenge for the fourth year were recognised for their wonderful efforts by being awarded special Gold Certificates. And children who had met the Challenge for the seventh year were recognised for their outstanding efforts by being awarded special Platinum Certificates.

All the children from Kindergarten to Year 6 spent Term 2 writing poetry. They then chose one of their poems to enter in the Dorothea Mackellar Poetry Competition. The theme for 2015 was "Opening Doors"



To celebrate 2015 Book Week *Perform! Educational Musicals* visited our school and took our children on a musical adventure, *Shine a Light*. With engaging songs, audience participation and exciting narrative, *Perform* delivered a memorable theatrical experience for all our students.

Children took part in a Digital Animation workshop, which resulted in the children producing some amazing animations.

We had excellent results in the 2015 UNSW English Competition. All 37 of our children from Year 2 to Year 6 sat this very difficult test. Twelve children received special awards. That represents 32% of our primary population. Once again, this is a wonderful result for our small school.

Congratulations to Ali who was awarded a High Distinction Certificate placing her in the top 1%; Congratulations to Jess L, Cole, Jet, Lachlan and Flynn who were each awarded Distinction certificates placing them in the top 10%; Congratulations to Amber, Tully and Nicholas who were each awarded Credit Certificates; Congratulations to Sarah, Tristan and Lara who were awarded Merit Certificates.

### Maths

During 2015 all students from Kindergarten to Year 6 worked on a web-based Mathematics program called *Mathletics*. This program allowed the children to work at their own pace to complete various tasks. The program was used to revise and reinforce knowledge and skills across all areas of the Mathematics curriculum as well as being used to support our maths activities and to improve student learning.



Much of our regular Maths lessons include a variety of interesting hands-on activities and investigations.

The children in Years 5 & 6 celebrated Pi Day with Tom, by learning about the parts of a Circle, doing some experiments and baking some fruit pies with Pi symbols on top.

*World of Maths* visited the school during Term 1 and took the children through a wonderful journey of problem solving activities using some very innovative hands-on materials. The students' level of participation was very high as they were engaged in the challenging activities.

We had excellent results in the 2015 UNSW Mathematics Competition. Of the 39 children who sat this very difficult test, 13 children received

special awards. That represents 33% of our primary population. Once again, this is a wonderful result for our small school. Congratulations to Lachlan and Flynn who were each awarded a Distinction Certificate, placing them in the top 10%; Congratulations to Phoebe, Cole, Thomas, Darcy, Jet, Tully and Nicholas who were each awarded a Credit Certificate; Congratulations to Amber, Tristan, Mackenzie and Jess P who were awarded Merit Certificates. Well done, children!

Some of our children took part in the Maths Challenge. Lachlan, Tully and Flynn were each awarded a Distinction Certificate.

### **HSIE & Science & Technology**

The children studied a number of interesting Science and History topics throughout the year, including:

Change Detectives  
Light Show  
Government



*A Day with a Scientist* visited the school during Term 1 and took the children through a wonderful journey of scientific activities using very engaging and challenging tasks. One of the highlights for the children was making *Slime*.



As part of our History theme on *Government*, Years 5 & 6 visited Canberra and took part in lots of interesting learning activities. They visited many places of interest including the Discovery Room at

the War Memorial, Old Parliament House, Questacon, the Electoral Office, Parliament House and the information centre at Lake Burley Griffith. They had the opportunity to dress up and role play in both Parliament House and Old Parliament House and to learn about the Australian electoral system.

We had great results in the 2015 UNSW Computer Competition. Of the 28 primary children who sat this very difficult test, 11 children received special awards. That represents 39% of our primary population. Tully, Lachlan and Flynn were awarded Distinction Certificates, which placed them in the top 10% of students sitting the test; Tristan, Kale, Mackenzie and Jet were awarded Credit Certificates and were placed in the top 25% of students sitting the test; Darcy, Marcus, Nicholas and Brock S were awarded Merit Certificates. Great work, children!



### **Creative and Practical Arts**

At the end of Term 1, each child entered a painting in the Hawkesbury Show.

We participated in the Musica Viva Program during 2015. In Term 3, a musical group called, *Mara*, visited us. *Mara!* features talented musicians Mara Kiek, Llew Kiek, Paul Cutlan, Brendan Clarke and Sandy Evans who perform on a range of instruments including saxophone, recorder, clarinet, double bass, guitar, woodwinds, bouzouki and baglama. Combined with Mara Kiek's extraordinary voice, *Mara!* gives students an inspiring multicultural experience like no other.



During the year, the children in Kindergarten to Year 3 participated in a Music program run by Oonagh. The program was a high-energy program involving lots of singing, dancing and percussion playing.

Children in Years 4, 5 and 6 participated in a ukulele program run Dieter during Term 2 and 3. It was great to see the growth in confidence and the progress that the students made.



In Term 4, a musical group from Musica Viva, Makukuhan, visited the school. Three outstanding Indonesian musicians brought to life the music and dance of Bali and Java in a riot of rhythm and colour. From the pitch changing kendang drums, to the mesmerising Jatayu dance, and unbelievably rapid Javanese clapping demonstrations, the sights and sounds of Indonesia enthralled our students. We didn't need to travel far for a slice of Indonesian culture – Makukuhan brings it to our school.

The children in Years 2-6 visited the Sydney Lyric Theatre to view a live performance of *Matilda*. Our children had spent time at school becoming familiar with the story and the songs and the children were so involved in the performance that it was all they could do to keep themselves from bursting into song.



As part of our End of Year Concert we performed a whole school musical. The musical, *Wild Swans*, was based on the Hans Christian Andersen story. It included all of the children from Kindergarten to Year 6 participating in lots of singing and dancing. It also highlighted a number of solo actors, singers and dancers.



#### **Personal Development, Health & Physical Education.**

As part of the Crunch 'n Sip Program, the children were encouraged to bring their water bottle and raw fruit and/or vegetables inside in the morning to consume during class time.

In addition to the regular weekly sporting activities, the children took part in a number of special sports days:

During Term 1, the children in Years 4-6 took part in a Dodgeball Tournament against local schools. Leading up to the tournament, children practised and improved their ball skills and learned a new game.

During Term 3, all the children from Kindergarten to Year 6 took part in an 8-week Athletics & Dance Program at the school with qualified coaches.

The children participated in the Life Education Program. For the younger children this program included learning how to look after our bodies – eating correctly and exercising well. For the older children the program included learning about peer pressure, the effects of alcohol and tobacco on our bodies and learning how to say *No!*



The children took part in gardening activities, which resulted in cooking some of our school-grown vegetables and appreciating some healthy fresh foods.

During Term 4, all the children participated in an eight-day intensive swimming program. Children were assessed at the start of the program and placed in small groups where they received swimming coaching under the direction of specially trained coaches. The program was designed to teach our non-swimmers to swim and to improve the skills of the children who could already swim. The progress of the children was excellent over the 8-day period.

# Student Achievement

## Literacy & Numeracy National Assessments in Years 3 & 5

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 the assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

In 2015, all of our Year 3 students (8 children) and all of our Year 5 students (8 children) participated in the National Assessment Program Literacy and Numeracy (NAPLAN).

Because of the small numbers of students undertaking these standardised tests at our school, it is difficult to draw meaningful comparisons with state averages. The real measure of the success of the school's performance in the basic skills areas has to be the progress each child makes against their previous results. (The results of all of our Year 5 students showed a marked improvement in every area when compared to their previous Year 3 results).

A critical aspect of the reporting of the results in the standardised tests must be to ensure that the scores of an individual child cannot be identified. In our small school, particular care has been taken to make general statements about the outcomes.

### Literacy & Numeracy – NAPLAN Year 3

Analysis of Year 3 data shows that our Year 3 performance in the 2015 NAPLAN overall was excellent in all areas. However, statistical comparisons are not meaningful with such small numbers in our school. Results of individuals, on the other hand, are useful for the teachers in diagnosing and responding to particular strengths and weaknesses of each child. This analysis also allows our teachers to see where improvements can be made to our school-wide programs and teaching strategies.

Year 3	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
School	474	430	418	502	428
National	426	416	409	433	398

### Literacy & Numeracy – NAPLAN Year 5

Analysis of Year 5 data shows that our Year 5 performance in the 2015 NAPLAN overall was excellent in all areas. However, statistical comparisons are not meaningful with such small numbers in our school. Results of individuals, on the other hand, are useful for the teachers in diagnosing and responding to particular strengths and weaknesses of each child. This analysis also allows our teachers to see where improvements can be made to our school-wide programs and teaching strategies.

Year 5	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
School	557	522	526	577	545
National	499	478	498	503	493

## **Australasian Schools Competitions in Years 2, 3, 4, 5 & 6**

During 2015, 100% of the children in Years 2-6 sat the various UNSW Australasian Schools Competitions with excellent results. While some schools only allow their talented children to sit these tests, at Hawkesbury Independent School we do not select which children sit these tests, but rather use the tests as a way of familiarising **all** of our primary children with the format of external testing. Children learn the skills of taking part in a multiple choice type test, including how to complete the information about themselves, how to interpret the questions and how to complete the computer-marked answers sheet. The tests are taken under exam conditions and are marked externally.

### ***2015 Australasian Schools English Competition***

Of the 37 children who sat this test, 32% received special awards. One child was awarded a High Distinction; five children were awarded Distinction Certificates, three children were awarded Credit Certificates and three children were awarded Merit Certificates.

### ***2015 Australasian Schools Mathematics Competition***

Of the 39 children who sat this test, 33% received special awards. Two children were awarded Distinction Certificates, seven children were awarded Credit Certificates and four children were awarded Merit Certificates.

### ***2015 Australasian Schools Digital Technologies Competition***

Of the 28 children who sat this test, 39% received special awards. Three children were awarded Distinction Certificates, which placed them in the top 10% of the state, four children were awarded Credit Certificates and four children were awarded Merit Certificates.

### ***2015 Year 6 children- where have they gone?***

Seven year 6 children left our school at the end of 2015. Three of the children enrolled in local public high schools; one was offered a place in a selective high school and the other three students enrolled in independent schools. They have all settled into their respective high schools well.



## Details of all teaching staff

At Hawkesbury Independent School we are extremely fortunate to have dynamic and committed teachers who demonstrate a wide range of skills, expertise and experience. As the school has grown, we have been able to select excellent teachers who complement and add to the skills of our staff.

### Teaching Standards

Category	Number of Teachers
(i) Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	4
(ii) Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	0
(iii) Teachers who do not have qualifications as described in (i) and (ii) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Teachers in this category must have been employed:	0

### Details of staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Full-time Equivalent	4.0	0.4	0

### Attendance and retention rate of staff

The number of staff was maintained at 4 full-time teachers throughout 2015.

## Professional Learning

All staff participated in weekly professional learning sessions focussing on compliance training such as code of conduct, child protection, Workplace Health & Safety, Manual Handling and curriculum based discussions. Each teacher is involved in classroom observations where feedback to improve is given. In addition, staff undertook the following professional development activities throughout 2015

Description of the Professional Learning Activity	Number of Teachers
<i>Using Tablets in the classroom for Teaching and Learning:</i> John Clear NSW AIS Full day	4
<i>Teaching Comprehension Strategies in Reading and Improving Fluency:</i> Jo-Anne Dooner Get Reading Right Consultancy Pty Ltd Two full days	4
<i>Rocketing Reading with Phonics Hero:</i> Get Reading Right 1 hour webinar focusing on Phonics Hero online program	2
<i>Decoding Difficulties:</i> Get Reading Right 1 hour webinar focussed on teaching struggling readers	2
<i>Rock 'n Roll with Synthetic Phonics:</i> Get Reading Right 1 hour webinar	2
<i>Literacy Program Reading Support:</i> Catch Up Online Integrated Training 5 hours focusing on helping struggling readers	1
<i>Making Classroom Observations and Providing Feedback:</i> Estelle Lewis NSW AIS Full day	1
<i>School Governance Course:</i> NSW AIS online course 10 hours	4
<i>Syllabus to Success Primary Connections:</i> Sophia McLean Australian Academy of Science Full day	1
<i>Mathletics Webinars:</i> This involved a series of 1 hour webinars conducted over a number of weeks related to learning about and managing the online Mathletics maths program	1
<i>Visible Learning Symposium:</i> John Hattie ACEL Australian Council for Educational Leadership Full day	1
<i>Familiarisation with NSW English Syllabus:</i> NSW AIS 2 hours online	4
<i>Familiarisation with NSW Maths Syllabus:</i> NSW AIS 2 hours online	4
<i>Programming &amp; Planning NSW Mathematics:</i> Maeve le Bon NSW AIS Full day	4
<i>Musica Viva Workshop Mara:</i> provided information on music activities to prepare the children for visit of Mara during Term 3	1
<i>Musica Viva Workshop Makukuhan:</i> provided information on music activities to prepare the children for visit of Makukuhan during Term 4	1
<i>Mathematics Assessment LIEN Learning in Early Numeracy &amp; LIN Learning in Numeracy:</i> Kristen Tripet NSW AIS Full day	3
<i>Using ActivInspire in the Classroom:</i> Clare Alexander Empowered Learning Pty Ltd Full day	4

## Student Attendance

Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
96%	94%	95%	95%	95%	95%	95%

In 2015 the average daily student attendance rate for the whole school was 95%. This was equal to the daily attendance in 2014.

## Management of Non-Attendance

The school continued to use a computerised attendance register. However, during 2015 the school changed from a Microsoft Access Database to a new Centralised Management System *Sentral*.

An attendance report is provided to parents when necessary. This report indicates the number of days a student is absent from school and the reasons given by the parent for the absence. It also highlights those days where there has been no explanation given for the absence. An SMS notification is sent to parents where written explanation of absence is not received from parents. Parents submit absentee notes via the school website.

1	Initial contact is made via a note in the student's diary to the parent/carer
2	If there is no response, this is followed up by a phone call and/or SMS from the Clerical Assistant
3	If there is no response, a letter/email sent out to parent/carer expressing concern at student absences
4	If there is no response and/or the situation does not improve, the Principal contacts the parent/carer
5	Referral to Home Liaison Officer
6	Mandatory reporting procedures apply where absences are extended or the student may be at risk

# Enrolment Guidelines

Hawkesbury Independent School is a small co-educational school for children from Kindergarten to Year 6. All applications are processed in order of receipt and consideration is given to the applicant's support for the philosophy of the school, whether siblings already attend the school and whether the school is able to answer the needs of the student. Once enrolled, students and parents are expected to support the school's philosophy, pay tuition fees and comply with the school rules to maintain their enrolment.

## Implementation:

- New students may be enrolled provided that:
  - their fifth birthday is prior to June 30 in the year they are to commence
  - necessary forms are completed by parent/care-giver
  - the Principal/delegate signs and copies the Birth Certificate and files the *Record of Immunisation*. Parents have the right not to immunise their child under the Public Health (Amendment Act) 1992, but in the event of an outbreak of a vaccine preventable disease, unimmunised children will be required to remain at home for the duration of the outbreak
  - the parents understand and support the philosophy of the school
  - the school is able to meet the needs of the child
- In the case of more applicants than enrolment places, preference will be given to those students whose brothers or sisters currently attend Hawkesbury Independent School provided that the School can answer the needs of the child. As our school is co-educational, places are also offered where possible to maintain an approximately equal balance of boys and girls
- The Principal may refuse enrolment of a student on the grounds of previously documented violent behaviour if there is evidence that the student has not learned the appropriate skills to manage this behaviour
- Students 6-15 years old must be enrolled and attend school on each day that instruction is provided
- Where the destination of a student leaving the school is unknown, the Principal/delegate will contact a home school liaison officer from the Department of Education and Training. The Principal is required to give the school liaison officer the student's name, age and last known address.

## Enrolment Procedures

- Prospective parents will be provided with information about the school through the school website [www.his.nsw.edu.au](http://www.his.nsw.edu.au) or through the school brochure
- Prospective parents are welcome to arrange a time to visit the school for a tour and an introduction to the operation of the school
- Parents may then lodge an application form and an application fee. The fee is set by the School Management Committee from time to time and is non-refundable
- All applications will be processed in order of receipt
- The Principal/delegate will then organise for there to be an interview with the child and parents to ensure that the parents understand and support the philosophy of the school, and to determine if the school can meet the needs of the child. At the interview parents will be asked to provide the last two reports of the child, the NAPLAN results and any other relevant documentation (where applicable)
  - The applicant's (and parents) supporting statement / interview responses regarding their ability and willingness to support the school's philosophy is considered.
- Each student's educational needs are considered. To do this, the school gathers information and consults with the parents/family and other relevant persons.
- Any strategies, which need to be put into place to accommodate the student, are identified before a decision regarding the enrolment is made.
- Applicants are informed of the outcome.
- Once an offer of a place has been made, parents are asked to provide:

- A copy of the last two reports of the child (if applicable)
  - The child's immunisation record and birth certificate
  - A completed *Family Detail* form
  - A completed *Student Detail* form, including a health questionnaire
  - A completed *Terms and Conditions of Enrolment* form, signed, if possible, by both parents
- As soon as the signed enrolment forms have been received by the school, the Family Bond which is equivalent to one term's fees becomes due and payable
  - Once enrolled, students and parents are expected to support the school's philosophy and comply with the school's rules, policies and standards in order to maintain enrolment
  - In order to secure enrolment for each term, parents must have paid all fees for the preceding term or have made arrangements with the school for a process to ensure payment is made
  - If the Principal/delegate considers that a student is guilty of a serious breach of the rules or has otherwise engaged in conduct that is prejudicial to the school or its students or staff, the Principal/delegate may exclude the student permanently or temporarily at his/her absolute discretion. No remission of fees will apply.
  - If the School Management Committee or the Principal/delegate believes that a mutually beneficial relationship of trust and cooperation between a parent and school has broken down to the extent that it adversely impacts on that relationship, then the School, the School Management Committee or the Principal/delegate may require the parent to remove the child from the school. No remission of fees will apply.

Subject to availability, offers of a place will be made according to whether the applicants are able and willing to support the philosophy of the school; whether the school is able to answer the needs of the student; whether there are siblings of the student already at the school, maintain gender balance and the order of application. Continued enrolment is subject to the student's adherence to school rules (see enrolment contract, behaviour management policies) and payment of all school fees.

# Policies

Policy	Changes in 2015	Access to full text
<p><b>Student Welfare</b></p> <p>The school seeks to provide a safe &amp; supportive environment to support the mental, physical and emotional well-being of students through programs that:</p> <ul style="list-style-type: none"> <li>• Meet the personal, social and learning needs of students</li> <li>• Provide early intervention programs for students at risk</li> <li>• Develop students sense of worth and foster personal development</li> </ul>	<ul style="list-style-type: none"> <li>• Minor Changes</li> </ul>	<p>Issued to all staff (Staff Handbook)</p> <p>Parents may request copy by contacting the school office</p> <p>Communicated to staff annually at full staff meeting</p>
<p><b>Anti-bullying</b></p> <p>The school policy provides processes for responding and managing allegations of bullying.</p>	<ul style="list-style-type: none"> <li>• Minor changes</li> </ul>	<p>Full text issued to staff (Staff Handbook)</p> <p>Parents may request a copy by contacting the school office</p> <p>Communicated to staff annually at full staff meeting</p>
<p><b>Discipline</b></p> <p>The school expressly prohibits corporal punishment and does not explicitly or implicitly sanction the administration of corporal punishment by non-school persons, including parents, to enforce discipline at school.</p> <p>All behaviour management actions are based on procedural fairness.</p>	<ul style="list-style-type: none"> <li>• Minor changes</li> </ul>	<p>Full text issued to staff (Staff Handbook)</p> <p>Parents may request a copy by contacting the school office</p> <p>Communicated to staff annually at full staff meeting</p>
<p><b>Complaints and grievances resolution</b></p> <p>The policy uses as appropriate, procedural fairness in dealing with complaints and grievances and includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate how parents raise complaints and grievances and how the school will respond.</p>	<ul style="list-style-type: none"> <li>• Minor changes</li> </ul>	<p>Full text issued to staff (Staff Handbook)</p> <p>Parents may request a copy by contacting the school office</p> <p>Communicated to staff annually at full staff meeting</p>

# Achievement of targeted priorities for 2015-2018

These achievements relate to targets that were set in our 2014 Annual Report. These targets were set as a four-year goal and will continue during 2015 and beyond.

Area	Activities undertaken and outcomes achieved
<p><b>Target 1</b></p> <p><b>To improve student outcomes in Reading: Phonics Skills</b></p> <p><i>Development of Synthetic Phonics program</i></p>	<ul style="list-style-type: none"> <li>• Teachers participated in professional development opportunities to develop knowledge and understanding of Synthetic Phonics</li> <li>• Teachers planned and programmed collaboratively</li> <li>• The curriculum was differentiated to meet the individual needs of students</li> <li>• A new Scope and Sequence Chart related to the teaching of Synthetic Phonics was developed</li> <li>• New reading resources were investigated and some were purchased</li> <li>• Additional reading resources <i>Get Reading Right</i> to support phonics programs for all stages was purchased and prepared for student usage</li> <li>• Whole class and individual charts are presently being revised</li> <li>• Sound files were produced to support the program</li> </ul> <p><i>Achievement of Target 1 is ongoing and will continue into 2016, 2017 and 2018</i></p>
<p><b>Target 2</b></p> <p><b>To improve student outcomes in Reading: Comprehension &amp; Fluency</b></p> <p><i>Development of Core Reading program</i></p>	<ul style="list-style-type: none"> <li>• Teachers planned and programmed collaboratively</li> <li>• The revision and development of units related to the core reading program has been completed for Stages 3,4 and 5. Other stages need to be revised and/or developed</li> <li>• Additional reading resources to support reading programs for all stages were purchased</li> <li>• Resources were organised to improve access by teaching staff</li> <li>• The development of resources for use on the interactive whiteboard and computers to accompany the Core reading program were commenced</li> </ul> <p><i>Achievement of Target 2 is ongoing and will continue into 2016, 2017 and 2018</i></p>
<p><b>Target 3</b></p> <p><b>To further integrate the use of technology into classroom practice</b></p>	<ul style="list-style-type: none"> <li>• Teachers planned and programmed collaboratively</li> <li>• ICT resources were audited to determine reliability and consistency of programs to all computers on the network</li> <li>• Training teachers in the use of Interactive Whiteboards and IWB software to enhance teaching and learning in the classroom</li> <li>• A new video camera was purchased</li> <li>• An individual response system was purchased for use with the interactive whiteboards</li> <li>• A larger server was purchased to support the curriculum network</li> </ul>

	<ul style="list-style-type: none"> <li>• Internet access was upgraded to provide a faster and more reliable service</li> <li>• 2 x touch board screens were installed</li> <li>• An additional 15 x iPads were purchased and will be set up for use in 2016</li> </ul> <p><i>Achievement of Target 3 is ongoing and will continue into 2016, 2017 and 2018</i></p>
<p><b>Target 4</b></p> <p><b>To secure re-registration during 2015 for a further five years and continue operation as a registered independent school</b></p>	<ul style="list-style-type: none"> <li>• Feedback from inspectors from the Board of Studies was positive</li> <li>• Our Annual Report was accepted</li> <li>• Our re-registration was approved for the maximum period of 5 years</li> </ul> <p><i>Target 4 has been completed successfully</i></p>

# School-determined targets for 2016 - 2018

As a small school with 4 members of staff, targets need to be set over a number of years. The targets determined will be built upon and will continue through 2016, 2017 and into 2018.

See Achievement of Targeted Priorities (Target 1-3) will continue into 2016 and school will pick up Target 5 & Target 6 below

## Target 5

### To improve the outcomes of all students in the new English Syllabus

Strategies to achieve this target include:

- Applying for Embedding Excellence Grant through the NSW AIS
- Undertaking professional learning as a whole school and as individuals
- Developing whole school scope and sequence charts for the various components of the English syllabus
- Developing whole school programs, including intervention programs
- Developing consistent assessments and reporting across the school
- Formalising a benchmarking and tracking system to monitor student progress

Our success will be measured by:

- The application for the Embedding Excellence Grant being successful
- Staff undertaking professional learning opportunities that result in improved outcomes for students in English
- English Scope & sequence charts being developed
- Effective whole school programs being developed and implemented, including intervention programs
- Consistent assessment and reporting practices developed across the school
- Improved and accurate monitoring of students progress

## Target 6

### To improve the outcomes of all students in the new Mathematics Syllabus

Strategies to achieve this target include:

- Applying for Embedding Excellence Grant through the NSW AIS
- Undertaking professional learning as a whole school and as individuals
- Developing whole school scope and sequence charts for the various components of the Mathematics syllabus
- Developing whole school programs, including intervention programs
- Developing consistent assessments and reporting across the school
- Formalising a benchmarking and tracking system to monitor student progress

Our success will be measured by:

- The application for the Embedding Excellence Grant being successful
- Staff undertaking professional learning opportunities that result in improved outcomes for students in Mathematics

- Mathematics Scope & sequence charts being developed
- Effective whole school programs being developed and implemented, including intervention programs
- Consistent assessment and reporting practices developed across the school
- Improved and accurate monitoring of students progress

## **Respect and Responsibility**

The school respects and values each child as an individual and as a member of the school community. Teachers and parents provide the care and support that engender self-esteem, mutual respect and responsibility. Respect and responsibility are stressed in class and in everyday school life. There is an expectation of courtesy, good behaviour, care for the community they belong to, and respect for all.

As a small school, we are able to foster strong personal relationships between students, and with teachers and parents. Integral to this is the development of mutual respect and understanding, and accepting responsibility for one's actions. This is stressed in class and in all aspects of school life. Any behaviour of students that is in conflict with these principles is addressed promptly.

A culture of mutual respect, care and responsibility is very strong within the school and this is acknowledged and appreciated by parents.

The weekly "Friday Meetings" of the whole school enable issues to be raised by students and staff and provides a forum for the development of practices with strong commitment from the students.

## **Parent, student and teacher satisfaction**

The school is very proud of its 'open door policy' with parent involvement welcomed and encouraged. The School Management meets approximately once a month during term time and provides one of a number of avenues for parents to express their level of satisfaction. The level of parent involvement in the Committee is high and discussions throughout the year indicated that parent satisfaction is extremely positive.

Two online surveys (one for students and one for parents) were conducted during the 2015 school year confirmed the view that overall parents, teachers and students were very satisfied with the school. Some of the key areas of satisfaction identified in the surveys where most of the parents and students rated the items as "very positive" included:

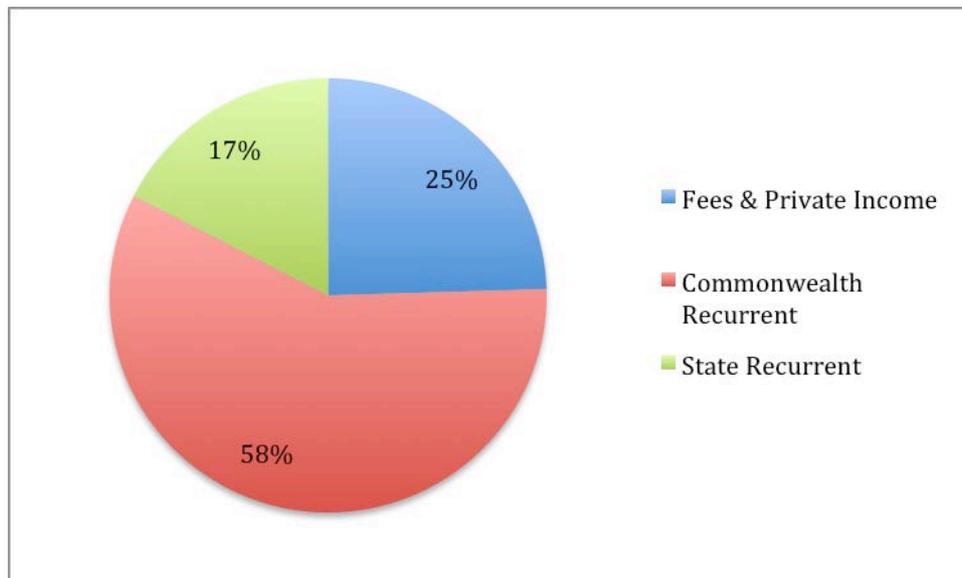
- The range of educational experiences provided
- The different teaching strategies used by the teachers to make the lessons stimulating and enjoyable
- The learning materials and resources available to the students
- The actions taken by teachers to manage student behaviour in class and out of class
- The usefulness of the school website for providing information about the school and accessing forms

# Summary financial information

## Graphical representation of income and expenditure using percentages only

The following summary covers operating costs including permanent and casual salaries, buildings and major maintenance. A full copy of the school's 2015 financial statement is tabled at the annual general meeting of the School Management Committee.

### (a) Income represented by pie chart



### (b) Expenditure represented by pie chart

