

Hawkesbury Independent School



Annual Report 2017

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 2017, the School Management Committee had 13 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. participated in the new mandatory Governance Training

The Committee approved major expenditure, including:

- I. the expansion of reading resources in the school
- II. new library shelving
- III. new communication/phone system
- IV. new purification water system
- V. new garden retaining wall
- VI. installation of 38 new computers
- VII. ongoing contracting of an IT Manager

The Committee is very supportive of the Principal and staff and regards 2017 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. 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 2017 as well as some recommendations for our work in 2018 and beyond.

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 Education Standards Authority (NESA).

Student population

Our enrolment at the end of 2017 was 49 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, 2% of students are Aboriginal.



Highlights of 2017

Value added information

Student performance in a number of state-wide tests is discussed on pages 7-8. The school ran a number of interesting and varied programs throughout 2017 to support and engage students.

English

For the thirteenth 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 2017 was "All over the World".

To celebrate 2017 Book Week *Perform! Educational Musicals* visited our school and took our children on a musical adventure called Fair Dinkum. The show featured a selection of the 2017 Children's Book Council Shortlisted books and engaged students in the understanding that interacting with books and the products of our imagination offers limitless possibilities for expanding our horizons.



We had excellent results in the 2017 UNSW English Competition. All 34 of our children from Year 2 to Year 6 sat this very difficult test. Nine children received special awards. That represents 26% of our primary population. Once again, this is a wonderful result for our small school. Ali was awarded a High Distinction Certificate placing her

in the top 1%. Soren and Tristan were each awarded Distinction certificates placing them in the top 10%. Lily, Ava, Sarah, Arabella and Amber were each awarded Credit Certificates. Jet was awarded a Merit Certificate.

Our children sat the UNSW Spelling Competition and the UNSW Writing Competition. In the Spelling Competition Ali, Tristan, Ava, Kale and Jet were each awarded a Credit Certificate and Amber was awarded a Merit Certificate.

In the UNSW Writing Competition Ali and Tristan were awarded Distinction Certificates placing them in the top 10%; Matthew, Arabella, Kalypso, Lucas and Kyah were each awarded a Credit Certificate. Asher, Soren and Sarah were each awarded a Merit Certificate.

Maths

During 2017 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 *iMaths investigations*.

World of Maths visited the school 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.

As part of their work on *Science in an Eggshell*, the children watched chickens hatch. They measured and recorded the weight of growing chickens over a ten-day period. This involved measuring and recording information on graphs.

We had excellent results in the 2017 UNSW Mathematics Competition. Of the 34 children who sat this very difficult test, 9 children received special awards. That represents 26% of our primary population. Once again, this is a wonderful result for our small school. Matthew was awarded a High Distinction which placed him in the top 1%. Lily was awarded a Distinction Certificate, placing her in the top 10%; Ava, Soren, Kale, Ali and Tristan were each awarded a Credit Certificate; Amber and Jet were awarded Merit Certificates.

HSIE & Science & Technology

We had great results in the 2017 UNSW Digital Technologies Competition. Of the 29 primary children who sat this very difficult test, 13 children received special awards. That represents 45% of our primary population. Asher, Soren, Lachlan C, Sarah, Arabella, Imogen, Clare, Tristan, Alex and Jet were awarded Credit Certificates; Ali, Lara and Kale were awarded Merit Certificates.

We had great results in the 2017 UNSW Science Competition. Of the 34 primary children who sat this very difficult test, 11 children received special awards. That represents 32% of our primary population. Felix was awarded a Distinction Certificate, which placed him in the top 10% of students sitting the test; Lily, Matthew, Ava, Soren, Tristan, Kale and Jet were awarded Credit Certificates; Sarah, Ali and Amber were awarded Merit Certificates.



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 Discovery Centre at CSIRO. 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.

Our children were fortunate to take part in a Japanese program this year which culminated

with two visits from groups of Japanese students. They taught our children to speak some Japanese, sing some songs and do some origami. Later in the year, we did some Japanese cooking and ate the results of course.

Creative and Practical Arts

At the end of Term 1, each child entered a painting in the Hawkesbury Show. Amber won second prize in the primary section for her wonderful painting of *My Favourite Animal*.

We participated in the Musica Viva Program during 2017. In Term 2, a musical group called, *Tigramuna*, visited us. Musica Viva is a wonderful resource that provides a music program and visit from qualified musicians. Our students prepared for the concert in term two by learning contemporary and original Latin music. *Tigramuna* were very entertaining and a wonderful experience for our students to share.



Children in Years 5 and 6 participated in a ukulele program run by one of our parents. It was great to see the growth in confidence and the progress that the students made.

During Term 2, the children in Years 2-6 visited the Joan Sutherland Theatre to view a live performance of *Mt Stink* after studying the book in class with their teachers.

In Term 3, a musical group called, *Adam Hall and the Velvet Players* visited us. Led by singer/trumpeter Adam Hall, the students were completely under his spell. The presentation was completely engaging and there was a high level of participation.

In Term 4, we were again visited by Musica Viva. This time by a musical group called *B'Tutta*. *B'Tutta* were a brilliant percussion ensemble. Students were integrated into the group from the very beginning, where they built the courage and confidence to become conductors, composers and players. B'Tutta's inspirations

were as diverse as Brazilian Samba to Tokyo subways and their instruments range from marimbas to vibraphones, to Latin American percussion.

The children in Years K-6 visited the Joan Sutherland Theatre to view a live performance of *Saltbush*. Our children had the opportunity to get up on stage with the actors. They thoroughly enjoyed the experience.



As part of our End of Year Concert we performed a whole school musical *Cinderella*. 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.

At the start of Term 1 we held a family picnic day at a nearby reserve. The day was designed to allow families to get to know each other.

As part of the Crunch 'n Sip Program, the children were encouraged to bring their water bottle and fruit 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, the children received some special coaching from an expert. They practised and improved their ball skills and ended the tournament as runners-up.

During Term 3, all the children from Kindergarten to Year 6 took part in an 8-week Gymnastics Program at the school with a qualified gymnastics coach. The children learnt tumbling, forward and

backward rolls, handstands and work on the bars and the trampoline.

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.



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 home-grown vegetables and eating some healthy fresh foods.

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.

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

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

In 2017, all of our Year 3 students (7 children) and all of our Year 5 students (9 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 2017 NAPLAN overall was excellent in all areas. However, statistical comparisons are not always 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 programs and teaching strategies.

Year 3	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
School	491	448	454	478	456
National	437	421	427	444	416

Literacy & Numeracy – NAPLAN Year 5

Analysis of Year 5 data shows that our Year 5 performance in the 2017 NAPLAN overall was good. However, statistical comparisons are not always 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 programs and teaching strategies.

Year 5	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
School	521	452	491	508	486
National	509	478	508	506	499

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

During 2017, 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.

2017 Australasian Schools English Competition

Of the 34 children who sat this test, 26% received special awards. One child was awarded a High Distinction and was placed in the top 1% of all students sitting this test; two children were awarded Distinction Certificates and were placed in the top 10%; five children were awarded Credit Certificates and one child was awarded a Merit Certificate.

2017 Australasian Schools Spelling Competition

Of the 30 children who sat this test, 20% received special awards. Five children were awarded Credit Certificates and one child was awarded a Merit Certificate.

2017 Australasian Schools Writing Competition

Of the 29 children who sat this test, 34% received special awards. Two children were awarded Distinction Certificates, placing them in the top 10% of students sitting this test; five children were awarded Credit Certificates and three children were awarded Merit Certificates.

2017 Australasian Schools Mathematics Competition

Of the 34 children who sat this test, 45% received special awards. One child was awarded a High Distinction Certificate which placed him in the top 1% of students who sat this very difficult test; one child was awarded a Distinction Certificate and was placed in the top 10%; five children were awarded Credit Certificates and two children were awarded Merit Certificates.

2017 Australasian Schools Digital Technologies Competition

Of the 29 children who sat this test, 31% received special awards. Ten children were awarded Credit Certificates and three children were awarded Merit Certificates.

2017 Australasian Schools Science Competition

We had great results in the 2017 UNSW Science Competition. Of the 34 primary children who sat this very difficult test, 11 children received special awards. That represents 32% of our primary population. One child was awarded a Distinction Certificate, which placed him in the top 10% of students sitting the test; seven children were awarded Credit Certificates; three children were awarded Merit Certificates.

2017 Year 6 children- where have they gone?

Seven Year 6 children left our school at the end of 2017. Two of the children enrolled in a local public high school and five students enrolled in independent schools. They have all settled into their respective high schools.



Details of all teaching 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	3.3	0.6	0

Attendance and retention rate of staff

At the start of 2017 there were 4 full-time teachers. Following the resignation of one full-time teacher, the staffing became 3 full-time teachers and 1 part-time teacher.

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, communication 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 2017.

Description of the Professional Learning Activity	Number of Teachers
<i>Teaching so that all children can learn maths</i> NSW AIS (blended course)	2
<i>ActivInspire Interactive Software</i> ASI Solutions Grania Pourbozorgi 1.5hrs	4
<i>School Governance Course:</i> NSW AIS online course (School Management Committee)	13
<i>Literacy Class Demonstrations</i> Jo-Anne Dooner Get Reading Right 3 whole days	4
<i>Implementing Whole School Core Program Early Stage 1 & Stage 1</i> Pat Fraser – 2-day workshop	1
<i>Implementing Whole School Core Program Stage 1 & 2</i> Pat Fraser – 1-day workshop	1
<i>Maths Demonstration Early Stage 1 and Stage 1</i> Pat Fraser 2 hours	1
<i>Morning Routine – Programming & Implementation (including demonstration)</i> Pat Fraser	2
<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 program	1
<i>Literacy & Grammar Scope & Sequence:</i> Jo-Anne Dooner Get Reading Right 1-day workshop	3
<i>Synthetic Phonics</i> Jo-Anne Dooner Get Reading Right	2
<i>Mathematical Mindset & Morning Routine – Demonstration & modelling strategies for teaching Mathematics & for teaching Morning Routine</i> Tom Fraser 2-day	4
<i>Leadership Series:</i> Australian Curriculum Studies Association 6 x 1-hour webinars	1
<i>Assessment:</i> Australian Curriculum Studies Association 6 x 1-hour webinar related to assessment including the purpose of assessment; assessment & school leadership; providing feedback; differentiated assessment; using data to drive change	1
<i>Mathematical Mindset:</i> Stanford University Jo Boaler	1
<i>NAPLAN narrative writing online marking course</i>	3
<i>See-Saw:</i> Online Training	3
Musica Viva resources <i>Tigramuna</i> : provided information on music activities to prepare the children for visit of Tigramuna during Term 2	1
Musica Viva resources <i>Adam Hall</i> : provided information on music activities to prepare the children for visit of Adam Hall during Term 3	1
Musica Viva resources <i>B'tutta</i> : provided information on music activities to prepare the children for visit of B'tutta during Term 4	1
<i>NAPLAN readiness for going online 1-day</i> NSW Department of Education	1
<i>Supporting Students with Autism in Mainstream Settings K-6</i> Autism Spectrum Australia 1-day	1

Student Attendance

Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
94%	93%	93%	93%	97%	94%	94%

In 2017 the average daily student attendance rate for the whole school was 94%. This was similar to the daily attendance in 2016.

Management of Non-Attendance

During 2017, the teachers continued to use a computerised attendance register.

An attendance report is provided to parents each term. 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.

1	Initial contact is made via the school centralised online system <i>Sentral</i>
2	If there is no response, this is followed up by a phone call and/or SMS
3	If there is no response, a letter/email is sent to the 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
- 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 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 to finalise enrolment
- 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 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 2017	Access to full text
<p>Student Welfare</p> <p>The school seeks to provide a safe & supportive environment to support the mental, physical and emotional well-being of students through programs that:</p> <ul style="list-style-type: none"> • Meet the personal, social and learning needs of students • Provide early intervention programs for students at risk • Develop students sense of worth and foster personal development 	<ul style="list-style-type: none"> • Minor changes 	<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>Anti-bullying</p> <p>The school policy provides processes for responding and managing allegations of bullying.</p>	<ul style="list-style-type: none"> • Nil changes (existing policies maintained) 	<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>Discipline</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"> • Minor changes 	<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>Complaints and grievances resolution</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"> • Nil changes (existing policies maintained) 	<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 2015 Annual Report. These targets were set as a four-year goal and will continue during 2017 and beyond.

Area	Activities undertaken and outcomes achieved
<p>Target 1</p> <p>To improve student outcomes in Reading: Phonics Skills</p> <p><i>Development of Synthetic Phonics program</i></p>	<ul style="list-style-type: none"> • Teachers participated in professional development opportunities to develop knowledge and understanding of Synthetic Phonics • Teachers planned and programmed collaboratively • The curriculum was differentiated to meet the individual needs of students • A new Scope and Sequence Chart related to the teaching of Synthetic Phonics was developed • New reading resources were investigated and some were purchased • Additional reading resources <i>Get Reading Right</i> to support phonics programs for all stages were purchased and prepared for student usage • Whole class and individual charts were revised and reprinted • Sound files were produced to support the program <p><i>Achievement of Target 1 is ongoing and will continue into 2017 and 2018</i></p>
<p>Target 2</p> <p>To improve student outcomes in Reading: Comprehension & Fluency</p> <p><i>Development of Core Reading program</i></p>	<ul style="list-style-type: none"> • Teachers planned and programmed collaboratively • 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 • Additional reading resources to support reading programs for all stages were purchased • Resources were organised to improve access by teaching staff • The development of resources for use on the interactive whiteboard and computers to accompany the Core reading program were commenced <p><i>Achievement of Target 2 is ongoing and will continue into 2017 and 2018</i></p>
<p>Target 3</p> <p>To further integrate the use of technology into classroom practice</p>	<ul style="list-style-type: none"> • Teachers planned and programmed collaboratively 2015-2017 • ICT resources were audited to determine reliability and consistency of programs to all computers on the network in 2015 • Training teachers in the use of Interactive Whiteboards and IWB software to enhance teaching and learning in the classroom in 2016 and 2017 • A new video camera was purchased in 2015 • An individual response system was purchased for use with the interactive whiteboards in 2015

	<ul style="list-style-type: none"> • A larger server was purchased to support the curriculum network in 2016 • Internet access was upgraded to provide a faster and more reliable service in 2016 • 2 additional touch board screens were installed during 2017 • An additional 15 x iPads were purchased and were set up for use in 2016 • 38 x new computers to replace older model computers in 2017 <p><i>Achievement of Target 3 is ongoing and will continue into 2017 and 2018 with additional teacher training</i></p>
<p>Target 4</p> <p>To improve the outcomes of all students in English</p>	<ul style="list-style-type: none"> • The application for the Embedding Excellence Grant was successful in 2015 • Staff undertook professional learning opportunities (2015-2017) • English Scope & sequence charts were developed with assistance of an external mentor in 2016 • Effective whole school programs were developed with assistance of an external mentor in 2017 • Consistent assessment and reporting practices were introduced across the school in 2016 <p><i>Achievement of Target 4 is ongoing and will continue into 2017 and 2018.</i></p>
<p>Target 5</p> <p>To improve the outcomes of all students in Mathematics</p>	<ul style="list-style-type: none"> • The application for the Embedding Excellence Grant was successful in 2015 • Staff undertook professional learning opportunities • Mathematics Scope & sequence charts were developed in 2015 • Effective whole school programs were developed and implemented <p><i>Achievement of Target 5 is ongoing and will continue into 2017 and 2018.</i></p>

School-determined targets for 2015 - 2018

As a small school with 3 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 1-5) which will continue into 2017 and beyond.

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 Committee 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 surveys (one for students and one for parents) were conducted during the 2017 school year and 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:

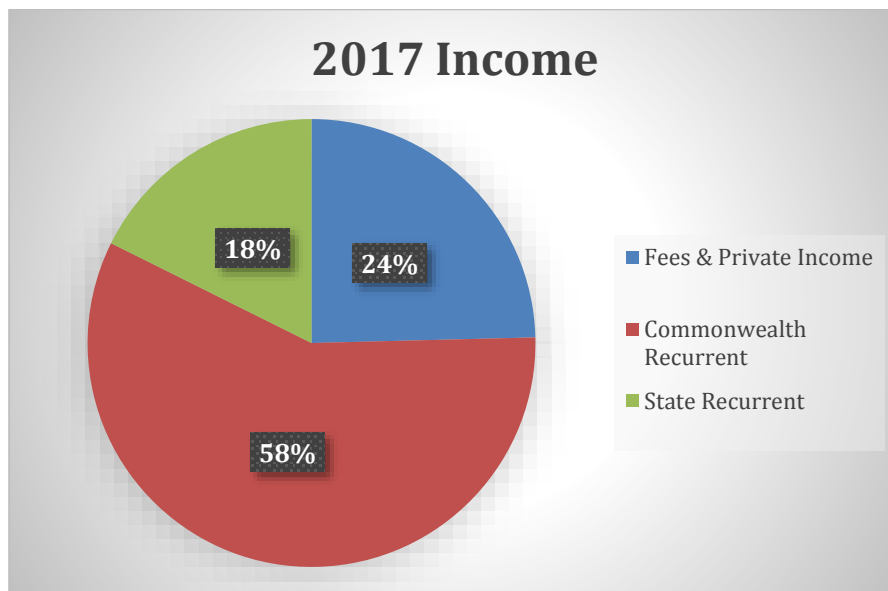
- The range of educational experiences provided (including excursions and incursions)
- The different teaching strategies used by the teachers to make the lessons stimulating and enjoyable
- The learning materials and resources available to the students
- The actions taken by teachers to manage student behaviour in class and out of class
- The usefulness of the school website for providing information about the school
- The usefulness of SeeSaw for connecting parents with their children at school

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 2017 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

