

Hawkesbury Independent School

Annual Report 2019



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 2019, the School Management Committee had 11 members and met on six 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. applied to the Commonwealth for a Community Schools Funding grant to install solar in the School.
- II. undertook a major strategic planning process to consider future long-term goals for the School. This involved a survey of our school community and investigation into promotion of the School
- III. employed a fourth teacher at the start of the year
- IV. held a working bee and
- V. held a Book Fair at our school Open Day
- VI. Held our first Winter Fair

The Committee approved major expenditure, including:

- I. Installation of additional compact storage unit
- II. four air conditioning units in the downstairs hall
- III. additional shelving in the Library
- IV. window coverings for the downstairs hall
- V. final renovations of downstairs hall

The Committee is very supportive of the Principal and staff and regards 2019 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 2019 as well as some recommendations for our work in 2020 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 Educational Standards Authority (NESA) curriculum, the activities are stimulating, 'hands-on' and active. Our teaching and learning programs are based on research and evidence.

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 2019 was 51 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.



Highlights of 2019

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 2019 to support and engage students.

English

For the sixteenth 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.



During Term 1 and 2, our Year 2 children had been communicating with a Year 3 class in an international school in China. It was very exciting when they received a special gift - a panda - which has taken pride of place in the classroom. Earlier the children decided to send them a soft fluffy koala. First they researched and learned a lot about koalas themselves. They created an information report in the form of a PowerPoint to send. Communicating with the overseas friends has given the children the opportunity to improve both their writing skills and their computing skills in an authentic situation.



All the children from Kindergarten to Year 6 spent Term 2 writing poetry. They spent time learning about poetic devices such as onomatopoeia, alliteration, personification, similes, metaphors, rhyme and rhythm. They tried their hand at writing many different kinds of poems including haiku, cinquain, shape poems, free verse and rhyming couplets. Each child, then, selected his/her favourite poem to enter in the Dorothea Mackellar Poetry Competition. The theme for 2019 was: *Is there anybody there?*

To celebrate 2019 Book Week, *Perform! Educational Musicals* visited our school and took our children on a musical adventure called *Big Dreams*. The show featured a selection of the 2019 Children's Book Council Shortlisted books. The idea was to promote books by demonstrating how in an ever-changing world, books remain as a consistent way of connecting with others and showing how a good story is timeless. It was a very memorable theatrical experience for our children.



We had excellent results in the 2019 UNSW English Competition. All 36 of our children from Year 2 to Year 6 sat this very difficult test. Thirteen children received special awards. That represents 36% of our primary population. Once again, this is a wonderful result for our small school. Mila was awarded a Distinction certificate

placing her in the top 10% of students who sat this test. Millie, Isaac, Amy, Finn, Jayden, Laleh, Lily, Soren, Ali and Arabella who were each awarded a Credit Certificate. Congratulations to Max and Sarah who were each awarded Merit Certificates.

Of the 35 students who sat the 2019 UNSW Spelling Competition, 5 children received special awards. That represents 14% of our primary population. Millie, Max, Isaac and Finn were each awarded a Credit Certificate. Congratulations to Ali who was awarded Merit Certificates.

Congratulations to Sarah who was awarded a Distinction Certificate in the UNSW Writing Competition and to Soren and Gracie who were awarded Merit Certificates.

Maths

During 2019 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 included a variety of interesting hands-on activities to develop deep understanding.

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.



We had excellent results in the 2019 UNSW Mathematics Competition. Of the 35 children who sat this very difficult test, 11 children received special awards. That represents 31% of our primary population. Once again, this is a wonderful result for our small school. James and Finn were each awarded Distinction awards. Max,

Jack G, Isaac, Amy, Mila, Jayden were each awarded a Credit Certificate. Asher, Matthew, and Laleh were each awarded a Merit Certificate.

The teachers engaged in some professional development with a maths consultant to improve the delivery of Maths lessons across the school.

HSIE & Science & Technology

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.

To complement their unit of work on the Australian Government and their excursion to Canberra, our Year 5 & 6 students were fortunate to receive a visit from our local member, Susan Templeman MP. The students enjoyed the opportunity to ask questions and Susan gave some wonderful insights into the experience of being a Member of Parliament.



As part of a Science unit on *Living Things*, the children in Kindergarten and Year 1 learned a lot about the lifecycles of various insects. They were able to understand and use some amazing vocabulary such as metamorphosis, camouflage, thorax, abdomen and chrysalis. They investigated the three body parts of an insect and they built some giant insect models which were on display in their classroom.



Later the whole school took part in a visiting program called *Kids Connecting with Nature* where the children had the chance to view an amazing invertebrate collection, models and information displays. They then, worked together in small groups to make a number of Bee Hotel using pieces of timber and bamboo.



We held a Dinosaur Dig (K – Yr 4) where the children picked up their tools and brushes and carefully uncovered some dinosaur bones and fossils. With much excitement they, then, used books and charts to see if they could identify their "finds".

Students from Year 3-6 were involved in the Stories from the River Trail. On the Grose River bank, students played with sand, water and rocks and created sculptures that reflected the story of the river's formation, flooding, and the way rivers move. Students sketched and took notes of their concept and then presented them back to the group. When they arrived back at school they wrote poems and created audio reports of their experiences.

During Term 2 and 3, students explored melting, evaporating, dissolving, reacting and burning. Students' understanding of the factors that influence the rate of change developed through

hands-on activities and student-planned investigations. Students became detectives and were able to identify and explain physical and chemical changes in everyday materials.



We are fortunate to have one of our teachers, skilled in AUSLAN. All of our students (Kindergarten to Year 6) had fun learning AUSLAN through a variety of games, movement activities and song.



Creative and Practical Arts

At the end of Term 1, each child entered a painting in the Hawkesbury Show. Lucas was awarded a Highly Commended in the primary section for his wonderful drawing of *My Favourite Transport*.

We participated in the Musica Viva Program during 2019. Musica Viva is a wonderful resource that provides a music program and a visit from qualified musicians. In Term 2, musicians from Arcadian Winds performed a show called, *The Air I Breathe*. They showed how the human body can harness the power of air and use it to express identity. The musicians conjured up a rainy day in bed, a fairy tale world of wild

imagination, the god of the East Wind, and a steaming locomotive. Students deepened their understanding of woodwind instruments and learned how to master their own breath as a creative, joyful and life affirming force to make music and sound.

In Term 3, we were visited by Musica Viva. This time by a musical group called Zeeko. The blue grass band, Zeeko, brought its catchy vibe to our school. Zeeko is known for its unique blend of musical colours and influences. If the excited faces and enthusiastic audience participation are anything to go by, Zeeko certainly lived up to the expectation on this visit.

In Term 4, a musical group called, *Wyniss*, visited us. From spinning tops to string figures, this wildly entertaining and colourfully costumed ensemble showed how culture and history are passed on through singing, dancing and games. By comparing their own childhood games to those from the Torres Strait, students came to understand the importance of traditions.

As part of our End of Year Concert we performed a whole school musical *Harry Potter the Musical*. 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 relax together and get to know each other. It was a wonderful introduction to our school for new students and their families.



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



During Term 1 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 programs are a unique, hand-on experience for children and a fun and informative way to enrich the messages about making right choices and keeping ourselves safe.

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

During the year, all the children from Years 1-6 participated in some local sporting gala days with other local schools, including a junior (Yr 1 & 2) and junior (Yr 3 & 4) and senior boot camp (5 & 6) and a dodgeball tournament. Our senior children came home with the first-place trophy for the boot camp.

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 took part in gardening activities, which resulted in harvesting and cooking some of our “home-grown” vegetables and eating some healthy fresh foods.



We also received a visit from Hawkesbury City Council's Environmental Education Officer who brought their Waste Resource Program to the school. The children got to learn about worms and to see them close up.



The children took part in the Jump Rope for Heart Program and developed some amazing skipping skills. The program also taught our kids that being active is rewarding and fun and encouraged them to adopt healthy habits for life.

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 2019, all of our Year 3 students (5 children) and all of our Year 5 students (10 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 2019 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	482	444	447	512	446
National	432	423	419	440	408

Literacy & Numeracy – NAPLAN Year 5

Analysis of Year 5 data shows that our Year 5 performance in the 2019 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	530	506	530	506	509
National	506	474	501	499	496

Most improved NAPLAN schools in western Sydney

We were excited to learn at the end of 2019 that our school has been recognised as the most improved school in the Hawkesbury and the second most improved primary school in western Sydney (out of 322 primary schools). Excerpt from The Daily Telegraph 7th December 2019: “The western Sydney schools that have achieved the most improved results in NAPLAN in the last five years have been revealed. . . Western Sydney’s second biggest improvement in Year 5 results over five years was Hawkesbury Independent School in Kurrajong, where scores increased 12.7 per cent”. (compiled from the MySchool website). **These fantastic results confirm the safe learning environment, the evidence-based programs and the successful teaching strategies consistently implemented across our whole school.**

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

During 2019, 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.

2019 Australasian Schools English Competition

Of the 36 children who sat this test, 36% received special awards. One child was awarded a Distinction Certificate and was placed in the top 10%; ten children were awarded Credit Certificates and two children were awarded Merit Certificates.

2019 Australasian Schools Spelling Competition

Of the 35 children who sat this test, 14% received special awards. Four children were awarded Credit Certificates and one child was awarded a Merit Certificate.

2019 Australasian Schools Writing Competition

Of the 14 children who sat this test, 21% received special awards. One child was awarded a Distinction Certificate, placing them in the top 10% of students sitting this test and two children were awarded Merit Certificates.

2019 Australasian Schools Mathematics Competition

Of the 35 children who sat this test, 31% received special awards. Two children were awarded Distinction awards; six children were awarded Credit Certificates and three children were awarded Merit Certificates.

Seven Year 6 children left our school at the end of 2019. Three of the children enrolled in a local public high school (two were placed in the top stream). One child won a place in a selective high school. Three students enrolled in independent schools. They have all settled well 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	4	0.6	0

Attendance and retention rate of staff

At the start of 2019 the number of full-time teachers increased from 3 to 4.

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 was involved in classroom observations where feedback to improve was given. In addition, staff undertook the following professional development activities throughout 2019.

Description of the Professional Learning Activity	Number of Teachers
<i>Literacy Program 4 days</i> Jo-Anne Dooner	4
First Aid Certificate	5
Professional Support for Experienced Teachers AIS NSW	1
Professional Support for Experienced Teachers – Supervisors AIS NSW (2019 applicant)	1
Viewing of Experienced Teacher Digital Portfolios 2020	1
Professional Support for Experienced Teachers – Supervisors AIS NSW (2020 applicant)	1
See-Saw: Online Training	4
Musica Viva resources <i>Air I Breathe</i> : provided information on music activities to prepare the children for visit of <i>Air I Breathe</i> during Term 2	1
Musica Viva resources <i>Zeeko</i> : provided information on music activities to prepare the children for visit of <i>Zeeko</i> during Term 3	1
Musica Viva resources <i>Wyniss</i> : provided information on music activities to prepare the children for visit of <i>Wyniss</i> during Term 4	1
<i>Maths Workshop & Programming</i> ongoing Maths consultancy during 2019 by Tom Fraser	4
<i>Morning Routine – Programming & Implementation (including demonstration)</i> Pat Fraser	4
Renewal by NESA; Renewal of Registration/Accreditation & TAA Approval in 2020	1
Primary Curriculum Requirements for Registration AIS NSW	1
School-based Teacher Accreditation Authority (TAA) approval	1
<i>Registration Requirements for Schools Renewing Registration in 2020</i>	1
<i>Governance</i> Online Training	2
<i>Principal's Briefing</i> AIS	1
<i>Phonics & Reading</i>	4
<i>NCCD Disability On-line Training</i> Australian Government	1
<i>NCCD Disability Training</i> Pat Fraser	4
<i>Educational Modules on-line</i> Training 24/7	4

Student Attendance

Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
97%	95%	93%	89%	95%	93%	96%

In 2019 the average daily student attendance rate for the whole school was 94%. This was similar to the daily attendance in 2018. This attendance was due to bushfires episodes and a number of power outages when the School needed to close. In addition, some families were in bushfire prone zones and moved out of the area during this time.

Management of Non-Attendance

During 2019, 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 2019	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>Full text issued to 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"> • Minor 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 2019-2022

These targets were set as a five-year goal in 2018 and will continue during 2019 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 modified • Additional reading resources 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 2020</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 Eureka reading program has been completed for Levels 0, 1, 2 3 and 4. 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 2020</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 • ICT resources were audited to determine reliability and consistency of programs to all computers on the network • Training teachers in the use of Interactive Whiteboards and IWB software to enhance teaching and learning in the classroom • The NBN was installed in 2018 • 38 x new computers to replace older model computers in 2017. These were set up for the start of the 2018 school year • Additional teacher computers were replaced in 2019 <p><i>Achievement of Target 3 is ongoing and will continue into 2020 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"> • Staff undertook professional learning opportunities with Literacy Consultant • English Scope & sequence charts were developed with assistance of an external mentor • Effective whole school programs were developed with assistance from an external mentor in 2017 who coached the staff throughout 2018 and 2019 • Consistent assessment and reporting practices were introduced across the school <p><i>Achievement of Target 4 is ongoing and will continue into 2020 and beyond.</i></p>
<p>Target 5</p> <p>To improve the outcomes of all students in Mathematics</p>	<ul style="list-style-type: none"> • Staff undertook professional learning opportunities with external Maths Consultant • Mathematics Scope & sequence charts were developed • Effective whole school programs were introduced <p><i>Achievement of Target 5 is ongoing and will continue into 2020 and beyond</i></p>

School-determined targets for 2019 - 2022

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 2019, 2020, 2021 and into 2022.

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 2019 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:

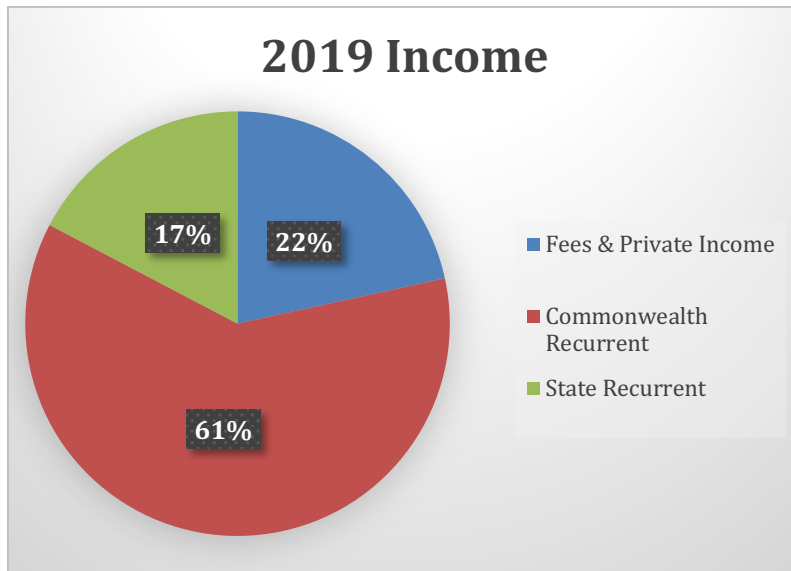
- The range of educational experiences provided (including excursions and incursions)
- The different teaching strategies used by the teachers to make the lessons stimulating and enjoyable
- The learning materials and resources available to the students
- The actions taken by teachers to manage student 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 2019 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

