

# Hawkesbury Independent School



## Annual Report 2022

# 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. 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 2022, the School Management Committee had 13 members and met on eight occasions during the year. Some meetings were held at school face-to-face, and some meetings were via Microsoft Teams.

The School Management Committee was involved in a number of matters:

- I. A Governance Sub-committee was formed to review the role of the Management Committee to ensure that the Committee is meeting its obligations and following appropriate processes in its deliberations and decision-making. One outcome of this has been the development of a Governance Manual to provide to all Committee Members each year.
- II. A Building Sub-Committee was formed to work on the planning and construction of the capital project which had been delayed due to COVID and the floods. This is an ongoing project that is expected to come to fruition during 2023.
- III. The School entered into a capital funding agreement with the Commonwealth Government for a grant of \$185,656 which was part of the *Black Summer Bushfire Grants Program*. The funding will allow the School to become more fire resistant. The grant will allow the School to install two large capacity water tanks (as we do not have access to mains water), a roof top sprinkler system to reduce the risk of ember attack and a dedicated solar and battery system which would run access to the water supply including in times of emergency (when mains power is interrupted).
- IV. In August 2022, we applied for two *WestInvest Grants*. One grant included the improvement of the staff carpark, car access to the school, improved landscaping and playground space. The second application included the installation of new ICT infrastructure, including new iPads and computers and improvements to the existing buildings. Unfortunately, we were unsuccessful on both occasions.
- V. The downstairs area was converted into a fifth classroom and a new separate Library.

2022 began with COVID restrictions including the testing of children and teachers (for the first signs of symptoms) and parents not being allowed on site. You will recall that by the time the restrictions had eased we were inundated with floods. The bridges across the Hawkesbury River at North Richmond and Windsor were closed. We had children and teachers unable to get across to school on a number of occasions. Our newly converted downstairs area was flooded, and we had to borrow lots of fans from our families to dry out the area.

COVID hit our community hard in the latter part of the year causing lots of absences from school of both students and teachers. It was definitely a year to remember, in more ways than one.

While 2022 had its challenges, it has been successful in large part due to the dedication of the Principal and teachers who have made it their priority to be flexible and to put the students' needs and learning first.

As we reflect on the year's achievements, we feel very proud of what our school community has accomplished. The School 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 2022 as well as some recommendations for our work in 2023 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 2022 was 73 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. 5% of our student population have aboriginal heritage.





# Highlights of 2022

## Value added information

The school ran a number of interesting and varied programs throughout 2022 to support and engage students.

### English

For the eighteenth 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. Seven of our students received gold awards. 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 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 2022 was: *In My Opinion*

We joined in *National Simultaneous Story Time* where children across the country logged in to share a chosen Australian children's book together. This year's book was *Family Tree* by Josh Pyke.

As part of our English work on reading and writing procedures, the children in Years 1 and 2, wrote up a procedure on how to make Damper. The

next day they followed their recipes and created some delicious damper. Yummy!



As part of the English work on Persuasive writing, in addition to writing persuasive arguments the children in years 3,4,5 and 6 created their own TV and radio advertisements.

After studying the book, *The Imagineer*, our students were treated to a live performance by Tony Bones from "Books to Life" company. Tony brought the book, from the Children's Book of the Year shortlist, to life with his puppet, Penny. He sang and presented a creative and engaging performance that had our students completely enthralled.



### Maths

During 2022 all the 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.

With the assistance of, Tom Fraser, (our instructional coach and mentor) we continued the integration of hands-on materials to build better understanding of Maths concepts.

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.



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

It has been great to get back into our Kitchen Garden and plant and watch new vegetables grow. The children enjoyed eating the produce, including snow peas and carrots.

As part of a unit of work on the environment, Years 3/4 created some experiments to investigate the effects of water erosion,

As part of a History unit, our senior students navigated their way to Sydney on public transport. They visited the Australian Museum where they discovered extraordinary exhibitions on display. Then onto NSW Parliament House where they toured the Legislative Assembly and Legislative Council Chambers and had the opportunity to ask lots of questions about parliament and government. They had fun taking part in a role play where they had the chance to become the Premier, a Minister or Member of Parliament while debating an important issue. They also had the opportunity to meet Mary Lou McDonald, the Irish Republic's opposition leader, who happened to be visiting Sydney at the time. Then, onto a ferry and a bus to Taronga Zoo, where they stayed overnight.



What a unique experience our senior students had when they slept over at Taronga Zoo in Sydney. They got to know the animals of the Zoo as they had never known them before. They learned their stories, their secrets and the adaptations that allow them to survive. They had the opportunity for a close encounter with some iconic Australian animals, including sleeping close to some Australian reptiles and sharing their heat lamps on a very cold July night. (A few weeks later some lions escaped from their enclosure).



### ***Creative and Practical Arts***

We entered paintings in the **Hawkesbury Show**. The theme was Farm crops. Two of our students received major awards - one won 1st place in Years 3/4 age group, and another won 3rd place in 3/4 age group. In addition, four children won Highly Commended awards. This was a great achievement for the children from our little school.

All of the children enjoyed two different Musica Viva programs during the year. We have professional musicians from this program visit each year and it is always very well received. This year we had:

Music In My Suitcase – This performance by the group Mara! recognised that Australians come from many different places. Children participated in the singing and dancing of multi-cultural Australia and shared their own languages. It was a wonderful experience!



Timmy and the Breakfast Band - Three brilliant musicians used an array of instruments such as the mandolin, musical saw, drums, banjo, cello and even acrobatics in this highly engaging performance. Students discovered how music can influence their own actions, thoughts and emotions through this energetic and unusual pairing of music-making and circus.

Presentation Night was held in the Richmond High School auditorium. This venue was large enough to accommodate all our extended families. The school musical was based on the play Little Red Rocking Hood.



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

We were excited about holding our first Sport's Carnival after several years. We had missed many opportunities over the last couple of years to share experiences with the school community. Children, teachers and parents reported that they had a great day. The activities/races involving children and parents were a particular treat.



All children from K-6 took part in an eight-day intensive swimming program.

All students from K-6 participated in the Life Education Program (with Healthy Harrold). They learned about topics including: food and nutrition, personal safety and drug and alcohol education. The programs are a unique, hands-on experience and a fun and informative way to reinforce the messages about making right choices and keeping ourselves safe.



Our older children took part in a Sex Education Program where they learned about changes to their bodies and emotions as they grow up.

Police Youth Liaison Officer presented a program for our children - on staying safe on-line

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

Tom Fraser presented a number of information sessions for parents on Keeping Children Safe on their Devices. The feedback regarding these sessions was very positive. Tom included information about the how parents can regulate their children's use of tablets, ipads and phones, the principles of "screentime" and addressing issues related to social media.

After a break forced on us by COVID, it was terrific to hold a Family Games Night in Term 3. The night was a great combination of quizzes, challenges and dancing involving everyone. It was great to have our parents on board again.



### ***Japanese Language***

The study of Japanese continued for all children K-6 during 2022 under the direction of Matthew.

### ***Open Day***

In June we held our Open Day and Book Fair. During this day children enjoyed showing off their classrooms and their learning to their mums and dads and other family members. Each of our classrooms was open so that parents and interested members of the community could look at displays of the children's work and talk to teachers about our school. As a result of the Book Fair, we received about \$500 worth of donated books and an additional \$631 worth of books from the commissions earned. A number of new parents completed application forms regarding future enrolment for their children.

# 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 2022, our Year 3 students (8 children) and our Year 5 students (11 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 2022 NAPLAN overall was lower than normal for our school. While our school took on some new students who were struggling academically, 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	403	398	381	427	412
National	438	422	418	433	400

### Literacy & Numeracy – NAPLAN Year 5

Analysis of Year 5 data shows that our Year 5 performance in the 2022 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 5	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
School	543	530	533	571	519
National	510	484	505	499	488



Seven Year 6 children left our school at the end of 2022. One child won a place in a selective high school, one child won a place in the gifted and talent stream at a local high school, one child won a place in the agricultural stream at a local high school, two children went to the local public high school and two children enrolled in a local private school. They have all settled into their respective high schools well.



## Details of all teaching staff

### Teacher accreditation

Level of Accreditation	Number of Teachers
Conditional	0
Provisional	2
Proficient Teacher	4

### 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	6
(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 school staff 2022

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Full-time Equivalent	6	0.6	0

## Professional Learning

All staff participated in professional learning sessions conducted by Coachedu during whole school development days to increase staff understanding of effective use of manipulatives in the Maths classrooms, structuring a Maths lesson and planning and programming Maths. In addition, Coachedu conducted training in English including Morning Routine, Spelling, Phonics and Reading. All the teaching staff participated in 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 2022.

Description of the Professional Learning Activity	Number of Teachers
<i>Senior First Aid Training</i> by Pulse First Aid Training	7
<i>Maths Workshop &amp; Programming</i> ongoing Maths consultancy during 2022 by educational coach and mentor Coachedu	6
Indigenous Education in the Classroom	5
<i>NCCD Disability On-line Training</i> Australian Government	2
<i>NCCD Disability Training</i> by Pat Fraser	5
<i>Educational Modules on-line</i> by Training 24/7. This involved several independently chosen English modules.	5
<i>Observing modelled lessons for Mathematics and Literacy</i> by Coachedu Teachers had the opportunity to observe Maths and English coach and mentor, teaching their own classes	5
<i>Programming English with Jo-Anne Dooner</i> from GRR	6
<i>Programming with Tom Fraser</i> from Coachedu	5
<i>Governance Online Training</i> by NSW AIS (Management Committee Members)	13
<i>Policies and Procedures in Schools</i>	5



## Student Attendance

Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
91%	85%	89%	89%	90%	87%	83%

In 2022 the average daily student attendance rate for the whole school was 88%. This was much less than the attendance rate in 2021. This lower attendance was due to flooding which occurred 3 times throughout the year and blocked access to some families who lived east of the Hawkesbury River and could not get to school. In addition, COVID-19 hit our school hard especially during Terms 3 and 4.

## Management of Non-Attendance

During 2022, 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/carers expressing concern at student absences
4	If there is no response and/or the situation does not improve, the Principal contacts the parent/carers
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/caregiver
  - 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)
- 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 2022	Access to full text
<b>Student Welfare</b> The school seeks to provide a safe & supportive environment to support the mental, physical and emotional well-being of students through programs that: <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>	Full text issued to staff (Staff Handbook)  Parents may request copy by contacting the school office  Communicated to staff annually at full staff meeting
<b>Anti-bullying</b> The school policy provides processes for responding and managing allegations of bullying including the contact information for the local police School Liaison and Youth Liaison Officer.	<ul style="list-style-type: none"> <li>• Minor changes</li> </ul>	Full text issued to staff (Staff Handbook)  Parents may request a copy by contacting the school office  Communicated to staff annually at full staff meeting in Term1
<b>Discipline</b> 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.  All behaviour management actions are based on procedural fairness.	<ul style="list-style-type: none"> <li>• Minor changes</li> </ul>	Full text issued to staff (Staff Handbook)  Parents may request a copy by contacting the school office  Communicated to staff annually at full staff meeting in Term 1
<b>Complaints and grievances resolution</b> 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.	<ul style="list-style-type: none"> <li>• Minor changes</li> </ul>	Full text issued to staff (Staff Handbook)  Parents may request a copy by contacting the school office  Communicated to staff annually at full staff meeting

# Achievement of targeted priorities for 2020-2025

These targets were set as a six-year goal in 2020 and will continue during 2023 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 modified</li> <li>Additional reading resources were purchased</li> <li>Additional reading resources <i>Get Reading Right</i> to support phonics programs for all stages were purchased and prepared for student usage</li> <li>Whole class and individual charts were revised and reprinted</li> <li>Sound files were produced to support the program</li> </ul> <p><i>Achievement of Target 1 is ongoing and will continue into 2023</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 Eureka reading program has been completed for Levels 0, 1, 2 3 and 4. 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 2023</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>The NBN was installed in 2018</li> <li>38 x new computers to replace older model computers in 2017. These were set up for the start of the 2018 school year</li> <li>Additional teacher computers were replaced in 2022</li> </ul> <p><i>Achievement of Target 3 is ongoing and will continue into 2023 with additional teacher training</i></p>

<p><b>Target 4</b></p> <p><b>To improve the outcomes of all students in English</b></p>	<ul style="list-style-type: none"> <li>• Staff undertook professional learning opportunities with Literacy Consultant</li> <li>• English Scope &amp; sequence charts were developed with assistance of an external mentor</li> <li>• Effective whole school programs were developed with assistance from an external mentor who coached the staff throughout 2022</li> <li>• Consistent assessment and reporting practices were introduced across the school</li> </ul> <p><i>Achievement of Target 4 is ongoing and will continue into 2023 and beyond.</i></p>
<p><b>Target 5</b></p> <p><b>To improve the outcomes of all students in Mathematics</b></p>	<ul style="list-style-type: none"> <li>• Staff undertook professional learning opportunities with an external Maths Consultant</li> <li>• Mathematics Scope &amp; sequence charts were developed</li> <li>• Effective whole school programs were introduced, including the introduction of Learning Modules</li> <li>• Purchase of Mathematics equipment</li> </ul> <p><i>Achievement of Target 5 is ongoing and will continue into 2023 and beyond</i></p>
<p><b>Target 6</b></p> <p><b>To create consistent programming across the school implementing backward design principles</b></p>	<ul style="list-style-type: none"> <li>• Staff undertook professional learning opportunities with an external consultant in order to understand how to program using backward design</li> <li>• Scope &amp; sequence charts were and are being developed</li> <li>• Effective whole school programs were introduced, including the introduction of Learning Modules</li> <li>• <i>Achievement of Target 6 is ongoing and will continue into 2023 and beyond</i></li> </ul>

## School-determined targets for 2022 - 2025

As a small school with 6 members of staff, targets need to be set over a number of years. The targets determined will be built upon and will continue through 2023 to 2025.





## **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 and respectfully.

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 enables 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.

Surveys were conducted during the 2022 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:

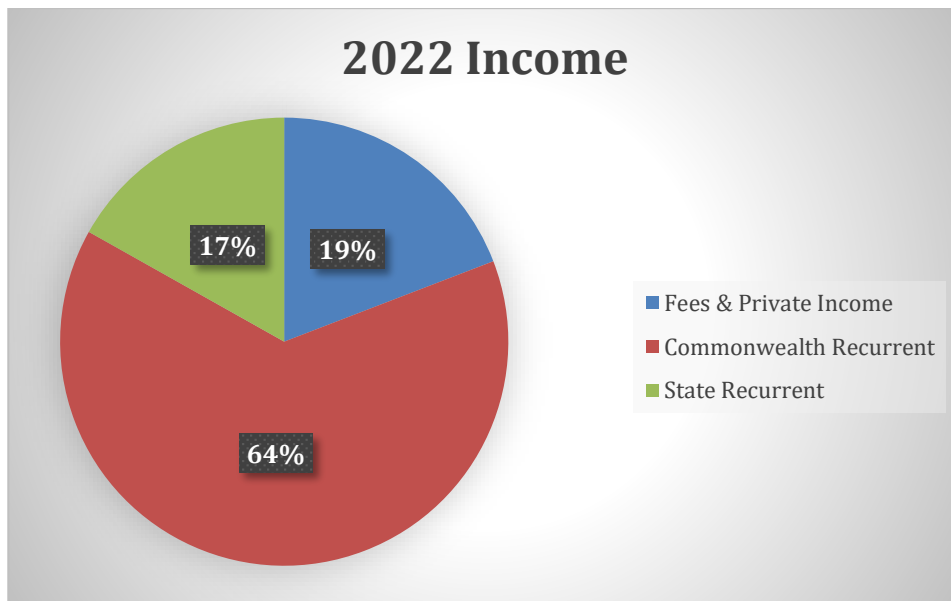
- The range of educational experiences provided
- The different teaching strategies used by the teachers to make the lessons stimulating and enjoyable
- The learning materials and resources available to the students
- The actions taken by teachers to manage student behaviour in class and out of class
- 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 2022 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

