

Kelso Public School

Annual Report



2016



2275

Introduction

The Annual Report for **2016** is provided to the community of **Kelso Public School** as an account of the school's operations and achievements throughout the year.

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

Lance Cooper

Principal

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School background

School vision statement

Kelso Public School provides opportunities that allows students to attain excellence through inclusive education and personalised learning. We value collaborative partnerships with the community fostering a socially cohesive school environment.

School context

Kelso Public School has a diverse population and a strong collaborative partnership with school and community.

Kelso Public School has a holistic approach to improving the educational outcomes of all its students.

The school draws students from a broad spectrum of the community, 74% of children come from the lowest 25% of the socio economic community and a significant public housing sector. 8% children come from a Non English speaking background and 35% are Aboriginal.

The school is of a modern open design staffed with teachers ranging from in their first year of teaching to highly experienced teachers established in their careers. The school runs 10 mainstream classes, an early intervention setting and 5 additional support classes catering for children right across the Bathurst community.

The school receives significant additional funding under the Resource Allocation Model is supported under the Early Action For Success program and has been part of Next Steps initiatives and National Partnerships Literacy and Numeracy.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

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

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

In the **Domain of Learning** our focus was in the elements of **Assessment and Reporting** and **Student Performance Measures**.

In **Assessment and Reporting** we developed a consistent set of assessment tools particularly in Literacy and Numeracy to assess, monitor, analyse and track student progress. Assessment for, of and as learning has provided clear baseline and progression data against the clusters within each continuum. Teachers now use quality assessment not only to track student progress but also to inform their own teaching practice. Students also are using the increased knowledge of their learning to establish personal goals and develop greater self-direction. As a result, Student reporting contains detailed information about student achievement as well as areas identified for growth.

In the element of **Student Performance Measures**, we are developing the skill to use student a wide range of performance data sets to establish priorities for teaching priorities as well as school wide improvement priorities.. Our learning through **Early Action For Success** is resulting in greater consistency in assessment judgements and greater frequency in assessment of student learning to inform teaching practice. As a result our PLAN data demonstrates greater student growth in both Literacy and Numeracy and this positive trend is being maintained through years 3 to 6 with NAPLAN trends on an upward trajectory over the last 3 years.

In the **Domain of Teaching** our focus was on the elements of **Data skills and Use** and **Effective Classroom Practice**.

In **Data skills and Use** we developed a framework of consistently performed and systematically implemented assessment instruments to ensure consistent teacher judgement and provide effective monitoring tools to identify student progress and clearly identify areas for specific focus in the teaching and learning cycle. These focus areas

became priority in ensuring children were learning at their point of need and able to move on to the next focus area without gaps in their learning.

In the element of **Effective Classroom Practice** our learning has been around the best practice how to use student data to review the performance of students and work toward and beyond a minimum of one years teaching for one years learning. This has well placed staff to have open and age appropriate conversations with students around their own learning and empower students with the ability and knowledge of what they must demonstrate next to progress in their own achievement.

In the **Domain of Leading our focus** was on the elements of **Leadership** and School **Resources**..

In the element of **Leadership** we have invested significant time into developing existing leaders capacity to understand the various forms of leadership with a focus on distributive and instructional leadership. The executive team are moving from a model of management to one of powerful learning where distributive leadership permits a wider sharing of responsibility and grows achievement across the whole school and not focused around small clusters.

In **Resources** leaders have developed and framed processes to develop and build the capacity of staff to provide high quality delivery of curriculum and learning to students. Within the framework leaders have the capacity to ensure that not only learning be of a high quality and meet targets that also teaching is meeting high expectations and raising the bar by explicit raising of expectation. Leaders have been actively involved in the training, development, monitoring and implementation of strong negotiated professional development plans aligned to both the school management plan and teachers personally identified professional development needs. The process involves regular reviews, observations and professional discussions providing developmental feedback.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Enhancing strong, quality and effective partnerships.

Purpose

To improve shared ownership and decisions for our local school and community members with a vision of improved student learning.

Overall summary of progress

We have been improving shared ownership and decision making in consultation with the wider school community working together in meeting the expectations and needs of students. As a result we are creating a shared vision and demonstrating the benefits of collaboration toward achieving improved student learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Parent partnerships and collaboration.</p> <p>All PLPs and IEPs are developed and reviewed inclusive of parent consultation and feedback. As a result the PLP and IEP plans better support student growth in learning.</p> <p>Annual Parent TTFM survey results demonstrates a significant increase in positive feedback and connection to school.</p> <p>There is a 50% decrease in 'yellow card' entries on sentral demonstrating higher levels of student engagement in class learning.</p> <p>With the exception of students identified for ongoing specific intervention, student attendance is at or above State average in all grades.</p>	<p>Our participation rate of parent consultation in PLP and IEP was 83% in 2016. We have established processes to further improve this and there is now a school culture that values this and actively encourages and pursues parent involvement.</p> <p>The TTFM (Tell Them From Me) survey from parents continues to have very small response size. We will look to find ways to increase the response rate in 2017.</p> <p>Through PBL, our student behaviour management processes are resulting in a decrease in 'yellow card' reports on Sentral.. Parent inclusion in the development of PBL as well as frequent workshops and communication of PBL philosophy is demonstrating great results. Our Yellow card incidents dropped 34% in 2016 compared to data from 2015.</p> <p>Our overall attendance 2016 was 92.8%. This is 1.2% below State average and 0.3% below our average of 2015. However when we remove a small percentage of repeat attendance concerns that are undergoing significant individualised support, our overall attendance results achieve the State average.</p>	<p>Specific funding from Aboriginal and low level disability funds enabled staff release to plan, implement and review individualised learning plans in conjunction with LaST, AEO and LST personnel.</p> <p>The funding of a Community Liaison Officer (CLO) supports the continued focus on deep community consultation. This position is funded predominantly from Low Socio Economic funding allocation.</p> <p>The resourcing of PBL is significant with signage, awards, badges and special celebrations funded from the Low Socio Economic funding entitlement.</p> <p>Our CLO position supports our focus on regular attendance.</p>
<p>Bathurst school alliance</p> <p>Teacher feedback and assessment of student learning demonstrates deep knowledge and understanding of syllabus requirements.</p> <p>Program reviews and classroom observation demonstrate teacher self assessment and reflection of the quality of their teaching.</p>	<p>Through joint School development Days and afternoon workshops all staff across the school and local principals network have been trained by local expert teachers who have facilitated professional discourse around syllabus implementation. Facilitators have developed a clear and thorough understanding of what is required to effectively transfer syllabus into quality teaching. As a result teachers are able to plan and deliver sequential and systematic teaching programs.</p> <p>Implemented via a scaffolded mentor and coaching</p>	<p>Funding from the schools professional learning funds have facilitated the release of classroom teachers and local experts to design, deliver and participate in this initiative.</p> <p>The employment of teaching staff to allow staff time together has been funded via the low socio economic funding.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Bathurst school alliance Teacher feedback and assessment of student learning demonstrates deep knowledge and understanding of syllabus requirements. Program reviews and classroom observation demonstrate teacher self assessment and reflection of the quality of their teaching.	model lead by senior staff teachers have actively engaged in collegial dialogue to discuss current teaching practice and how to continue to excel in new pedagogical processes. This has resulted in 10% or less of students in the early years achieving below expected outcomes.	
Partnerships with government and non-government agencies All complex need and/or at risk students engage in school life with appropriate support enabling achievement of learning and wellbeing goals.	Frequent consultation with local agencies and discussion around complex case management with all stakeholders present has allowed for a complete picture of student circumstances and needs to be developed. As a result comprehensive plans around academic success, behaviour management and welfare based concerns map out individual student need allowing for greater engagement, attendance and development.	Teachers and support staff have been released to meet and share student needs with funding for staffing costs coming from Low level adjustment disability funds.

Next Steps

Parent partnerships and collaboration.

To further lead in community consultation with a strong and informed P&C and AECG partnership.

Find new and better ways to survey parents as part of consultation processes leading to the development of the 2018 to 2020 planning cycle.

To grow the Jnr AECG with a focus on developing student leadership, a sense of belonging and communication of Aboriginal culture.

Continue to promote Parent participation in school events to demonstrate parent willingness and sense of being welcome to share in and celebrate student achievements.

Further develop PLP and IEP format in relation to the trial 8 Ways template and review inclusion of parent/guardian input and feedback.

Embed staff training to continue to improve awareness of Aboriginal culture with empathy, understanding and trust demonstrated through increased levels of communication and parent inclusion in the life and learning of their child at school.

Implement parent/teacher communication protocols that are aligned to PBL principles and more uniformly promote key messages, expectations and procedures to the parent community.

Strengthen syllabus implementation supported with shared development of Scope and Sequence documents, units of work, assessment schedules and teacher training in syllabus documents.

Bathurst school alliance

Continue to strengthen the teaching staff capacity to demonstrate a sound knowledge of syllabus with class programs developed to support students to achieve outcomes in all key learning areas

Enhance effective practices in planning, delivering and evaluating teaching and learning through consistent knowledge and judgement of syllabus across KLAs.

Foster strong transferrable skills in instructional leadership leading to the building of staff capacity and student growth

Map out and define milestones for shared and distributed leadership across the alliance of schools ensuring a consistent

and high delivery of new syllabus

Partnerships with government and non-government agencies

Define and map out the processes of a high functioning LST ensuring explicit case management of complex need and at risk students that coordinates inter-agency collaboration with the focus on best support for student needs.

Refine and adjust well developed transition activities ensuring students learning and wellbeing continues to grow being supported from Preschool to high school

Strategic Direction 2

Focusing on achieving Excellence in all we do.

Purpose

To develop processes and practices that are reflective and evaluative. Ensuring that these are sustainable and relevant to all stakeholders as well as providing the best opportunities to prepare for the current and future directions.

Overall summary of progress

Substantial progress has been made in developing processes and practices that are reflective and evaluative. Ensuring that these are sustainable and relevant to all stakeholders as well as providing the best opportunities to prepare for the current and future directions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Focus on literacy and Numeracy</p> <p>K–2 EAfS demonstrates student growth on the L&N continuums equal to or better than similar school groups.</p> <p>NAPLAN results demonstrate student growth in Literacy and Numeracy between Yr 3 (2015) and Yr 5 (2017) equal to or better than similar school groups.</p> <p>A continued upward trend in NAPLAN results Literacy and Numeracy that established the school at or above SSG achievements.</p>	<p>State data from the EAfS program indicates that at this point in time students from Kelso PS are achieving results indicating they are performing within the top 3 to 5 schools of our similar school group. this data is evident for reading and writing. For numeracy our students fall in the top 25% of similar schools for the achievement.</p> <p>Current NAPLAN data indicates our students growth from years 3 to 5 is at this point in time 10 points above that of similar school groups for numeracy, indicating we are on track to achieve and possibly exceed the expected target at the end of 2017. Growth for reading is currently 12 points below similar school groups and has been identified as a next steps focus. There is currently no data for writing.</p> <p>NAPLAN trend data for year 3 indicates a steady upward trend for numeracy closing the gap to similar school groups. Data for reading and writing has take a sharp upward trend in the last 3 years and now exceeds the performance of students at similar schools. Trend data for year 5 students shows a steady increase in reading and a more pronounced improvement in writing and numeracy. All 3 targets are yet to meet our similar school group.</p>	<p>Funds have been expended on staff training, collegial planning, analysis and evaluation of pedagogy. time has also been spent mentoring and coaching around assessment and data usage. Funding has come from the EAfS initiative and totalled almost \$190 000</p> <p>Instructional leader and interventionist teachers have supported staff across the 3–6 years and the funds have been sourced from the low socio economic resource allocation model.</p> <p>Release of staff to participate in data analysis and planning time has come from low level adjustments and low socio economic funding. Resources to support 3–6 teaching have come from the same source.</p>
<p>Excellence in Staff Performance and Development</p> <p>Classroom programs provide evidence that school system processes are embedded in their day to day teaching.</p> <p>Student engagement in classroom learning has increased as a result of refined and improved pedagogical practices evidenced in a 50% reduction in student 'yellow card' entries on</p>	<p>Staff have engaged in school development days and afternoon workshops for numeracy and literacy developing and programming in unique and specific programming styles to address both curriculum and student focussed needs. Wagga operational staff have provided on going training throughout the year delivering quality teaching practices through the widely respected 8 ways framework.</p> <p>Significant work has been done with the PBL, parents and the PBL coach team to refine school processes and expectations for in class, movement areas and playground locations to explicitly teach to students consistently across the school. the</p>	<p>Staff involvement in training, course fees and trainer costs have all been met from funding sourced as Aboriginal background or low socio economic.</p> <p>Resources to support resilience, anti bullying and proactive mentor programs such as Peer Support have supported teachers bag of classroom tools. training and PBL awards have all</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Sentral.	assistance of the Assistant Principal Learning and Support through face to face and online training has grown the skills of management and refocussed school processes.. There has been a significant reduction in the numbers of students on yellow level however the total number has remained steady.	been funded from Resource allocation funds.

Next Steps

Focus on Literacy and Numeracy

Embed pedagogical practices taught across stages to deliver consistent learning experiences that demonstrate differentiated teaching and learning support to achieve individual student growth.

Ensure the Literacy and numeracy continuums are used consistently to measure and track student achievement K–6.

Excellence in Staff Performance and Development

Deepen the school leadership teams capacity to demonstrate instructional leadership, promoting and modelling effective evidence based practice.

Strengthen processes for the school leadership team to monitor, review and evaluate staff performance.

Continue to support and guide all staff to develop and review Personal Development Plans, implementing new learning and achieving goals that align to identified areas within the school plan as well as personal development..

Strategic Direction 3

Ensuring planned and negotiated personalised learning.

Purpose

To provide evidence-based equitable learning environments which will ensure quality education for all students.

Overall summary of progress

Teachers and support staff have been trained in evidence-based practices to inform them in how to best design and deliver equitable learning environments which will ensure quality education for all students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Data collection and analysis The school demonstrates high level data analysis with tracking tools for student achievement in literacy and numeracy and student engagement and wellbeing. As a result the school can tailor learning and be responsive to emerging learning and wellbeing needs.	Teachers have increased their knowledge and proficiency of data analysis via weekly instruction, mentoring and coaching in a collegial environment. Staff are more consistent in entering regular data and using the tools such as PLAN to track, monitor and review student progress.. Staff have also actively delivered programs such as Friends for life and skills learnt from Trauma training to address areas of the wellbeing framework.. As a result of students engagement data from EAFS and NAPLAN show a steady improvement in achieved outcomes for students.	Presenters from Area Health, operational staff and external providers have facilitated training. Staff were also released as part of ongoing instructional leadership and provided support. these costs have been met from professional learning funds and other programs already funded under low socio economic.

Next Steps

Data collection and analysis

Provide ongoing support for teachers who are skilled in the collection and analysis of student learning and well being data to use this as a baseline from which to tailor individualised teaching and well being support.

Timetable and support structures for teachers to use student achievement to reflect upon and modify their teaching approach in order to improve student engagement and achievement in learning.

Facilitate ongoing support and time for Teachers to demonstrate high expectations for student achievement and collaborate to ensure the best possible teaching strategies are employed in each class.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Temporary School Learning and Support officers were employed to support students with a need to feel culturally safe and enter school in the early years with a smooth and successful transition from prior to school experiences to a school environment full time.</p> <p>A part time identified Aboriginal Support staff member was employed to be an Aboriginal Community Liaison (CLO) supporting families and students resulting strong attendance and academic success.</p> <p>Funding for activities including the school Dance Troup, NAIDOC Week, programming resources connected to 8 Ways teaching framework, reconciliation week and equipment for traditional Indigenous games supported ongoing school programs.</p> <p>A junior Aboriginal Education Consultative Group (AECG) were supported to embed their establishment from late 2015. This required resourcing, staffing and travel.</p>	<p>Staffing costs \$48 356.27 and resources and other areas totalled \$11618.29.</p> <p>Total expenditure \$59974.56</p> <p>Additional funding through Low Socio economic and Low level adjustment for disability funding was also used to compliment these initiatives. Please see the below areas for more information.</p>
English language proficiency	A teacher was employed , in conjunction with staffing for low socio economic funding, to work part time and design programs to support students meeting the criteria for English as Language dialect. The teacher supported staff in the programs deliver and monitored student progress to frequently update the program adjustments.	Staffing cost \$1995.96
Low level adjustment for disability	Buy in for an interventionist teacher to provided targeted and strategic implementation of small group instruction for students of similar need focussing of outcome improvement for literacy and numeracy. this position is working across the years 3–6 group supporting the instructional leader role.	Teacher staffing cost \$55935
Quality Teaching, Successful Students (QTSS)	Additional release provide for staff supervision to support staff and gathering sources of evidence to support accreditation, providing feedback on teaching practice and assessment strategies and development of scaffolded Professional Development Plans (PDP's)	Teaching staff cost \$10859.54
Socio–economic background	<p>Additional staffing provided to establish an above establishment class to assist in explicit and direct teaching of students in a smaller class setting resulting in improved outcomes.</p> <p>Speech pathologist engaged from NSW Area Health to assess and plan individualised plans for students experience speech and language difficulties. Additional release for staff to having a transfer of information and training in program delivery.</p> <p>Temporary appointment of an SLSO position to support a one to one delivery of individualised speech programs. and SLSO</p>	<p>Speech Therapist \$17600</p> <p>Staffing costs \$345361.56</p> <p>Total expenditure \$362961.56</p>

Socio-economic background	<p>Aboriginal CLO funding provided to support additional requirements shortfall in Aboriginal background loading.</p> <p>Establishment of an Instructional Leader Position years 3–6 to compliment and sustain growth made under the Early Action for success initiative. this position follows the same structure as the EAfS position.</p>	<p>Speech Therapist \$17600</p> <p>Staffing costs \$345361.56</p> <p>Total expenditure \$362961.56</p>
Support for beginning teachers	<p>Staff were provide the opportunity to attend a beginning teachers conference to support them at the beginning of their careers.</p> <p>Additional release time from classrooms was provided to plan, program, conduct professional reading and be mentored by a senior teacher of their choosing.</p> <p>Time was also provided to be supported by an instructional leader to analyse student data.</p>	<p>Casual staff employed to release teachers and mentors to work together on a weekly basis. Total expenditure \$80 762</p>
Early Action for Success	<p>A teacher with strong skills in supporting individualised learning strategies was employed to deliver targeted intervention to identified students parallel to strong researched based classroom deliver by the class teacher.</p> <p>Targeted resources for reading writing and spelling including specific hands on materials were purchased to compliment the classroom teacher and the intervention teacher in delivery of their programs.</p> <p>Five School Learning Support officers were employed to assist in the delivery of teacher designed small group activities requiring direct delivery to enhance and strengthen whole class programs</p> <p>Teachers have been provided with additional release time to meet on a regular basis with the instructional leader to analysis data, refine teaching practice, train in targeted teaching strategies and reflect on their practices.</p>	<p>The total expenditure on staffing and physical resources totals \$189969.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	133	130	141	134
Girls	127	121	133	123

Student attendance profile

School				
Year	2013	2014	2015	2016
K	91.8	94.8	94.4	94
1	91.2	93.2	93.8	92.3
2	90.3	93.5	93.3	93.6
3	91.6	93	94.6	93
4	93.3	91.9	89.4	94
5	93.8	94.9	93.4	90
6	93.2	93.8	93.1	92.7
All Years	92.2	93.7	93.1	92.8
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Weekly meetings are conducted between the principal, community liaison officer and the Home School Liaison Officer to review and monitor all students attendance. Students identified at risk are supported with a range of supports including phone calls at various levels conducted by the CLO, classroom teacher, executive staff or principal, face to face meetings, personalised attendance plans, referrals for followup by the HSLO and under certain circumstances court action for persistent and unresolved concerns.

The school runs a series of rewards and incentives for students to encourage attendance ranging from certificates for individuals, class trophies, prizes to be 'bought' by students who earn attendance points and

progress on the school PBL framework.

Attendance has continued to steadily improve moving closer to achieving state averages. A significant achievement has been the closing of the gap between Aboriginal student absence compared to that of non Aboriginal students.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Classroom Teacher(s)	14.47
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	1.8
Teacher Librarian	0.6
School Counsellor	1
School Administration & Support Staff	10.12
Other Positions	2.42

*Full Time Equivalent

Throughout the 2016 school year 11 staff identified as being Aboriginal filling both permanent and temporary full time positions across a wide variety of settings within the school.

Of the 11 Aboriginal members 4 staff are teaching staff and the other 7 staff fit the category of support staff in various areas of the school. 2 staff are men and the remaining 9 are women. Across the composition of positions are staff who are early career members and a balance of staff with considerable experience.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	98
Postgraduate degree	2

Professional learning and teacher accreditation

Our professional learning funds along with funds allocated from the RAM (Recourse allocation) supported teacher and non teaching professional learning in line with staff individual goals and whole school improvement goals. Teaching staff identified their priorities for improvement through the PDP (Personal Development Plan) process in accordance with the Performance and Development Framework. Teaching staff identified 3 goals on average for support and it was agreed that 2 of these aligned to specific whole school improvement.

In total \$28648 was expended for teacher professional Learning with an additional \$80762 expended to specifically support beginning teachers.

Six beginning teachers received weekly additional classroom release and support through coaching from a senior teacher.. Three of these achieved accreditation at proficient with the expectation that the remaining three will achieve proficiency level in 2017. The remaining teachers are pre-2004 teachers and are deepening their understanding of the accreditation and maintenance processes. There are currently no teachers working toward accreditation beyond proficient.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to <insert date> and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	343 875.04
Global funds	333 236.98
Tied funds	860 681.88
School & community sources	49 598.04
Interest	8 966.25
Trust receipts	3 366.42
Canteen	0.00
Total income	1 599 724.61
Expenditure	
Teaching & learning	
Key learning areas	15 011.73
Excursions	19 136.34
Extracurricular dissections	21 228.80
Library	4 040.43
Training & development	596.09
Tied funds	1 034 916.71
Short term relief	87 619.95
Administration & office	91 374.25
School-operated canteen	0.00
Utilities	94 658.01
Maintenance	51 504.68
Trust accounts	5 631.04
Capital programs	0.00
Total expenditure	1 425 718.03
Balance carried forward	174 006.58

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and

select GO to access the school data.

Specifically we celebrate multiculturalism on Harmony Day.

We ensure a stance on anti-racism through an elected position and specific training. (ADCO/ARCO position) Our anti-bullying and anti – racism protocols and procedures are embedded in PBL process and Discipline policy.

Parent/caregiver, student, teacher satisfaction

Each year our school seeks opinion from parents, staff and students about the aspects of school that are working well as well as areas identified for improvement. We utilise the Tell Them From Me survey (TTFM) as well as feedback sort as part of the role of our Community liaison Officer.

Survey results identify our work on consultation and inclusivity as great strengths of the school. The student / staff relationship received a very high rating with a move beyond just caring for student welfare toward high expectation for academic success. The TTFM survey results from parents was inconclusive due to the low survey return. Verbal responses from AECG and P&C groups indicate that community feels well informed and is generally supportive of school activities.

Policy requirements

Aboriginal education

Our school continues to professionally develop staff in the '8 Ways' philosophy as a pedagogical practice. This targeted and resourced program promotes quality teaching and student engagement in learning. Aboriginal perspectives and content is included across all subjects and KLAs with specific content developed in History and Geography.

The development of a Junior AECG supports a strong sense of belonging and connect to AECG and High school as well as leadership in the coordination of a variety of events and activities designed to promote Aboriginal Culture.

Our school continues to promote inclusion and Aboriginal Culture through leadership and participation in a number of school and community events. These include; NAIDOC, Public speaking, EACG activities, combined schools awards assemble, Reconciliation week, Marbo day and Aboriginal Children's Day. Our school supports a specific Aboriginal dance group that was called upon frequently to represent Public education and Aboriginal culture at a variety of school and non school based events.

Multicultural and anti-racism education

We support specific students in language development through English as a Language Dialect (EaLD). Our school celebrates multiculturalism through the inclusion of multicultural perspectives in key learning areas.