

Kelso Public School

Annual Report



2017



2275

Introduction

The Annual Report for 2017 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

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.

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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.

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For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

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.

Annual Parent TTFM survey results demonstrates a significant increase in positive feedback and connection to school.

There is a 50% decrease in 'yellow card' entries on sentral demonstrating higher levels of student engagement in class learning.

With the exception of students identified for ongoing specific intervention, student attendance is at or above State average in all grades.

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.

All complex need and/or at risk students engage in school life with appropriate support enabling achievement of learning and wellbeing goals.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Parent partnerships and collaboration. 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. Annual Parent TTFM survey results demonstrates a significant increase in positive feedback and connection to school. There is a 50% decrease in 'yellow card' entries on sentral demonstrating higher levels of student engagement in class learning. With the exception of students identified for ongoing specific intervention, student attendance is at or above State average in all grades.		

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.		
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.		

Next Steps

100% of executive publicly support, articulate and actively deliver the school plan improving student outcomes, community participation and teacher engagement.

Successful implementation, completion and sustainability of the Curiosity and Powerful Learning program over the next three years.

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

Classroom programs provide evidence that school system processes are embedded in their day to day teaching.

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 Sentral.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Focus on literacy and Numeracy K-2 EAfS demonstrates student growth on the L&N continuums equal to or better than similar school groups. 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. A continued upward trend in NAPLAN results Literacy and Numeracy that established the school at or above SSG achievements.		
Excellence in Staff Performance and Development Classroom programs provide evidence that school system processes are embedded in their day to day teaching. 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 Sentral.		

Next Steps

Teachers know on a daily basis where their students learning is and where to next in the teaching and learning cycle.

Staff use data informed practice based around sound researched based pedagogical practice to deliver quality teaching.

Staff individually and collegially reflect on teaching practice to meet the ever changing needs of their classrooms.

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

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.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.		

Next Steps

Increase the percentage of students demonstrating active engagement in learning shown through a reduction in off task behaviours identified via Ebs

100% of teachers use STEM related resources to supplement teaching and learning programs across all KLA's.

100% of teachers use the 8 Ways of Aboriginal Learning model embedded within their teaching programs

Increase students ability to be creative problem solvers utilising skills across the curriculum.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading		
English language proficiency		
Low level adjustment for disability		
Quality Teaching, Successful Students (QTSS)		
Socio-economic background		
Support for beginning teachers		
Early Action for Success		

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	130	141	134	133
Girls	121	133	123	131

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.8	94.4	94	93.4
1	93.2	93.8	92.3	92.5
2	93.5	93.3	93.6	93.6
3	93	94.6	93	92.4
4	91.9	89.4	94	92.1
5	94.9	93.4	90	91.1
6	93.8	93.1	92.7	88.4
All Years	93.7	93.1	92.8	92.1
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Weekly meetings are conducted between the principal, deputy 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 follow up 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)	1
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	16.02
Teacher of Reading Recovery	0.32
Learning & Support Teacher(s)	1.8
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	10.12
Other Positions	0

*Full Time Equivalent

Throughout the 2017 school year 8 staff identified as being Aboriginal filling both permanent and temporary full time positions across a wide variety of settings within the school.

Of the 8 Aboriginal members 3 staff are teaching staff and the other 5 staff fit the category of support staff in various areas of the school. All 8 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	100
Postgraduate degree	17

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 both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	174,007
Global funds	339,933
Tied funds	804,923
School & community sources	41,636
Interest	3,844
Trust receipts	985
Canteen	0
Total Receipts	1,191,320
Payments	
Teaching & learning	
Key Learning Areas	5,351
Excursions	7,270
Extracurricular dissections	22,155
Library	2,114
Training & Development	0
Tied Funds Payments	549,005
Short Term Relief	59,492
Administration & Office	71,272
Canteen Payments	0
Utilities	74,773
Maintenance	23,031
Trust Payments	10,348
Capital Programs	0
Total Payments	824,813
Balance carried forward	540,514

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	564,284
Appropriation	543,107
Sale of Goods and Services	143
Grants and Contributions	21,034
Gain and Loss	0
Other Revenue	0
Investment Income	0
Expenses	-424,082
Recurrent Expenses	-424,082
Employee Related	-314,296
Operating Expenses	-109,786
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	140,201
Balance Carried Forward	140,201

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Kelso PS has a strong focus on the improvement of literacy and numeracy and has expended significant RAM funding on staffing to support student improvement in these areas. Finances are monitored closely by the principal and school Business Manager. regular departmental audits are conducted to ensure appropriate use of funding.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	2,012,757
Base Per Capita	44,271
Base Location	2,770
Other Base	1,965,717
Equity Total	840,146
Equity Aboriginal	146,119
Equity Socio economic	450,586
Equity Language	6,180
Equity Disability	237,262
Targeted Total	1,226,771
Other Total	714,429
Grand Total	4,794,104

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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. During 2017 the school ran an additional trial for the NAPLAN online program in readiness for 2018 and beyond.

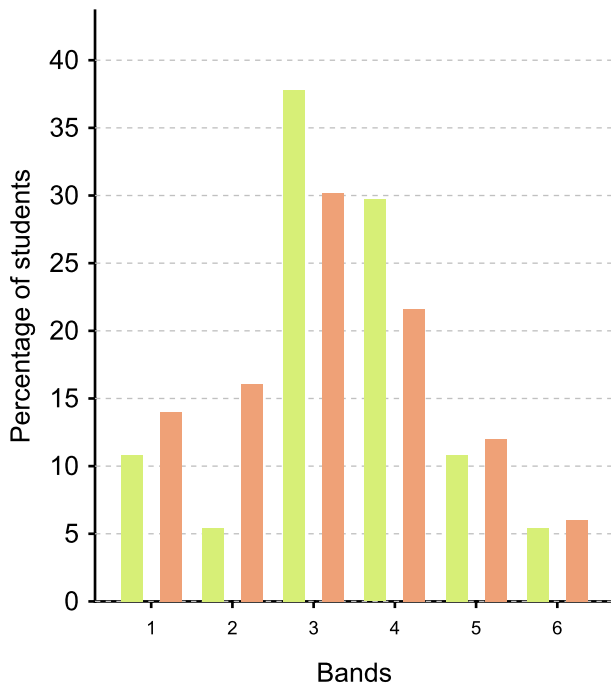
All students are encouraged to participate in the testing including all students with known difficulties to provide a full school overview and valid data.

NAPLAN data shows growth for year 5 students within the area of Reading of 38% of students achieving above expected growth.

Reading, writing and spelling all show an upward trend over the last 3 years with growth upward of 70 points.

Year 3 data shows spelling and reading have improved steadily over the last 5 years with an increase of upto 70 points.

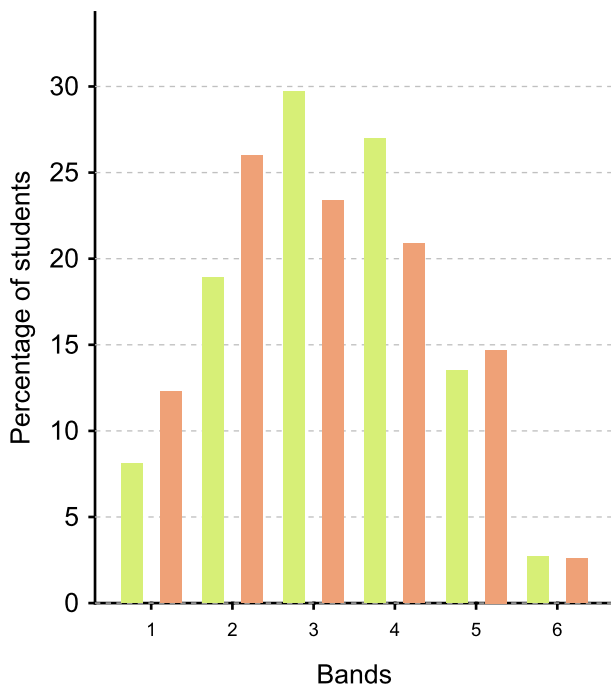
Percentage in bands:
Year 3 Reading



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	10.8	5.4	37.8	29.7	10.8	5.4
School avg 2015-2017	14.0	16.1	30.2	21.6	12.0	6.0

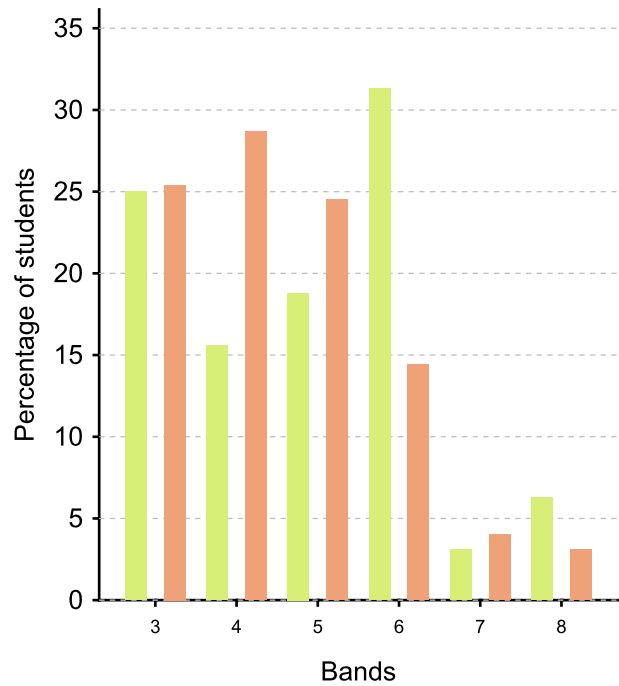
Percentage in bands:
Year 3 Spelling



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	8.1	18.9	29.7	27.0	13.5	2.7
School avg 2015-2017	12.3	26.0	23.4	20.9	14.7	2.6

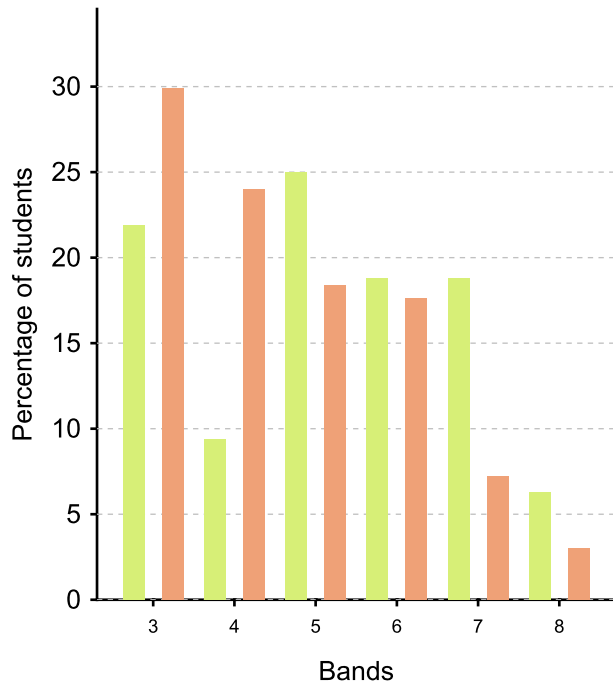
Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	25.0	15.6	18.8	31.3	3.1	6.3
School avg 2015-2017	25.4	28.7	24.5	14.4	4.0	3.1

Percentage in bands:
Year 5 Spelling

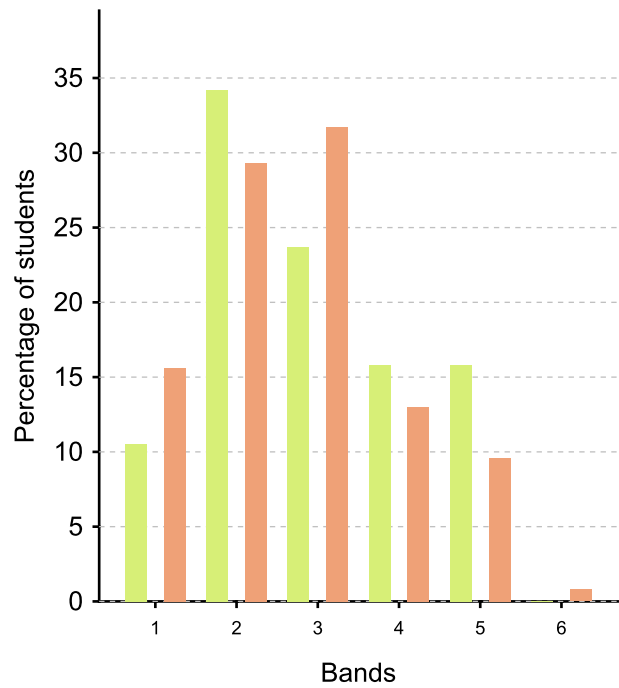


Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	21.9	9.4	25.0	18.8	18.8	6.3
School avg 2015-2017	29.9	24.0	18.4	17.6	7.2	3.0

Growth for year 5 students shows 53% of students making more than expected growth. Over the last 3 years year 5 students have trended upward with an increase score of 70 points. Year 3 students have trended upward for the last 5 years and increased by 43 points.

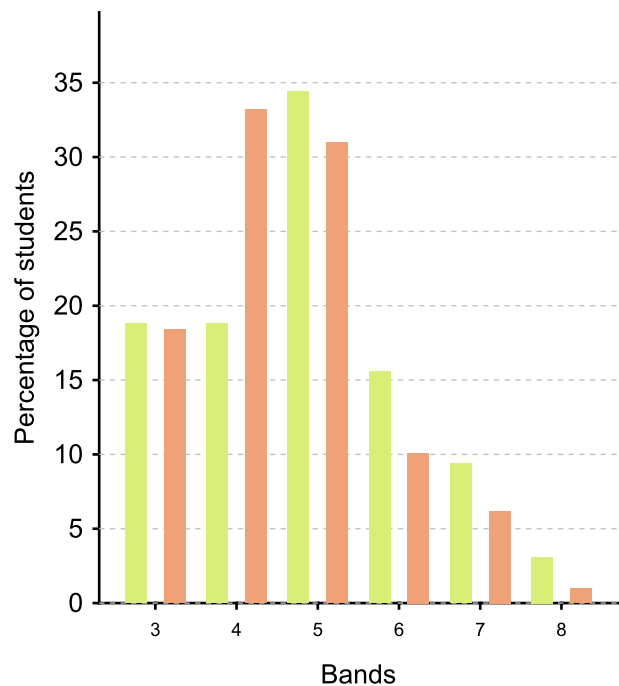
Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	10.5	34.2	23.7	15.8	15.8	0.0
School avg 2015-2017	15.6	29.3	31.7	13.0	9.6	0.8

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	18.8	18.8	34.4	15.6	9.4	3.1
School avg 2015-2017	18.4	33.2	31.0	10.1	6.2	1.0

<You may choose to use this text box and statement to refer readers to the My School website:

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

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Year 3 Aboriginal students achieving the top 2 bands for numeracy improved by 3.3%. There was an increase of 4.4% of students on reading and 6.7% in spelling. During 2017 15.6% fewer students fell into the lower 2 bands.

Year 5 Aboriginal students showed a 7.7% increase in the top 2 bands for numeracy. Targets for reading and writing were not met across this data set.

Parent/caregiver, student, teacher satisfaction

Kelso PS scored above average in the Tell Them From Me surveys from parents in several areas these include:

Parents feel welcome. I can easily speak with my child's teachers. 8.8, Teachers listen to concerns I have. 7.8, Written information from the school is in clear, plain language. 7.5

Parents are informed. If there were concerns with my child's behaviour at school, the teachers would inform me immediately. 6.7, I am informed about my child's behaviour at school, whether positive or negative. 6.9, The teachers would inform me if my child were not making adequate progress in school subjects. 7.5, I am well informed about my child's progress in school subjects. 7.5, I am informed about my child's social and emotional development. 6.9.

School Supports positive behaviour. Teachers expect my child to pay attention in class. 8.9, My child is clear about the rules for school behaviour. 9.3

inclusive school. Teachers help students who need extra support. 7.9, School staff create opportunities for students who are learning at a slower pace. 7.1, School staff take an active role in making sure all students are included in school activities. 7.1, Teachers help students develop positive friendships. 7.5

Teachers indicated strongly we were performing highly in all areas.

Percentage of students with a high rate of participation in sports with an instructor at school, other than in a

physical education class.

83% NSW Govt Norm, 94% School Mean

Percentage of students with a high rate of participation in art, drama, or music groups; extracurricular school activities; or a school

committee.

75% School Mean, 55% NSW Govt Norm

Students believe that schooling is useful in their everyday life and will have a strong bearing on their future.

98% School Mean, 96% NSW Govt Norm

Students are interested and motivated in their learning.

79% School Mean, 78% NSW Govt Norm

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. 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.

Other school programs

Early Action For Success

Early Action for Success Phase 2 is part of the departments 2017 – 2018 Literacy and Numeracy Strategy. It aims to improve student outcomes through building teacher capacity and targeted personalised learning.

In 2017, teachers were provided with strong instructional leadership in quality teaching and evidence-based practice. The Instructional leader worked in the classrooms with teachers; she modelled and coached teachers in best practice and delivered quality professional learning and training. This included training in TEN, L3, learning goals, effective feedback, assessment for learning, high expectations and higher order questioning.

A coaching and mentoring culture was developed. Teachers worked collaboratively within professional learning teams using Timperley's Cycle of Enquiry to ensure that teaching and PL was based on student needs. This removed silos and built collective efficacy.

A tiered needs-based intervention model was implemented. Student data was collected and closely monitored, and at risk students were provided with personalised intervention and programs. The school funded a full-time interventionist, 0.2 speech pathologist, five part-time intervention SLOS to resource this. Individual and small group programs were designed and delivered in the areas of language, auditory discrimination, visual motor integration, fine & gross-motor, spelling, reading and numeracy.

Improvements in student outcomes were evident; 85 % of K-2 students achieved at or above grade levels in reading, 79% achieved at or above grade levels for writing, 81% achieved at or above grade levels for FWNC and 77% achieved at or above grade levels for early arithmetic skills. In addition, a band of students in each grade performing more than six months ahead of grade level was evident across all grades.

Support Unit

Our Support Unit currently has 3 IO/A classes, 2 MC classes, one IM class and one EI class. We are currently full in all classes apart from 3 vacancies in the IM class. Our Support Unit has grown significantly over recent years and we are being recognised in the wider community for our programs and adjustments made for our students.

Our Support Unit has taken a whole team approach towards writing, developing and implementing Individual Learning Plans with a high curriculum focus, Behaviour and Crisis Plans to ensure the lay out is consistent for all students. Teaching staff and SLSO's are all trained in the 'Administration of Prescribed Medication' course. This has allowed for students to have minimal disruption during key learning time with students being given medication in their classroom.

Targeted students within the Support Unit have participated in the Riding for the Disabled Program and Pets as Therapy program on a weekly basis. Dogs for Diggers program visits our classes on a fortnightly basis. All teaching staff and SLSO's participated in the Positive Partnership training and apart of this program was the establishment of a Sensory room (Bang, Crash Room) for all students across the school to utilise. The room is utilised for students to have the opportunity to regulate their emotions and engage inactive gross motor activities before turning to their classroom with a positive mindset. This learning space is also used by outside agencies targeting specific students to achieve personal goals. This has been a positive attribute for students within the Support Unit and whole school and is respected by our school community. The Support Unit kitchen was refurbished at the beginning of 2017 and students enjoy utilising this space as part of their learning activities.

Students within the Support Unit participate in varied levels of integration. All students participate in whole school integration on a Tuesday and Wednesday afternoon for CAPA and PE/PD/Health. Mainstream and Support Unit staff team teach during these lessons, utilising the skills of all staff. Students also integrate for library, Spelling Mastery and Sport.

We continue to develop a positive rapport and work closely with parent/carers and outside agencies to effectively cater for the students at our school. I am extremely proud of where the Support Unit is heading in 2018.