

Matraville Soldiers Settlement Public School

Annual Report



2018



4067

Introduction

The Annual Report for **2018** is provided to the community of Soldiers' Settlement 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.

Polly Palaitis

Principal

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Message from the Principal

Throughout 2018, Soldiers' Settlement Public School has continued to provide a high quality education in an environment that caters for the wellbeing of our students and staff. I am proud of the achievements attained by the students, staff and community. The success of this year is a result of the positive relationships, shared responsibility and ongoing commitment from all stakeholders for student growth, development and wellbeing. The transformational changes that have taken place are the result of consistent, high quality educational practices that are driven by assessment evidence in line with NSW syllabus documents, the development of behaviours, attitudes and expectations that enhance wellbeing and whole school practices that are developed in partnership with the community. Our resulting evidence of this is students who are highly engaged and actively involved in their education. Our students continue to achieve across a wide range of academic and extra-curricular opportunities. Academically, this year has been a strong year with internal and external assessment data showing continual student growth and achievement in all areas. This is testament to the effective implementation of our improvement measures, the high quality teaching and learning programs delivered to our students and the strategic aligning of resources to cater to the needs of the school community. The staff at Soldiers' Settlement Public School continue to be a cohesive, highly skilled and dedicated team who have maintained the provision of high quality teaching, learning, wellbeing and life opportunities for all students. Through a shared responsibility, the needs of each individual are catered for and there is a whole school commitment to nurture, guide, inspire and challenge students in order for them to reach their personal best and full potential. All staff are committed to maintaining a school-wide culture that is built on high expectations and student engagement. Soldiers' Settlement Public School enjoys support from our parents and the local and wider community and our dedicated P&C has continued to support our students and school initiatives, ensuring that all stakeholders have opportunities to engage with our school. The building and strengthening of community participation, connections and partnerships are facets that we are incredibly proud of and add value to the learning opportunities provided to our students. All members of staff have worked in collaboration with our highly valued raft of volunteers and members of the wider community who support our school. These volunteers and supporters have continued to add value to the opportunities that our students have access to and have enabled us to deliver innovative, well-resourced, and differentiated learning across the curriculum. We are committed to ongoing school improvement and our shared vision to nurture confident, capable, resilient students who are inquisitive about the world and learn with meaning and purpose is clearly visible. As a school community, we are proud of our achievements and successes this year.

School background

School vision statement

Soldiers' Settlement Public School is committed to providing inclusive education within an engaging and nurturing environment, which values the cultures and wellbeing of our diverse community. Through our strong partnership with our community partners and other local schools. We are committed to academic excellence within an inclusive setting, and to developing life-long learners that demonstrate confidence and resilience.

School context

Soldiers' Settlement Public School is an inclusive primary school providing educational opportunities for 243 Primary aged students and 40 Preschool students. We have an enrolment of 25% Aboriginal and Torres Strait Islander students, as well as a diverse community of EAL/D students.

Soldiers' Settlement Public School has been steadily achieving academic growth as demonstrated in NAPLAN results. Through an emphasis on the quality teaching framework and the utilisation of a range of support programs, we are committed to the improvement of learning outcomes for all students. Our school is committed to encouraging high expectations within our student body by providing rich programs to develop skills in critical thinking, problem solving, communication, collaboration and science and technology to enable all students to reach their full potential educationally, socially and emotionally. Our staff will ensure that all students find school a secure, happy and challenging journey.

Our partnership with the other local schools and local area agencies and organisations, provides professional learning opportunities as well as a range of opportunities for students, staff and community members to engage with the school and local community resources. This has enabled students, staff and the community to collaborate with other school communities and build on their learning and wellbeing.

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.

Learning

The results of this self–evaluation process indicated that in the School Excellence Framework domain of Learning, our on–balance judgment is **Sustaining and Growing**. Our 2018–2020 School Plan explicitly sets out priorities for innovative teaching and learning and aims to foster a school–wide commitment to data informed, collaborative and evidence based teaching practice. The school has continued to provide several programs to support our community in the area of wellbeing. Wellbeing is supported by our strong focus on PBL and our Learning and Wellbeing Team. Current effective wellbeing programs include our Kidz Kafe (Breakfast Club), passive and active playground areas for busy play times, our updated Happy Playground which is run by a SLSO during break times, and our Student Executive Leadership Program for senior students. The purpose of these programs is to allow students to develop their initiative, communication, problem solving and resilience.

Soldiers' Settlement teachers regularly meet to discuss student progress and analyse data to inform programming and evaluate current teaching practices. The executive team also uses internal and external assessments to identify target areas for professional learning and to evaluate current programs. This data is also used to track and report on students and school performance. The staff have recognised that further improvement can be achieved in the element of Assessment and Reporting, including the need to further develop strategies to actively engage all parents.

Teaching

In the domain of Learning, the result of the self–evaluation process indicated that Soldiers' Settlement are **Sustaining and Growing**. There is a demonstrated commitment within the school community to strengthen and deliver on school learning priorities through collaboration and collegiality. The leadership team continues to support teachers to improve and refine their practices through mentoring programs, classroom observations and the PDP process. Continued implementation of the Performance and Development Plan Framework has created a culture of reflective practice amongst teaching and support staff.

The establishment of our Technology and Innovations Hub has provided a flexible learning space for students to develop their critical and creative thinking skills. Soldiers' Settlement was actively involved with the DoE STEMShare pilot program in 2018 which paved the way for technology to be incorporated across all KLAs from P–6. The development of this space is in line with our 2018–2020 School Plan Strategic Direction 2: Success, Confidence and Creativity.

The school analyses internal and external assessment data to monitor, track and report on students and school performance. Teachers collaborate in year and stage groups to monitor student learning progress, identify areas for improvement and establish a consistent approach to analysing assessment data. In 2017, teachers identified the need for a school wide approach to writing, to sustain further improvement in the element Data Skills and Growth and Learning and Development. Staff received professional learning in the Seven Steps to Writing Success program which is now embedded in programs from K–6.

Leading

The results of this process indicated that in the School Excellence Framework domain of Leading our on balance judgement is stated as **Sustaining and Growing**. The school Leadership Team sets high expectations to support students' needs and for staff to have the opportunity to develop leadership potential. This year there have been a diverse range of leadership opportunities within the school and local community of schools. Our 'Aspiring Leaders' program has continued to be successful and several teachers have taken on a 'shadow executive' role. Leadership opportunities were also provided to our students through our Student Representative Council and Student Executive Leadership program.

The Leadership Team regularly review the processes and procedures within our school to improve on current practice. In addition to this, the Leadership Team has created an organisational structure that enables management systems and processes to work effectively, ensuring financial management of the school is clear and transparent. Alongside the SASS staff, the Leadership Team received training to understand the updated financial model. Through this process, SASS staff were provided with opportunities to develop leadership and training skills.

Soldiers' Settlement is continuing to work with the community to form positive partnerships, which is reflected in Strategic Direction 3 of the 2018–2020 School Plan. The Leadership Team has continued to utilise data collected through the 'Tell

Them From Me' survey, SCOUT and ALAN to reflect upon achieving targets within the school plan as well as working with staff and community to plan for future directions. We plan to implement more evidence based practices using strategies incorporating interactive continuums and a more cohesive whole school assessment approach. We aim to continue to build capacity amongst all staff at Soldiers' Settlement and strive to encourage strengthened community partnerships.

The self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

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

Innovative Teaching and Learning

Purpose

To foster a school wide commitment to data informed, collaborative and evidence based and future focused pedagogical teaching practice where proficiency in literacy and numeracy is the minimum expectation for every student.

Overall summary of progress

Throughout 2018 many programs were continued to ensure staff have a thorough knowledge of the curriculum. These included continued support for the early career teachers working through the National Teaching Standards and accreditation, observation lessons and the development of quality Personal Development Plans with a strong focus in literacy and numeracy. All teachers were trained in Seven Steps to Writing Success and as a result, the school's English Scope and Sequence was reviewed and improved, with an emphasis on the Focus on Reading Super Six comprehension strategies and the Seven Steps. The structure of our maths and spelling groups remained the same whereby all students were assessed at the beginning of the year. This allowed teachers to make informed decisions when placing students in ability groups, and as a result, differentiating the curriculum and catering for their specific needs. Teachers collaborated to improve consistent teacher judgement in assessment. Through this collaboration, assessment tasks and rubrics were created and assessment results were then correlated and compared, ensuring that teachers had similar expectations and standards of students' output of work. Staff meetings, Stage meetings and Professional Learning experiences continued to develop strong collegial discussions and reinforced the importance of quality teaching. These discussions allowed teachers from all levels of experience to share their ideas and opinions, offering support to one another and provided an opportunity to contribute to whole school programs, policies and procedures. As a result, our strong school culture of quality teaching and high expectations remained a focus.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved outcomes in standardised internal and external assessment processes including improved results in NAPLAN for all students. The main focus being writing and numeracy and the improvement of skill, knowledge and enjoyment.	<p>This area has been resourced financial through providing extensive professional learning for Synthetic Phonics and the teaching of reading for our teachers in K – 2. These teachers received regular sessions supported by a trainer who provided mentoring, observations and modelling. All teachers from K – 6 were trained in the 7 Steps of Writing at a cost of \$660.00 per teacher. This consistent approach to professional learning ensures that teams of teachers have the same approach to the explicit teaching of writing. We also continued the implementation and professional learning in Focus on Reading</p> <p>This year we continued to the Targeted Early Numeracy (TEN) program within the school as well as purchasing over \$10,000</p>	<p>Teachers were trained in 7 Steps to Writing Success and they effectively implemented the steps into their literacy lessons. Teachers gathered work samples as baseline data at the beginning of the year and shared these work samples with the whole staff. Teachers also shared resources they used and successes they had in their classes. This led to an increase in teachers' confidence to teach writing as well as a better understanding of how to engage children in the writing process.</p> <p>An English Scope and Sequence was reviewed by all staff and then implemented in all classrooms. This document includes the 7 Steps for Writing Success teaching process for each Stage, each term, as well as the Focus on Reading strategies being taught. This document lead to a clearer understanding of what concepts are being covered in each Stage throughout each term as well as the resources being used and the assessments taking place.</p> <p>Stage teams jointly created writing assessments to assist with consistent teacher judgement. All students wrote a narrative and a persuasive piece using the same stimulus and topic. Teachers then brought work samples together and looked at the data as a team. As a result, grading of students' writing was more consistent.</p>

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<p>Increased number of students achieving expected growth in literacy.</p> <p>Increased number of students achieving expected growth in numeracy</p>	<p>SLSO's in classrooms to support the learning during literacy groups.</p> <p>\$24,000</p> <p>Maths resources and kits.</p> <p>\$8,000</p> <p>Aboriginal SLSO:</p> <p>Supporting our Aboriginal students</p> <p>\$24,000</p>	<p>The quality of the Literacy block has improved through teachers embedding differentiated Literacy lessons based on TPJ and formative assessment.</p> <p>The quality of maths lessons have improved. Observational walk throughs have occurred. Teachers are using the progressions to track learning. Consistency of teacher judgement is utilised to plan and program maths lessons.</p>
<p>Continued development of effective classroom management where students are engaged in learning and there are high expectations of achievement. All teachers using evidence based strategies such as learning intentions in their lessons.</p>	<p>\$33, 000 funding was used to support Early Career teachers to collegial plan, assess and teach together within their stage as well as across the school staff for specific projects.</p>	<p>Teachers identified students that they were finding challenging to manage in class. Discussions and brainstorming amongst staff took place in the Positive Behaviour for Learning meetings and Learning Support Team meetings, as well as at the Beginning Teacher meetings. Behaviour experts (APLaST) were then invited into the school to further support teachers with different behaviour management strategies for these students. These collegial discussions allowed the teachers to be supported in their practice, as well as processes to be put in place to best support the students. The Assistant Principals also assisted teachers to develop Individual Education Plans and Personal Accommodation and Adjustment plans to assist teachers in documenting the adjustments the</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Continued development of effective classroom management where students are engaged in learning and there are high expectations of achievement. All teachers using evidence based strategies such as learning intentions in their lessons.		teachers were making for each student.

Next Steps

As a staff and executive we analysed our NAPLAN results. We were concerned with our writing results but acknowledge that the results did not reflect the new teaching with the Seven Steps program. We will keep working on teaching the 7 Steps, continue our writing focus review our progress regularly term next year. Teachers expressed that they found the factual and persuasive writing more difficult to teach with the 7 Steps and would like more training in this area. It was also suggested that we look for examples of whole pieces of writing in these genres. A training afternoon will be organised for 7 steps in 2019. The new Seven Steps Informative Writing manual will also be purchased to assist teachers in teaching informative texts. The Literacy and Numeracy progression documents will be a focus, keeping track of evidence and mapping student progress. All staff will develop their understanding of the progressions documents and practise navigating through ALAN. This will ensure all staff feel comfortable with the assessment platform and entering data. Beginning Teacher funds will be used in a whole school capacity through observational rounds. This will not only support all staff in their practice, but fulfil the commitment set in the Professional Development Plans. All teachers will be expected to observe one another throughout the year and reflect on their observations. This will inform our teaching, encourage collegial discussions and continue to promote a strong staff culture.

Strategic Direction 2

Success, Confidence, Creativity

Purpose

To ensure that all students and staff will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community. Students are engaged in diverse learning experiences as critical, curious and creative thinkers who are able to solve complex problems.

Overall summary of progress

We have made sound progress towards achieving targets in future focused learning by the creation of our Technology and Innovations Hub. This has provided a future focused learning environment for all students from Preschool – Year 6.

In 2018, a new laptop bank and 15 Ipad's were purchased through the P&C and the DoE. A STEM program was timetabled and Scope and Sequenced across P–6 to support explicit, experiential and integrated teaching and learning opportunities. This was also resourced to include:

- coding
- robotics
- design and production
- MakerSpace
- Minecraft Education
- 3d engineering.
- 3d Printing
- Green Screen and Film Making

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students are achieving short term individual learning goals incorporating S.M.A.R.T. Goal Setting and a Growth Mindset..	Visible Learning Foundation Day Conference for staff \$1423 and Evidence Into Action Day 1 and 2 for Executive Staff \$2040 for course and \$1600 for casual relief.	Staff introduced to Smart goal setting with a continued focus for 2019. Teachers are implementing Learning Intentions and Success Criteria in their classrooms.
Teachers are designing and implementing student directed and future focused learning experiences through inquiry based teaching practices and experiences.	3 year plan \$23,000 Flexible and integrated teaching and learning spaces are evident across the school	<ul style="list-style-type: none">• Staff planning and PL on Flexible Learning by Design• Staff-initiated trials in own classrooms of flexible learning spaces.• Technology and Innovations Hub.
Teachers embed a future focused curriculum within classroom teaching and learning programs.	3 year plan – \$20,000	<ul style="list-style-type: none">• Increased access to technology for learning in classrooms to support choice of learning modes• Infrastructure planning for more flexible and open, agile learning spaces – 2020.• PL in Google classroom for interested staff• Staff laptops provided to support provision of online learning environments• Staff engaged in professional reading and discussion about student engagement.

Next Steps

- Continue with Cyber Safety workshops, parent information sessions and professional learning to support

responsible use of technology and access social media and the internet with knowledge for safe use.;

- Co-teaching pilot team identified by willingness and capability;
- Pilot team to participate in action research in Year 6 learning space and then trial strategies in other stages;
- More flexible spaces available when possible to allow for open learning;
- PL for all staff on collaborative practice and flexible learning;
- PL for all staff on use of online learning environments; and
- Purchase of flexible furniture to promote students choice in mode and environment of learning.

Strategic Direction 3

Positive Partnerships

Purpose

To build stronger relationships which enhance community wellbeing, engagement and participation in a collaborative and supportive environment. Through effective partnerships, we will create a positive school culture incorporating and promoting student learning, wellbeing and academic competencies.

Overall summary of progress

In 2018 we saw increased parent participation in school events and initiatives. The LaST and members of the Learning committees ran a number of workshops to provide parents and families a range of strategies to assist children with their learning at home. This improved the school's capacity to deliver positive educational outcomes for all students involved. As a result, feedback has reported that parents are beginning to feel more confident and able in supporting their child and children in the community with literacy and numeracy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase parents understanding of how students learn and the importance of student development through school/parent relationships.	\$2,500 for <ul style="list-style-type: none">• light refreshments• Barbecue lunches;• Cuppa PLP's afternoon teas• Resources for cultural celebrations	Increase parent attendance and engagement at school events and initiatives from 2017 baseline data. All parents were invited to attend our NAIDOC Week, Reconciliation Week, PLP 'Cuppa' afternoons.
Increased effectiveness of community partnerships and its effect on student engagement through collection and analysis of qualitative and quantitative data.	Increased partnerships with the wider school community by upskilling parents/carers to promote learning. \$300 for: <ul style="list-style-type: none">• Light refreshments• photocopying• lamination• provision of resources.	Stage based literacy and numeracy workshops were held over the year. The aim of the workshops was to familiarise parents with a range of teaching and learning strategies. Individualised parent meetings were organised by the LaST's for students who were not achieving the literacy and numeracy benchmarks. Parents were provided resources and strategies to assist students at home to achieve their learning goals.

Next Steps

In 2019, Soldiers' Settlement will offer the workshops within the community to foster further growth in the educational partnership with our community. The school will offer workshops for parents on topics to assist with managing learning and wellbeing, offer tips and suggestions through the school newsletter and online communication and seek parent feedback on school performance across the domains of teaching, learning and leading.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	1.0 FTE staffing allocation AEO 4,345 flexible funding	All Aboriginal students have a Personalised Learning Plan (PLP) and have made progress across the literacy and numeracy continuum. The school has employed an Aboriginal Support Officer to assist with learning needs. Aboriginal students demonstrated progress above the average level compared with non-Aboriginal students. PLP's were reviewed each semester, tracking and monitoring student goals and progress. It provided valuable feedback to teachers, parents and carers. There was a 100% engagement rate by Aboriginal families in the development and monitoring of PLP's. Positive Behaviour for Learning professional learning was delivered to support Aboriginal wellbeing. Aboriginal initiatives such as the Cultural Awareness Training, Koori Art
English language proficiency	38,447	The employment of an extra member of staff to provide support to our English as an Additional Language or Dialect (EALD) students and purchase and update EALD resources. This has resulted in an increase in EALD students engaged in academic programs and improved academic outcomes for EALD students.
Low level adjustment for disability	0.8 FTE staffing allocation 38,447 flexible funding	The employment of Student Learning Support Officers (SLSO's) and additional Learning Support Staff to support targeted students. These staff members support students at key transitional points in both the classroom and playground by supporting students to interact positively by implementing social games. This has resulted in the implementation of a positive playground program e.g. 'Happy Playgrounds' and in class circle time resulting in less playground incidents and increased student engagement.
Quality Teaching, Successful Students (QTSS)	43,623	This funding has been used to establish mentoring and coaching practices in the school, providing constructive feedback to individual teachers regarding programming, assessment and classroom management. Executive staff were released from class to support teams with the implementation of quality teaching practices to assist in creating engaging learning experiences for students. Teams collaboratively reviewed programs, student performance and attitudes to be responsive to our current students and ensure we are always meeting student needs. Students were identified for further analysis based on growth. Teachers also observed each other's best practice. and shared ideas. Executive staff observed classroom practice throughout the year through regular visits to their team's classrooms and offered constructive feedback.
Socio-economic background	43,934	Funds were utilised across strategic directions for programs in student learning and engagement, professional knowledge and practice and school culture and values.

Socio-economic background	43,934	Classroom teachers collaborate with agencies including speech therapists and OT to provide targeted program to assist with language and skill development. Breakfast club fosters an important sense of wellbeing for students, providing food for students who otherwise would have missed breakfast and a top up for others. All students have equal access to curricular and extra curricular opportunities provided at school. Students with additional support needs receive targeted assistance.
Support for beginning teachers	27,572	Early career teachers supported with additional planning and preparation time each week. Additional support provided through regular meetings with mentors and targeted professional learning

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	109	106	115	112
Girls	104	102	113	123

Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.3	93.2	93.4	92.2
1	93.2	90.1	92.9	91.2
2	94.6	91.5	90.9	93.1
3	93.8	93.3	93.4	90.5
4	91.8	89.5	93.3	91.9
5	92.5	92.2	92.3	91.6
6	92.3	88.3	91.9	91.2
All Years	93.2	91.3	92.7	91.7
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Attendance has remained consistent in 2018 but still falls below the state average by nearly 2 percent. Increased parent communication in regards to justifying student absences is being addressed in 2019 with the introduction of a new SMS messaging system through Sentral that will be implemented into the school. There continues to be a several incidences of overseas travel by families during school terms and this contributes to our results being lower than the state average. Our focus for 2019 needs to be on improving attendance in most grades and continuing to communicate with parents to justify student absences within 7 days. All teachers adhere to the attendance policy and contact parents after 2 consecutive days of non attendance.

The Home School Liaison Officer supports the school by attending meetings to discuss students with attendance issues and to meet with parents/carers. The community is reminded regularly of attendance requirements including a focus of arriving at school on time through our school newsletter and E-communication systems.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	8.28
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
School Administration and Support Staff	4.62

*Full Time Equivalent

There is one Aboriginal Education Officer employed at the school and one Aboriginal Learning Support Officer funded from the RAM Aboriginal Equity funds.

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	20

Professional learning and teacher accreditation

Teachers participate in a variety of mandated and targeted professional learning across the year to ensure compliance with departmental policies, enable continued improved practice, address particular school need, support the implementation of the school plan and provide support for beginning teachers. Professional learning is delivered as part of a whole school plan and may be facilitated by external providers, departmental personnel or Soldiers' Settlement Public school staff. Staff at Soldiers' Settlement Public School participate in weekly Teacher Professional Learning (TPL) meetings designed to develop a collegiate response to school need and

provide opportunities for staff to work together on the development of a Professional Learning community. In addition to weekly TPL staff are required to participate in five Staff Development Days per year at the beginning of terms 1, 2, and 3 and the end of term 4. The term four Staff Development Days may be rescheduled for twilight or weekend TPL after consultation with staff and with approval from the Director Public Schools. Professional learning in 2018 included:

- Ongoing implementation team and whole staff Positive behaviour For learning.
- On line Behaviour training through the Department of Education
- Twilight sessions: 7 Steps to Writing Success
- Growth Mindset and Learning Goals
- Primary Principals Conference.
- Mandatory annual training for all staff as per Department of Education Policy.
- Two teachers completed accreditation at a proficient level in 2018.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	239,491
Revenue	2,673,565
Appropriation	2,543,278
Sale of Goods and Services	-11,558
Grants and Contributions	138,343
Gain and Loss	0
Other Revenue	0
Investment Income	3,503
Expenses	-2,537,166
Recurrent Expenses	-2,537,166
Employee Related	-2,280,069
Operating Expenses	-257,098
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	136,399
Balance Carried Forward	375,890

Changes to the Budgeting Tool, and the transition to

the EFPT, have resulted in lack of clarity around some aspects of financial management, resulting in conservative expenditure in 2018.

The school's finances are monitored regularly by the Principal, SAM and executive. All staff have input into the school's management plan and the school community members and P&C give opinions on resources needed for the school. Committees monitor expenditure in line with detailed plans set out in the School Plan and Management Plan. This year Soldiers' Settlement Public School has invested projects such as upgrading our library space into a Technology and Innovations Hub. Students and teachers have more technology to use within the classroom through Chromebooks and iPads. Teachers have been given the opportunity to have additional professional learning in a range of different areas.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	1,741,629
Base Per Capita	45,974
Base Location	0
Other Base	1,695,655
Equity Total	269,138
Equity Aboriginal	71,387
Equity Socio economic	43,934
Equity Language	38,447
Equity Disability	115,370
Targeted Total	87,449
Other Total	268,333
Grand Total	2,366,549

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

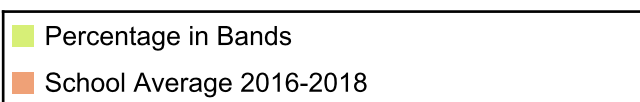
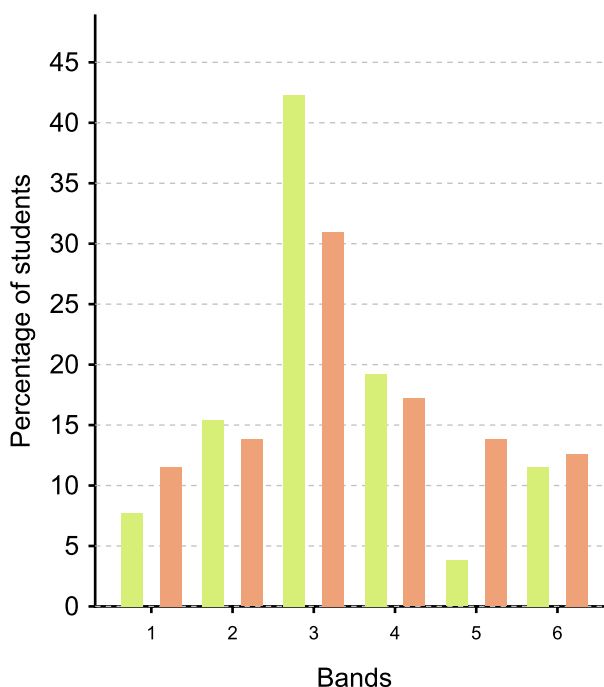
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In 2018, Soldiers' Settlement Public School students completed NAPLAN as a paper test. Students also completed the NAPLAN online practice test to prepare for implementation of the NAPLAN Online Assessment in 2019.

In the 2018 Year 3 Reading assessment, over 80% of students achieved results in bands three and above compared to the previous school average of 78%. This demonstrates consistent student achievement in this area. In the Year 3 Spelling assessment there was an increase of 7% of students achieving band six. In the 2018 Grammar and Punctuation assessment there was a 5% increase of students achieving in band six. In the Year 3 Writing assessment over 50% of students achieved in the top three bands which demonstrates a growth of 20% of the previous year.

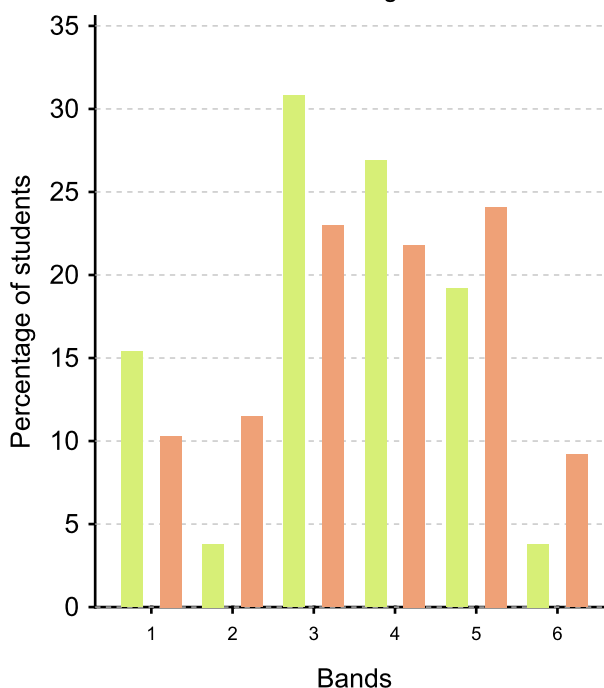
In 2018, the Year 5 Reading assessment resulted in a 5% growth of students achieving band seven or above compared to previous years. The Year 5 Grammar and Punctuation assessment and Writing assessment show consistent results from the previous year. Writing will be a continued area of focus for our school which is highlighted in our school plan.

Percentage in bands:
Year 3 Grammar & Punctuation



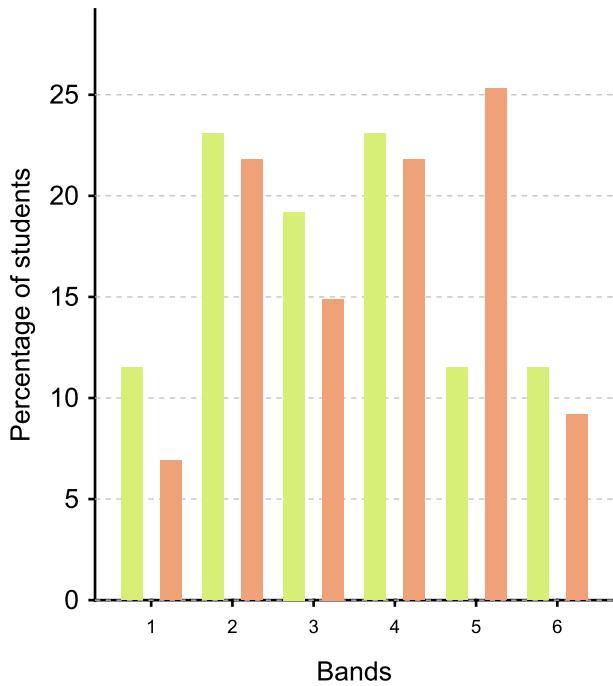
Band	1	2	3	4	5	6
Percentage of students	7.7	15.4	42.3	19.2	3.8	11.5
School avg 2016-2018	11.5	13.8	31	17.2	13.8	12.6

Percentage in bands:
Year 3 Reading



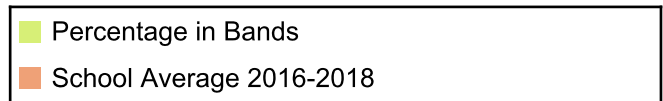
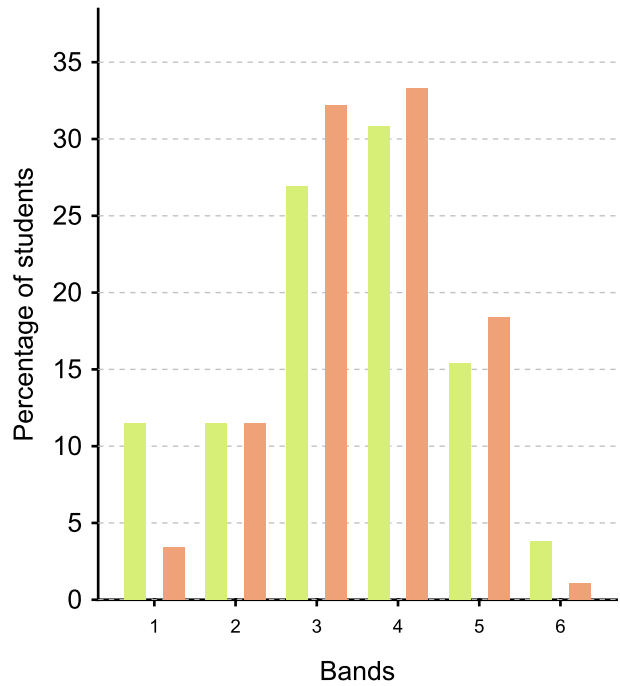
Band	1	2	3	4	5	6
Percentage of students	15.4	3.8	30.8	26.9	19.2	3.8
School avg 2016-2018	10.3	11.5	23	21.8	24.1	9.2

Percentage in bands:
Year 3 Spelling



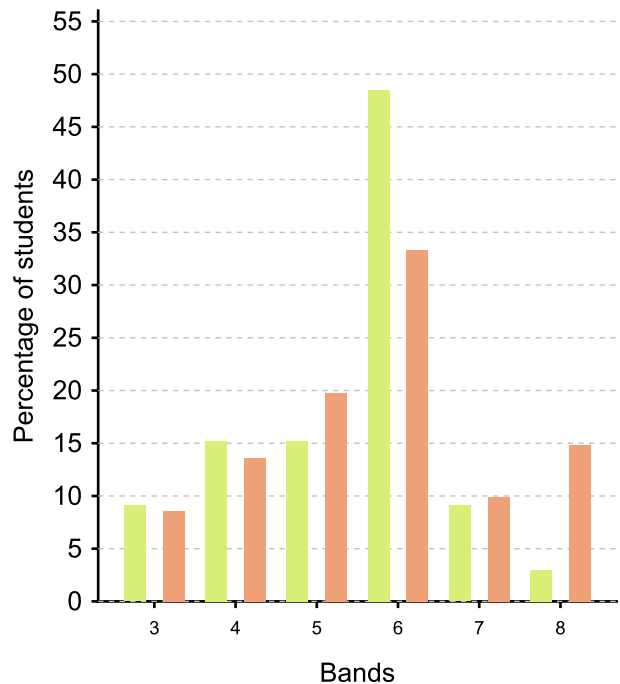
Band	1	2	3	4	5	6
Percentage of students	11.5	23.1	19.2	23.1	11.5	11.5
School avg 2016-2018	6.9	21.8	14.9	21.8	25.3	9.2

Percentage in bands:
Year 3 Writing



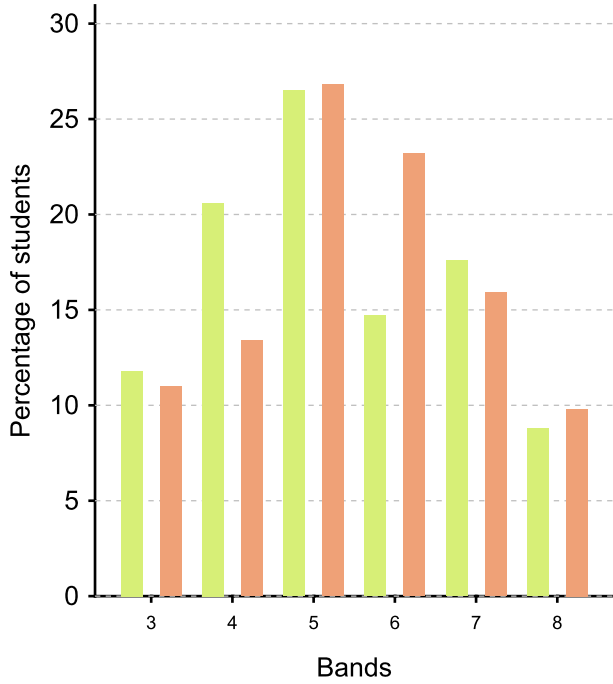
Band	1	2	3	4	5	6
Percentage of students	11.5	11.5	26.9	30.8	15.4	3.8
School avg 2016-2018	3.4	11.5	32.2	33.3	18.4	1.1

Percentage in bands:
Year 5 Grammar & Punctuation



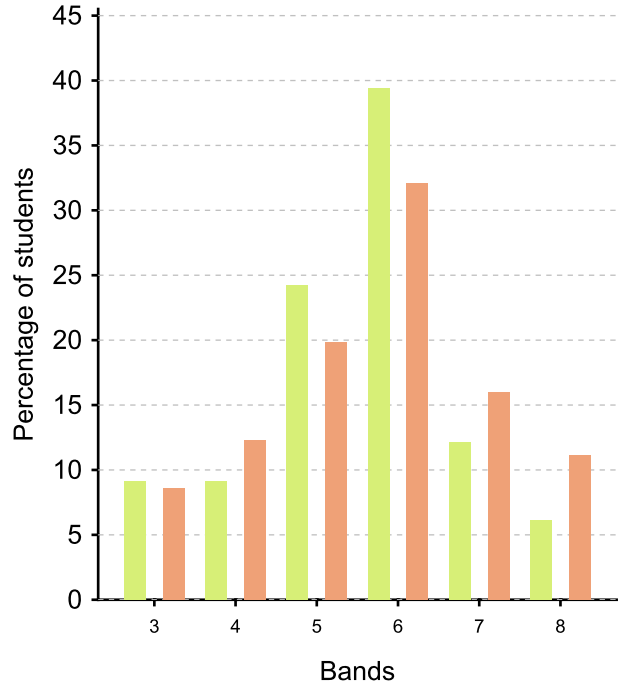
Band	3	4	5	6	7	8
Percentage of students	9.1	15.2	15.2	48.5	9.1	3.0
School avg 2016-2018	8.6	13.6	19.8	33.3	9.9	14.8

Percentage in bands:
Year 5 Reading



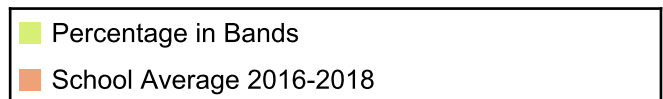
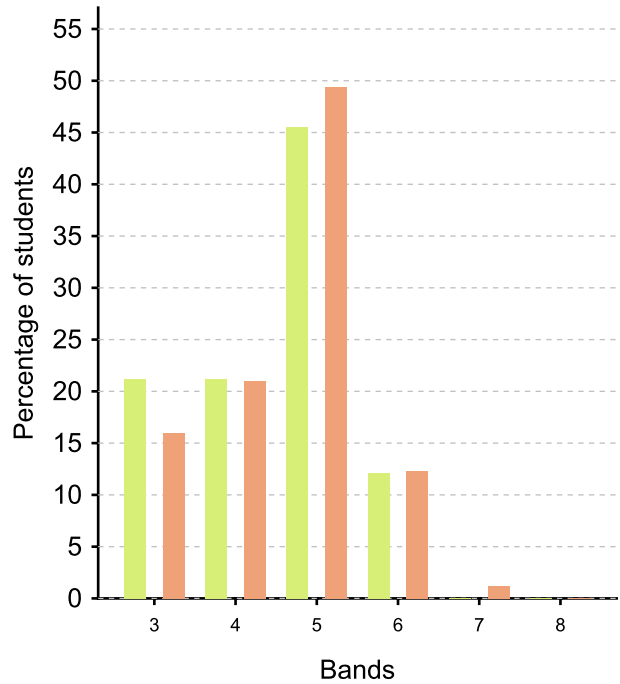
Band	3	4	5	6	7	8
Percentage of students	11.8	20.6	26.5	14.7	17.6	8.8
School avg 2016-2018	11	13.4	26.8	23.2	15.9	9.8

Percentage in bands:
Year 5 Spelling



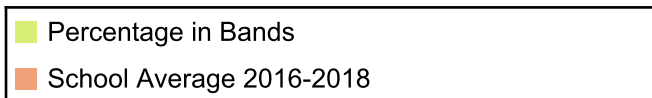
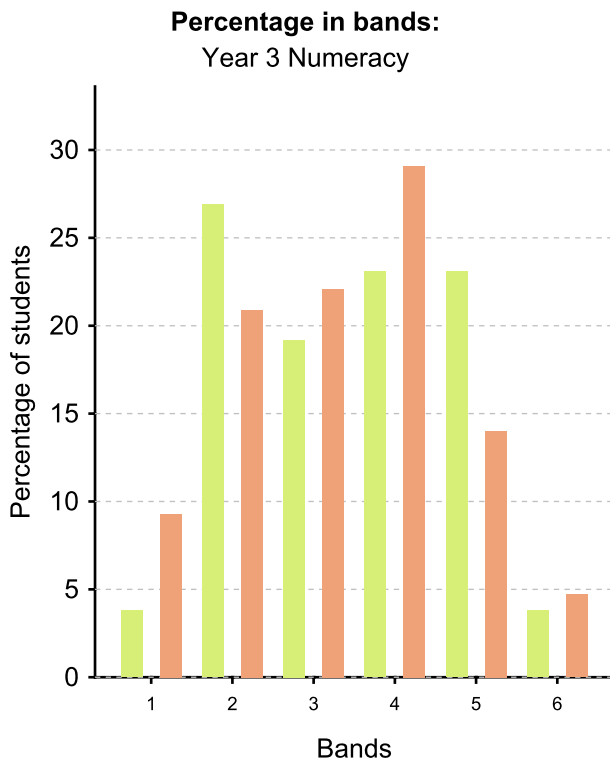
Band	3	4	5	6	7	8
Percentage of students	9.1	9.1	24.2	39.4	12.1	6.1
School avg 2016-2018	8.6	12.3	19.8	32.1	16	11.1

Percentage in bands:
Year 5 Writing



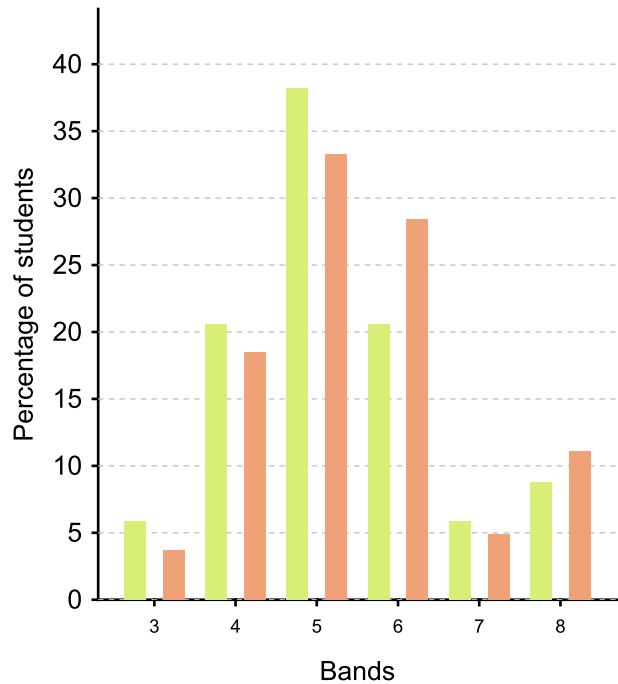
Band	3	4	5	6	7	8
Percentage of students	21.2	21.2	45.5	12.1	0.0	0.0
School avg 2016-2018	16	21	49.4	12.3	1.2	0

A total of 27% of students achieved in bands five and above in Year 3 for numeracy which is a 19% growth from 2017. Looking deeper into the school's data, the number of students in Year 5 achieving in band 8 or above for Numeracy matches the average for Australian schools. This result exceeds the benchmark for schools with similar students by 5%.



Band	1	2	3	4	5	6
Percentage of students	3.8	26.9	19.2	23.1	23.1	3.8
School avg 2016-2018	9.3	20.9	22.1	29.1	14	4.7

**Percentage in bands:
Year 5 Numeracy**



Band	3	4	5	6	7	8
Percentage of students	5.9	20.6	38.2	20.6	5.9	8.8
School avg 2016-2018	3.7	18.5	33.3	28.4	4.9	11.1

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.

In accordance with the Premier's Priorities, the school has achieved sound results..

Parent/caregiver, student, teacher satisfaction

In 2018, the school sought the opinions of students, staff and parents about the school. Soldiers' Settlement Public School is always seeking to improve what we do and offering opportunities for constructive feedback. We constantly speak with our parents, community, staff and students to determine areas of development and continue to strive for excellence as outlined in the School Excellence Framework.

By using the Tell Them From Me Survey, the school was able to target areas for development and highlight those areas that have improved throughout the school .

In 2018, students indicated a 12% increase in *Interest and Motivation*, a 7% increase in *Positive Behaviour at School* and a decrease of 15% in *Bullying* behaviours in school. Students continued to indicate a rating above NSW Govt. Norm in *Effort, Homework Behaviour*,

Relevance of learning tasks, Effective Learning Time and Positive Teacher–Student Relations.

Staff indicated that the school has a positive *Learning Culture* and is an *Inclusive School*. There was a high number of staff who felt that they had positive interactions with family and community, and that the school leadership team was highly supportive and assisted in creating a safe and supportive environment for staff and students. It was also noted that staff felt that Technology was an area in which their students did not have as many opportunities to work independently.

Parents and community have participated in a range of opportunities for offering feedback to the school including external surveys and questionnaires. Overall, parents felt that the school was catering to the needs of their child and providing additional opportunities for engaging in community events and extracurricular activities. It was also noted that there was an increase in attendance and engagement with families at school events, as well as an increase in membership and attendance at the P&C.

Policy requirements

Aboriginal education

Throughout 2018, teachers and students continued to have cross-curriculum priorities encompassing Aboriginal and Torres Strait Islander histories and cultures embedded into all areas of the curriculum. These perspectives were taught in line with the NSW Syllabus for the Australian Curriculum. Aboriginal Education and Aboriginal perspectives are implemented across all Key Learning Areas K–6 at Soldiers' Settlement Public School. All children demonstrate understanding and knowledge of the Aboriginal culture and history through their engagement with the curriculum and whole school events. Students are immersed in the Aboriginal culture via the curriculum through the teaching of Aboriginal perspectives and the Aboriginal 8 Ways of Learning. Units of work provide ideal opportunities for children to make informed judgments and inferences about situations and early Australian history. Soldiers' Settlement Public School's AEO Mrs Calita Murray works closely with the teachers in developing programs and implementing initiatives that complement the curriculum and up skills both the students and teachers knowledge in respects to Aboriginal culture, customs and beliefs. Soldiers' Settlement is also working closely with the UNSW Community, Culture and Connections Project in engaging Aboriginal Elders in the community to work with and share culture with local schools. The school has an extremely active Aboriginal Engagement team and Aboriginal Education is assigned to this portfolio. Here we ensure the Aboriginal culture is celebrated within the school. This group is led by a member of our teaching staff, Ms Rachel Lawrence and with the committee, has provided the students and community many opportunities throughout the year to enrich their learning.

Multicultural and anti-racism education

Soldiers' Settlement Public School embraces multiculturalism throughout our school and community. Soldiers' Settlement Public School promotes tolerance and respect for all cultures through an integrated curriculum. All teachers ensure that multicultural perspectives are taught in lessons and celebrate diversity and promote a variety of cultures and customs. This year we have fewer incidents than previous years highlighting the effectiveness of the program. Our participation in Harmony Day activities encourages integration of key values and attitudes. In 2018 Soldiers' Settlement students were involved in different activities which allowed them to engage in various workshops in order to better understand the Harmony Day celebration of belonging. Students experienced craft, song, dance and storytelling. All participating students wore a form of national dress or the colour orange in order to promote inclusion, interconnectedness and community participation.

In 2018, one teacher served as a trained Anti–Racism Contact Officer (ARCO).