

Hawkesbury Independent School



Annual Report 2023

A Message from the School Management Committee

Thank you for another great year at HIS! This marks the school's 30th anniversary since its inception in 1993 with a small group of dedicated families. It's a real testament to our teachers, parents, and students that HIS has stayed true to its core values over all these years.

In front of you is the HIS Annual Report for 2023, which I hope you find both useful and interesting.

Our school, officially 'Hawkesbury Independent School Incorporated', is a not-for-profit association comprised of parents, staff, and friends as its members. Each year, these members elect the School's Management Committee, which ensures the school's values and mission are upheld through oversight of its strategy and finances.

In 2023, this committee was made up of:

Amanda Jordan, Secretary	Ken Fraser
Bronwyn Moon, Treasurer	Kylie Pitt
Cherie Pfeiffer	Nadia Frischknecht
Emilie Capelle, Deputy Convenor	Pat Fraser, Principal
Joanne Holmes	Tanya Karliyuchuk, Convenor

A major item for the committee during 2023 was the building project. Despite continued weather and labour-related setbacks, significant progress was made, with numerous background issues being resolved throughout the year, positioning the school well for the next stages.

Another item on the agenda in 2023 was firming up the policies and procedures that underpin the school's compliance with regulatory and legal requirements. This is crucial as we prepare for re-registration in 2025, as part of the government's reporting and registration cycle for all schools under the NSW Education and Standards Authority (NESA).

As the Hawkesbury region grows, and along with it interest in our school, ensuring HIS maintains its quality education program while still adhering to its philosophy, is a vital part of the committee's work. The school's Annual General Meeting is held for members in February each year and is an opportunity to hear about the behind-the-scenes work that keeps the school ticking. If you are interested in a role on the committee, the AGM is your chance to get involved. Please reach out to myself or Pat if you'd like more information.

While there's plenty for the Management Committee to do, the day-to-day running of the school is left to the Principal and teachers. As a school community, we're fortunate to have such highly skilled and professional teachers committed to our school, especially through what has been a tumultuous few years for educators. We can see all the ways that Mathew, Alison, Alex and Tom dedicate themselves to the culture and ethos of the school, through the huge effort they put not only into their teaching, but Family Games Night, the Sports Carnival and of course, Presentation Night. The culture and learning environment fostered by the staff showcases what our school is all about.

The committee would also like to acknowledge the enormous work Pat puts in behind the scenes. It's not easy and there are many balls that are juggled at once to ensure the school has the required foundations in place so it can function effectively.

As it was my final year as a parent at the school, I had the privilege of asking some of our graduating Year 6's to reflect on their time at HIS. They talked about their teachers' dedication ("... they adapt to how kids need to learn"), fairness ("I am proud of the way teachers are fair, know when to have a joke and know when to get back into work") and sense of fun ("they are smart, kind and funny!").

It's an honour to be part of the HIS community and so on behalf of the 2023 Management Committee, a huge thank you to everyone, the staff, parents and students, for making our school what it is.

Tanya Karliyuchuk
Convenor

School snapshot - Contextual Information about the School

Hawkesbury Independent School is a small co-educational school for children from Kindergarten to Year 6. It is situated at Kurrajong, New South Wales and offers a positive alternative for children and parents in the Hawkesbury area. Our school is based on a strong sense of community. We have developed a supportive and nurturing atmosphere where all children look out for each other and where parents are invited to be part of the life of the school. Active learning describes our school activities, both inside and outside the classroom. While the learning program is very structured and covers all the requirements of the NSW Educational Standards Authority (NESA) curriculum, the activities are stimulating, 'hands-on' and active. Our teaching and learning programs are based on research and evidence.

Established in 1993, the school provides a strong educational foundation for children from Kindergarten to Year 6. It is a co-educational K-6 school providing an education underpinned by strong social values and operating within the policies of the NSW Education Standards Authority (NESA).



Student population

Our enrolment at the end of 2023 was 76 children. Our families are drawn from a wide area of the Hawkesbury and a cross-section of the community. Over 20% of our students are children of educators. It is reassuring that so many teachers and lecturers continue to choose our school for their children. This indicates confidence in the educational programs and reflects positively on the teaching practices within the school. 5% of our student population have aboriginal heritage.

Highlights of 2023

Value added information

The school ran a number of interesting and varied programs throughout 2023 to support and engage students.

English

For the nineteenth year in a row, we had 100% participation (Kindergarten to Year 6) in the *Premier's Reading Challenge*. This program encouraged a greater use of our Library, more borrowing and it motivated reluctant readers to get back into books. Children who had met the Challenge for the fourth year were recognised for their wonderful efforts by being awarded special Gold Certificates. Children who had met the Challenge for the seventh year were recognised for their outstanding efforts by being awarded special Platinum Certificates.



All the children from Kindergarten to Year 6 spent Term 2 writing poetry. They spent time learning about poetic devices such as onomatopoeia, alliteration, personification, similes, metaphors, rhyme and rhythm. They tried their hand at writing many different kinds of poems including haiku, cinquain, shape poems, free verse and rhyming couplets. Each child, then, selected his/her favourite poem to enter in the Dorothea Mackellar Poetry Competition. The theme for 2023 was: *The Winding Road*.

We joined in *National Simultaneous Story Time* where children across the country logged in to share a chosen Australian children's book together. This year's book was *The Speedy Sloth* by Rebecca Young.

After studying the book, *Jorn's Magnificent Imagination*, our students were treated to a live performance by Tony Bones from "Books to Life". The book which was about the designing of the Opera House was brought to life by Tony. He sang and presented a creative and engaging

performance that had our students completely enthralled. There was lots of student participation. The idea was to promote books by demonstrating how in an ever-changing world, books remain as a consistent way of connecting with others and showing how a good story is timeless. It was a very memorable theatrical experience for our children.

Tom Fraser (who is our instructional coach and mentor) worked with teachers to refine our reading system in the younger classes. As a result, he created decodable books to enhance the program and produced a new scope and sequence. The decodable books have a tightly controlled use of letters and sounds aligned to those that the children have learnt. The books are sequenced to become more complex as the children progress. The new reading program was fully implemented, as a trial, in the Year 2 class during 2023. The results have shown outstanding improvements in Reading and Spelling for those children.

As part of the English work on **Persuasive writing**, in addition to writing persuasive arguments, the children created a range of advertising materials. Year 2 thought up an idea for a new breakfast cereal and then prepared promotional packaging, 5 & 6 developed video advertisements.

Maths

During 2023 all the students from Kindergarten to Year 6 worked on a web-based Mathematics program called *Mathletics*. This program allowed the children to work at their own pace to complete various tasks. The program was used to revise and reinforce knowledge and skills across all areas of the Mathematics curriculum as well as being used to support our maths activities and to improve student learning.



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

Much of our regular Maths lessons included a variety of interesting hands-on activities to develop deep understanding.

World of Maths visited the school and took the children through a wonderful journey of problem-solving activities using some very innovative hands-on materials. The students' level of participation was very high as they were engaged in the challenging activities.

It was very exciting when our students in Years 5 & 6 built their very own skateboards. Firstly, they applied all the knowledge that they had been learning in Geometry and Measurement to create a design that had several mathematical conditions that had to be met. They learned the parts of a skateboard and then built their own. As part of our PE skills lessons, they learned how to ride and do some basic tricks. What a great activity encompassing many aspects of Maths!

We took part in the APSMO competition where the children developed some amazing problem-solving skills.

HSIE & Science & Technology

As part of our History unit on *Government*, Years 5 & 6 visited Canberra and took part in lots of interesting learning activities. They visited many places of interest including the Discovery Room at the War Memorial, Old Parliament House, Questacon, the Electoral Office, Parliament House and the information centre at Lake Burley Griffith. They had the opportunity to dress up and role play in both Parliament House and Old Parliament House and to learn about the Australian electoral system. They also visited some places just for fun - dinner at a restaurant at night and they played laser tag.



The children learned about Australian native animals. This unit of work culminated in an

excursion to Sydney Aquarium and Zoo at Darling Harbour.



We conducted our own multi-cultural week with lots of involvement from our families who came to speak to our children. We learned about the different cultures that make up our school and in turn make up Australia. The different foods, ways of dressing, languages, customs and beliefs



Creative and Practical Arts

During 2023 we introduced a new music program into the school designed to get the children playing, singing and moving more.

We entered paintings in the Hawkesbury Show. The theme was *Farm Animals*

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



Presentation Night was held in the Richmond High School auditorium. This venue was large enough to accommodate all our extended families. The school musical was based on Cinderella by Roald Dahl.



Personal Development, Health & Physical Education.

We were excited about holding our Sport's Carnival at McMahon's park, Kurrajong. Children, teachers and parents reported that they had a great day. The activities/races involving children and parents were a particular treat.

All children from Kindergarten to Year 6 were involved in an intensive Swimming Program. This is designed, of course, to improve their confidence in the water and their swimming skills

All students from K-6 participated in the Life Education Program (with Healthy Harrold). They learned about topics including: food and nutrition, personal safety and drug and alcohol education. The programs are a unique, hands-on experience

and a fun and informative way to reinforce the messages about making right choices and keeping ourselves safe. While we repeat this program every year, the content of each session is age-specific and we arrange it so that children never do the same program twice.

We held our annual Family Picnic Day at Navua Reserve Grose Wold. This provided an opportunity for families to get to know each other in a relaxed environment.



Japanese Language

We continued the study of Japanese under the direction of Matthew where the children learned how to read and write Japanese.

Open Day

In June we held our Open Day and Book Fair. During this day children enjoyed showing off their classrooms and their learning to their mums and dads and other family members. Each of our classrooms was open so that parents and interested members of the community could look at displays of the children's work and talk to teachers about our school. A number of new parents completed application forms regarding future enrolment for their children.

As a result of the Book Fair, we received about \$1,000 worth of books for our library.

Student Achievement

Literacy & Numeracy National Assessments in Years 3 & 5

Since 2023, achievement in NAPLAN is reported against proficiency standards. The proficiency standards represent a challenging but reasonable expectation of student achievement at the time of testing. These standards are made up of 4 proficiency levels. The 4 proficiency levels that make up the standards are: Exceeding: The student's result exceeds expectations at the time of testing; Strong: The student's result meets challenging but reasonable expectations at the time of testing. • Developing: The student's result indicates that they are working towards expectations at the time of testing. • Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

In 2023, our Year 3 students (12 children) and our Year 5 students (8 children) participated in the National Assessment Program Literacy and Numeracy (NAPLAN).

Because of the small numbers of students undertaking these standardised tests at our school, it is difficult to draw meaningful comparisons with state averages. The real measure of the success of the school's performance in the basic skills areas has to be the progress each child makes against their previous results. (The results of all of our Year 5 students showed a marked improvement in every area when compared to their previous Year 3 results).

A critical aspect of the reporting of the results in the standardised tests must be to ensure that the scores of an individual child cannot be identified. In our small school, particular care has been taken to make general statements about the outcomes.

Literacy & Numeracy – NAPLAN Year 3

Analysis of Year 3 data shows that our Year 3 performance in the 2023 NAPLAN overall was excellent in all areas. However, statistical comparisons are not always meaningful with such small numbers in our school. Results of individuals, on the other hand, are useful for the teachers in diagnosing and responding to particular strengths and weaknesses of each child. This analysis also allows our teachers to see where improvements can be made to our programs and teaching strategies.

Year 3	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
School	435	441	405	428	440
National	405	416	404	411	407

Literacy & Numeracy – NAPLAN Year 5

Analysis of Year 5 data shows that our Year 5 performance in the 2023 NAPLAN overall was excellent in all areas. However, statistical comparisons are not always meaningful with such small numbers in our school. Results of individuals, on the other hand, are useful for the teachers in diagnosing and responding to particular strengths and weaknesses of each child. This analysis also allows our teachers to see where improvements can be made to our programs and teaching strategies.

Year 5	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
School	531	545	512	567	523
National	496	483	489	497	488

We were excited to learn that our 2023 Year 6 students have been offered placements at their chosen schools. All four of our students who are attending the local high school were offered places in the Aspiration Class at the school. That's pretty amazing as it is a class of 30 students. Additionally, all students who applied for scholarships at private schools were successful, with one of our students being offered a full scholarship. All eleven students have settled well into their chosen high schools.



Details of all teaching staff

Teacher accreditation

Level of Accreditation	Number of Teachers
Conditional	1
Provisional	0
Proficient Teacher	3

Teaching Standards

Category	Number of Teachers
(i) Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	4
(ii) Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	0
(iii) Teachers who do not have qualifications as described in (i) and (ii) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Teachers in this category must have been employed:	0

Details of school staff 2023

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Full-time Equivalent	4	0	0

Professional Learning

All staff participated in professional learning sessions conducted by Coachedu during whole school development days to increase staff understanding of effective use of manipulatives in the Maths classrooms, structuring a Maths lesson and planning and programming Maths. In addition, Coachedu conducted training in English including Morning Routine, Spelling, Phonics and Reading. All the teaching staff participated in compliance training such as code of conduct, child protection, Workplace Health & Safety, Manual Handling, communication and curriculum-based discussions. Each teacher was involved in classroom observations where feedback to improve was given. In addition, staff undertook the following professional development activities throughout 2023.

Description of the Professional Learning Activity	Number of Teachers
<i>Senior First Aid Training</i> by Pulse First Aid Training	5
<i>Maths Workshop & Programming ongoing</i> Maths consultancy during 2022 by educational coach and mentor Coachedu	5
Indigenous Education in the Classroom	1
<i>NCCD Disability On-line Training</i> Australian Government	1
<i>NCCD Disability Training</i> by Pat Fraser	5
<i>Educational Modules on-line</i> by Training 24/7. This involved several independently chosen English modules.	5
<i>Observing modelled lessons for Mathematics and Literacy</i> by Coachedu Teachers had the opportunity to observe Maths and English coach and mentor, teaching their own classes	5
<i>Programming English with Jo-Anne Dooner</i> from GRR	5
<i>Programming with Tom Fraser</i> from Coachedu	5
<i>Governance Online Training</i> by NSW AIS (Management Committee Members)	10
<i>Policies and Procedures in Schools</i>	5

Student Attendance

Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
90%	93%	91%	92%	93%	93%	92%

In 2023 the average daily student attendance rate for the whole school was 92%.

Management of Non-Attendance

During 2023, the teachers continued to use a computerised attendance register.

An attendance report is provided to parents each term. This report indicates the number of days a student is absent from school and the reasons given by the parent for the absence. It also highlights those days where there has been no explanation given for the absence. An SMS notification is sent to parents where written explanation of absence is not received from parents.

1	Initial contact is made via the school centralised online system <i>Sentral</i>
2	If there is no response, this is followed up by a phone call and/or SMS
3	If there is no response, a letter/email is sent to the parent/carer expressing concern at student absences
4	If there is no response and/or the situation does not improve, the Principal contacts the parent/carer
5	Contact NSWAIS and Referral to Home Liaison Officer
6	Mandatory reporting procedures apply where absences are extended or the student may be at risk

Enrolment Guidelines

Hawkesbury Independent School is a small co-educational school for children from Kindergarten to Year 6. All applications are processed in order of receipt and consideration is given to the applicant's support for the philosophy of the school, whether siblings already attend the school and whether the school is able to answer the needs of the student. Once enrolled, students and parents are expected to support the school's philosophy, pay tuition fees and comply with the school rules to maintain their enrolment.

Implementation:

- New students may be enrolled provided that:
 - their fifth birthday is prior to June 30 in the year they are to commence
 - necessary forms are completed by parent/caregiver
 - the Principal/delegate signs and copies the Birth Certificate and files the *Record of Immunisation*. Parents have the right not to immunise their child under the Public Health (Amendment Act) 1992, but in the event of an outbreak of a vaccine preventable disease, unimmunised children will be required to remain at home for the duration of the outbreak
 - the parents understand and support the philosophy of the school
 - the school is able to meet the needs of the child
- In the case of more applicants than enrolment places, preference will be given to those students whose brothers or sisters currently attend Hawkesbury Independent School provided that the School can answer the needs of the child. As our school is co-educational, places are also offered where possible to maintain an approximately equal balance of boys and girls
- The Principal may refuse enrolment of a student on the grounds of previously documented violent behaviour if there is evidence that the student has not learned the appropriate skills to manage this behaviour
- Students 6-15 years old must be enrolled and attend school on each day that instruction is provided
- Where the destination of a student leaving the school is unknown, the Principal/delegate will contact a home school liaison officer from the Department of Education and Training. The Principal is required to give the school liaison officer the student's name, age and last known address.

Enrolment Procedures

- Prospective parents will be provided with information about the school through the school website www.his.nsw.edu.au
- Prospective parents are welcome to arrange a time to visit the school for a tour and an introduction to the operation of the school
- Parents may then lodge an application form and an application fee. The fee is set by the School Management Committee from time to time and is non-refundable
- All applications will be processed in order of receipt
- The Principal/delegate will then organise for there to be an interview with the child and parents to ensure that the parents understand and support the philosophy of the school, and to determine if the school can meet the needs of the child. At the interview parents will be asked to provide the last two reports of the child, the NAPLAN results and any other relevant documentation (where applicable)
 - The applicant's supporting statement / interview responses regarding their ability and willingness to support the school's philosophy is considered.
- Each student's educational needs are considered. To do this, the school gathers information and consults with the parents/family and other relevant persons.
- Any strategies, which need to be put into place to accommodate the student, are identified before a decision regarding the enrolment is made.
- Applicants are informed of the outcome.
- Once an offer of a place has been made, parents are asked to provide:

- A copy of the last two reports of the child (if applicable)
- The child's immunisation record and birth certificate
- A completed *Family Detail* form
- A completed *Student Detail* form, including a health questionnaire
- A completed *Terms and Conditions of Enrolment* form, signed, if possible, by both parents
- As soon as the signed enrolment forms have been received by the school, the Family Bond which is equivalent to one term's fees becomes due and payable to finalise enrolment
- Once enrolled, students and parents are expected to support the school's philosophy and comply with the school's rules, policies and standards in order to maintain enrolment
- In order to secure enrolment for each term, parents must have paid all fees for the preceding term or have made arrangements with the school for a process to ensure payment is made
- If the Principal/delegate considers that a student is guilty of a serious breach of the rules or has otherwise engaged in conduct that is prejudicial to the school or its students or staff, the Principal/delegate may exclude the student permanently or temporarily at his/her absolute discretion. No remission of fees will apply.
- If the School Management Committee or the Principal/delegate believes that a mutually beneficial relationship of trust and cooperation between a parent and school has broken down to the extent that it adversely impacts on that relationship, then the School, the School Management Committee or the Principal/delegate may require the parent to remove the child from the school. No remission of fees will apply.

Subject to availability, offers of a place will be made according to whether the applicants are able and willing to support the philosophy of the school; whether the school is able to answer the needs of the student; whether there are siblings of the student already at the school and the order of application. Continued enrolment is subject to the student's adherence to school rules (see enrolment contract, behaviour management policies) and payment of all school fees.

Policies

Policy	Changes in 2023	Access to full text
<p>Student Welfare</p> <p>The school seeks to provide a safe & supportive environment to support the mental, physical and emotional well-being of students through programs that:</p> <ul style="list-style-type: none"> • Meet the personal, social and learning needs of students • Provide early intervention programs for students at risk • Develop students sense of worth and foster personal development 	<ul style="list-style-type: none"> • Minor changes 	<p>Full text issued to staff (Staff Handbook)</p> <p>Parents may request copy by contacting the school office</p> <p>Communicated to staff annually at full staff meeting</p>
<p>Anti-bullying</p> <p>The school policy provides processes for responding and managing allegations of bullying including the contact information for the local police School Liaison and Youth Liaison Officer.</p>	<ul style="list-style-type: none"> • Minor changes 	<p>Full text issued to staff (Staff Handbook)</p> <p>Parents may request a copy by contacting the school office</p> <p>Communicated to staff annually at full staff meeting in Term1</p>
<p>Discipline</p> <p>The school expressly prohibits corporal punishment and does not explicitly or implicitly sanction the administration of corporal punishment by non-school persons, including parents, to enforce discipline at school.</p> <p>All behaviour management actions are based on procedural fairness.</p>	<ul style="list-style-type: none"> • Minor changes 	<p>Full text issued to staff (Staff Handbook)</p> <p>Parents may request a copy by contacting the school office</p> <p>Communicated to staff annually at full staff meeting in Term 1</p>
<p>Complaints and grievances resolution</p> <p>The policy uses as appropriate, procedural fairness in dealing with complaints and grievances and includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate how parents raise complaints and grievances and how the school will respond.</p>	<ul style="list-style-type: none"> • Minor changes 	<p>Full text issued to staff (Staff Handbook)</p> <p>Parents may request a copy by contacting the school office</p> <p>Communicated to staff annually at full staff meeting</p>

Achievement of targeted priorities for 2020-2025

These targets were set as a six-year goal in 2020 and will continue during 2023 and beyond.

Area	Activities undertaken and outcomes achieved
<p>Target 1</p> <p>To improve student outcomes in Reading: Phonics Skills</p> <p><i>Development of Synthetic Phonics program</i></p>	<ul style="list-style-type: none"> • Teachers participated in professional development opportunities to develop knowledge and understanding of Synthetic Phonics • Teachers planned and programmed collaboratively • The curriculum was differentiated to meet the individual needs of students • A new Scope and Sequence Chart related to the teaching of Synthetic Phonics was modified • Additional reading resources were purchased • Additional reading resources <i>Get Reading Right</i> to support phonics programs for all stages were purchased and prepared for student usage • Whole class and individual charts were revised and reprinted • Sound files were produced to support the program <p><i>Achievement of Target 1 is ongoing and will continue into 2024</i></p>
<p>Target 2</p> <p>To improve student outcomes in Reading: Comprehension & Fluency</p> <p><i>Development of Core Reading program</i></p>	<ul style="list-style-type: none"> • Teachers planned and programmed collaboratively • The revision and development of units related to the core Eureka reading program has been completed for Levels 0, 1, 2 3 and 4. Other stages need to be revised and/or developed • Additional reading resources to support reading programs for all stages were purchased • Resources were organised to improve access by teaching staff • The development of resources for use on the interactive whiteboard and computers to accompany the Core reading program were commenced <p><i>Achievement of Target 2 is ongoing and will continue into 2024</i></p>
<p>Target 3</p> <p>To further integrate the use of technology into classroom practice</p>	<ul style="list-style-type: none"> • Teachers planned and programmed collaboratively • ICT resources were audited to determine reliability and consistency of programs to all computers on the network • Training teachers in the use of Interactive Whiteboards and IWB software to enhance teaching and learning in the classroom • The NBN was installed in 2018 • 38 x new computers to replace older model computers in 2017. These were set up for the start of the 2018 school year • Additional teacher computers were replaced in 2022 • Upgrading of ICT will occur over 2024-2025 <p><i>Achievement of Target 3 is ongoing and will continue into 2024 with additional teacher training</i></p>

<p>Target 4</p> <p>To improve the outcomes of all students in English</p>	<ul style="list-style-type: none"> • Staff undertook professional learning opportunities with Literacy Consultant • English Scope & sequence charts were developed with assistance of an external mentor • Effective whole school programs were developed with assistance from an external mentor who coached the staff throughout 2022 • Consistent assessment and reporting practices were introduced across the school <p><i>Achievement of Target 4 is ongoing and will continue into 2024 and beyond.</i></p>
<p>Target 5</p> <p>To improve the outcomes of all students in Mathematics</p>	<ul style="list-style-type: none"> • Staff undertook professional learning opportunities with an external Maths Consultant • Mathematics Scope & sequence charts were developed • Effective whole school programs were introduced, including the introduction of Learning Modules • Purchase of Mathematics equipment <p><i>Achievement of Target 5 is ongoing and will continue into 2024 and beyond</i></p>
<p>Target 6</p> <p>To create consistent programming across the school implementing backward design principles</p>	<ul style="list-style-type: none"> • Staff undertook professional learning opportunities with an external consultant in order to understand how to program using backward design • Scope & sequence charts were and are being developed • Effective whole school programs were introduced, including the introduction of Learning Modules • <i>Achievement of Target 6 is ongoing and will continue into 2024 and beyond</i>

School-determined targets for 2022 - 2025

As a small school with 5 members of staff, targets need to be set over a number of years. The targets determined will be built upon and will continue through 2024 and 2025.

Respect and Responsibility

The school respects and values each child as an individual and as a member of the school community. Teachers and parents provide the care and support that engender self-esteem, mutual respect and responsibility. Respect and responsibility are stressed in class and in everyday school life. There is an expectation of courtesy, good behaviour, care for the community they belong to, and respect for all.

As a small school, we are able to foster strong personal relationships between students, and with teachers and parents. Integral to this is the development of mutual respect and understanding and accepting responsibility for one's actions. This is stressed in class and in all aspects of school life. Any behaviour of students that is in conflict with these principles is addressed promptly and respectfully.

A culture of mutual respect, care and responsibility is very strong within the school, and this is acknowledged and appreciated by parents.

The weekly "Friday Meetings" of the whole school enables issues to be raised by students and staff and provides a forum for the development of practices with strong commitment from the students.

Parent, student and teacher satisfaction

The school is very proud of its 'open door policy' with parent involvement welcomed and encouraged. The School Management Committee meets approximately once a month during term time and provides one of a number of avenues for parents to express their level of satisfaction. The level of parent involvement in the Committee is high and discussions throughout the year indicated that parent satisfaction is extremely positive.

Surveys were conducted during the 2023 school year and confirmed the view that overall parents, teachers and students were very satisfied with the school. Some of the key areas of satisfaction identified in the surveys where most of the parents and students rated the items as "very positive" included:

- The range of educational experiences provided
- The different teaching strategies used by the teachers to make the lessons stimulating and enjoyable
- The learning materials and resources available to the students
- The actions taken by teachers to manage student behaviour in class and out of class
- The usefulness of the school website for providing information about the school
- The usefulness of Seesaw for connecting parents with their children at school

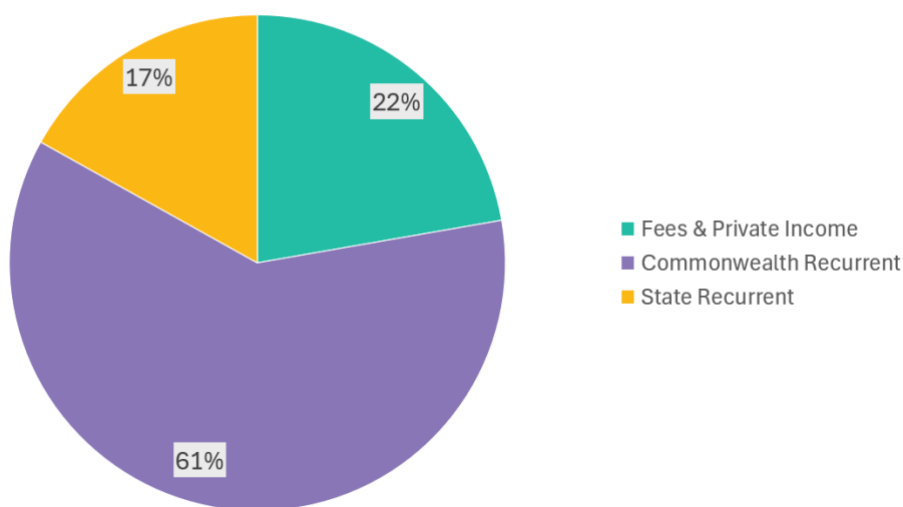
Summary financial information

Graphical representation of income and expenditure using percentages only

The following summary covers operating costs including permanent and casual salaries, buildings and major maintenance. A full copy of the school's 2023 financial statement is tabled at the annual general meeting of the School Management Committee.

(a) Income represented by pie chart

2023 Income



(b) Expenditure represented by pie chart

2023 Expenses

