

# Arcadia Public School Annual Report



2016

**Arcadia**  
**PUBLIC School**  
*Be Outstanding, Be Inspired!*

1048

## Introduction

The Annual Report for 2016 is provided to the community of Arcadia 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.

Arcadia Public School is an incredible school. Our size, our stunning environment, the strong connections and relationships we enjoy with our parents and community combines with what is at the forefront of everything we do – to provide each of our students with the foundations and building blocks to achieve amazing things because that's what we're about, supporting and challenging our students to become increasingly confident and capable learners and happy, self-regulated members of society.

As Arcadians we achieve this by focussing on our strengths. We use evidence based practices to inform, explore and understand, and implement plans for continual improvement in our learning programs.

There have been many high points in 2016 and many achievements to be celebrated. Building on the exemplary practice evident in the Kindergarten L3 literacy program, Mrs Kelly, in her role of Learning Support Teacher has implemented two outstanding models of instruction which, in collaboration with Mrs Eldridge and Reading Recovery, has seen our Stage One students complete 2016 far exceeding NSW reading standards.

Our students have been introduced to robotics and computer coding and have experienced inquiry-based learning as a delivery mechanism for the new Geography syllabus. The students have shown great enthusiasm and we look forward to building on these programs in 2017.

We are extremely proud of the strong presence of past Arcadia Public School students in the Galston High School student leadership team each year. This, along with our students high level of acceptance into the Galston High School Year 7 extension class is evidence of the academic excellence which we achieve at Arcadia Public School. Year 6 students from our large district competed for places in the Year 7 extension class, I congratulate India, Kyah and Ashlea, who from our small school will form over 10% of the 2017 class. This is an outstanding achievement for both the girls and our school.

I strongly believe that our students' well – being, self – awareness and desire to achieve personal best is a product of being embraced by a community that is incredibly pro-active and generous in supporting their school. From welcoming Dr Harry and being showcased on National television in March 2016 to hosting a unique Agricultural Adventure Open Day, the upgrade of our uniform, fabulous dances and markets, an incredible canteen, the list goes on and on and on behalf of the staff and students I thank our P&C and all the parents and community members who have contributed to such a successful year. It's exciting to think what 2017 holds for Arcadia Public School.

2016 has seen the implementation of LMBR Learning Management Business Reform at our school – a huge, complex task equal to its long title. The hard work, persistence and patience of our School Administrative Manager, Mrs Postill, has been responsible for the success of this implementation and I sincerely thank her.

Mrs Sharon O'Brien

Principal

### School contact details

Arcadia Public School

140 Arcadia Road

Arcadia, 2159

[www.arcadia-p.schools.nsw.edu.au](http://www.arcadia-p.schools.nsw.edu.au)

[arcadia-p.School@det.nsw.edu.au](mailto:arcadia-p.School@det.nsw.edu.au)

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## Message from the school community

Arcadia Public School P&C in 2016 coordinated a disco, two market days, a Mother's Day stall, Father's Day stall, Election Day BBQ, and a memorable cultural celebration. Great fund raisers and community events that have had great support from the school community in general. Two working bees that helped make our beautiful school even prettier. I would like to thank Gary and Bendigo Bank for all the support they have shown us over the years including supporting our cultural dinner last week. Matt Kean who has always been a great supporter of our school. Thanks to the parents that help in canteen. The P&C has worked with the school with the introduction of the new uniform. It has taken many meetings that started last year with a small group in the committee working hard to come up with the final plan. The new uniforms look very bright and modern. We will be supporting the play group with some renovations to the shed over the holidays, making a great little nook for both the play group and the school to use. The play group has continued to grow and is a great feeder for new enrolments to the school. Some of the other things the P&C has purchased this year include The Robotics and coding program's, blazers for School Representatives, a special table to help in kindergarten, gardening and maintenance around the school and library books. I would like to thank Olivia Carter for her contribution to the band. Because of her Band Scholarship and the P&C's purchase of some instruments for the school, four students had the opportunity to learn a musical instrument that they may not have had. The P&C has also supported a number of the families and students in small ways like providing canteen to those that for a number of reasons require support, it's a small contribution from our part but I know it is greatly appreciated by the families. So the P&C this year has not built an obvious structure like the COLA but I like to think we are building something of much more importance, community. A community where we can help those who need a hand, where people know they can ask for help. And we set an example to our children that they learn that they are in an community where they can ask for help with the knowledge that there is someone there for them in times of trouble. Thank you to the great teachers and staff we have at Arcadia Public School, it is not uncommon to see you working through school holidays and over weekends, you turn up to working bees and market days, all out of your love and commitment to our school and our children's education. You know and look after all our children whether they are in your class or not. Thank you. Finally I would like to congratulate year six on their completing primary school and wish them all the best for the future. I look forward to seeing you again at market days and other community events in the area.

Peter Jones

P&C President

## School background

### School vision statement

Arcadia Public School is a caring place.

Opportunities for success are provided for every student in academic, cultural and sporting activities in an innovative and technologically rich learning environment. Our students demonstrate respect for their environment, themselves and others in an atmosphere of trust, tolerance and high personal expectation.

The positive partnership between school and home throughout our student's journey is fundamental to the attainment of their success as together we instill a love of learning, the importance of open communication and teamwork, and celebrate each step towards achievement.

### School context

Arcadia Public School is a thriving, vibrant learning community and an active participant in the Galston Community of Schools. Set in a semi-rural location, environmental education, student leadership, self-direction and public speaking are strong features of the school. The school is robustly supported by the wider school community and enjoys strong links to the history and cultural traditions of the area.

Being part of Arcadia Public School is being part of a family. At our school lifelong friendships are forged, families connect and the community grows together.

The motto for our school is 'Be outstanding, be inspired'. We stand by this by striving to build a great school that promotes a passion for learning in our students and the confidence and knowledge to take responsibility and be actively involved in their own learning.

Our School's educational philosophy is underpinned by the timeless values of respect, responsibility and personal best.

# 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

In the domain of learning, consistent school wide practices for assessment and reporting have been used to monitor, plan and report on student learning. Assessment tasks aligned with the Literacy and Numeracy continuums have been developed with the implementation of the SENA 3 and SENA 4 Mathematics assessment packages providing valuable information about student achievement in Stage 3. All students have been tracked on PLAN software and feedback to parent reports were generated and distributed at the end of Term 1. These reports extended our reporting to parents schedule, delivering further information for parents to understand the learning progress of their children and how to effectively support them to learn. A writing data wall has been established with individual student capabilities in clear view and teachers collaboratively making evidence based decisions on how to move students forward. Students in Year 3 and Year 4 have been extremely engaged in a robotics program which has integrated design and technology, problem solving and creative thinking, while students in Year 5 and Year 6 have been introduced to computer coding with a high degree of interest and support from families.

### Teaching

Strong growth in student literacy achievement has resulted from school wide collaborative practices with emphasis on evidence–based teaching strategies. This is seen in the targeted implementation of the Macquarie University MacqLit literacy program, continuation of L3 literacy program in Kindergarten, further professional learning and teaching of the Macquarie University Spell It program, Reading Recovery and a very effective model of Learning Support in Stage 1. All teachers participated in professional learning in the understanding and implementation of inquiry based learning and the BOSTES Geography syllabus.

### Leading

Arcadia Public School promotes a culture of high expectations and community engagement with the local community, businesses and media. In March the school was featured on a Better Homes and Gardens National TV episode as they constructed a new chicken coop on school grounds. They modelled the coop on a student's winning entry to a design competition hosted by the NSW Royal Agricultural Society. This was a component of the BOSTES Science syllabus – design and technology. This enhancement to school grounds is one aspect now managed by students who are encouraged and supported to take leadership and ownership in many areas of their school life with the understanding that they have the capacity to influence school improvement. The school demonstrates its ongoing commitment to effective administrative practices with the successful introduction of the Learning Management Business Reform (LMBR).

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

For more information about the School Excellence Framework:

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

## Strategic Direction 1

### Outstanding Teaching

#### Purpose

To ensure that every student is engaged in a differentiated and challenging educational curriculum that is informed by quality assessment practices.

#### Overall summary of progress

A strong focus on professional educational practice is evident at Arcadia Public School. Staff participated in a range of professional learning activities which included workshops, conferences, video conferences and training days on a range of topics including the BOSTES accreditation process. All professional development is aligned with the BOSTES accreditation standards with one teacher working towards the highly accomplished teaching level. Learning and support programs have been enhanced with a whole school focus on monitoring student progress in writing through use of a data wall. School wide plotting of students on PLAN software has seen increased collegial discussion and coaching as well as deeper parent understanding of Literacy and Numeracy expectations.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improve student learning growth in Writing, Spelling and Numeracy through regular monitoring of results against the Numeracy and Literacy continuums.  To better State growth from Years 3 to 5 in NAPLAN Writing and Numeracy.  All staff have a professional learning plan that is aligned to Australian Professional Standards for Teachers and the School Plan.  All staff fully implement BOSTES syllabus.	Teacher/student survey and observations. All teaching programs reflect new curriculum requirements.  Annual review of performance and development plans completed.  School wide teacher observations program in operation.  All teachers undertake responsibility for their professional learning.  Teacher professional learning plans are authentically linked to the Australian Professional Standards for Teachers.  Whole School Data collection PLAN reports.  Teachers regularly analyse student performance data to evaluate the effectiveness of programs and improvement in their teaching methods.	Initiative funding \$5802

#### Next Steps

- Whole school professional learning in collaboration with Community of Schools partners in area of effective differentiation in mathematics.
- Continued learning in use of Numeracy continuum and SENA 3 and SENA 4 assessment tools.
- Trial Oxford maths 2017.
- Development of scope and sequence to cover outcomes across stages in Geography and History BOSTES syllabus.
- Review and strengthen PBEL program, Bounce Back ES1, S1 and S2 and investigate alternative for S3.
- All teaching programs reflect differentiated teaching to address the learning needs of all students.
- Implement Seven Steps to Writing Success program K–6.



## Strategic Direction 2

### Inspired Learners

#### Purpose

To develop successful, reflective learners who are encouraged to think critically and creatively, communicate effectively, engage skilfully with technology and pursue their potential as life-long learners.

#### Overall summary of progress

Professional development in authentic connectedness between ICT, critical and creative thinking general capabilities in order to extend student learning in 21st Century mindsets and capabilities will continue to be a focus as we further explore inquiry based learning. All teachers attended the 2020Vision on the future conference where speakers presented on inquiry learning, collaboration, critical thinking and student engaged assessment. Student Parliament has become a valued vehicle for student voice with improvements such as a new basketball hoop and refurbishment of bubblers area resulting from motions put forward by students.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students demonstrating active listening, expressing their opinions and communicating their thinking clearly and appropriately with the ability to collaborate and negotiate in groups.  An increased number of students perform in the top 2 bands of NAPLAN based on 2015 data.	Tell Them From Me student surveys conducted and results analysed. Tell Them From Me survey results in term 1 and term 3 compared and analysed.  Relevance of motions raised at Student Parliament and resulting actions.  In Year 5 Reading results 54.6% of students achieved in top 2 bands of NAPLAN compared to 27.3% in 2015.  In Year 5 Mathematics 36.4% of students achieved in the top 2 bands of NAPLAN compared to 27.3% in 2015.	Classroom resources \$5027  Computer Coordinator Allocation \$4656  Reading Recovery teacher supplementation \$4000

#### Next Steps

- Students are involved in their learning and decision making through a continuing whole school commitment to project based learning, cooperative learning, student voice and leadership.
- Students use reflection on assessment, goal setting and explicit feedback to plan learning.
- Review of technology skills scope and sequence.
- Participate in further teacher professional learning in the area of creative and critical thinking.
- Investigate writers festival.
- Implement Maths problem solving group.

## Strategic Direction 3

### Parents as partners

#### Purpose

To enhance strong partnerships in a harmonious, inclusive community that values purposeful communication and productive relationships.

#### Overall summary of progress

The Arcadia Public School community works together to achieve optimal outcomes for all students and the wider community. The P&C have coordinated with a uniform committee, displaying great pride in their school by introducing a modern updated school uniform and purchasing a bank of school blazers worn by the students when representing their school at functions and competitions. The band program has expanded with a community member offering a scholarship to ensure that tuition and instrument hire is available to those in need. Communication between home and school has been consistent and clear through emails and newsletters. The P&C facebook page is extremely well visited. Arcadia playgroup has expanded with an increase in patronage by 70% throughout 2016. School promotion is discussed and acted on at monthly P&C meetings with promotional packs created and distributed to all local real estate agents. Mrs Crouch visited local preschools, reading to the children and liaising with staff. Arcadia Agricultural Adventure (open day) drew local families and 20 preschool children from Galston Long Day Care Centre. Parents volunteered in the school office to support the implementation of LMBR. Class parent initiative has not worked successfully in all classes. Arcadia OOSH has seen pleasing growth with increased opening hours.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Sustained high levels of positive student, staff and parent satisfaction with the school's learning culture, communication and environment as measured by Benchmarks of Quality PBEL teacher survey, PBEL student behaviour data, attendance numbers at P&amp;C, Tell Them From Me survey data, school community events and parent information sessions.</p> <p>Arcadia Public School viewed as an outstanding school of choice in the community as measured by the enrolment of Kindergarten students residing in Arcadia PS boundaries.</p> <p>Principal and SAM positioned to manage SAP rollout.</p>	<p>Tell Them From Me parent surveys indicate a high level of satisfaction in school programs and student well being.</p> <p>Mandarin language classes introduced from Kindergarten to Year 6.</p> <p>P&amp;C meetings average sixteen in attendance. Working bees, school assemblies, markets and dances are also extremely well supported by parents, community and teachers.</p> <p>Reporting package enhanced with inclusion of Feedback to parent reports from PLAN software.</p>	<p>\$8000 Mandarin Language teacher</p>

#### Next Steps

- Relocate school sign in order to advertise school events clearly.
- Refurbish playgroup meeting area.
- Review transition to school policy and practices.
- Review class parent role and responsibility.
- Promote Arcadia OOSH

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Low level adjustment for disability</b>	Timetables for learning support teacher and learning support officer prepared based on student achievement data and teacher knowledge of student academic and behavioural needs. Identified students supported. Assessments of student progress.	\$25,365 Equity loadings funding
<b>Socio-economic background</b>	Targeted support for students with additional learning needs provided by learning support officer. Pre and post student assessment data in literacy and mathematics.	\$2497 Equity loading funding
<b>Support for beginning teachers</b>	Beginning Teacher attended professional development courses in areas identified through PDP and school targets. Mentor program established with aspiring leader colleague. Teaching and learning program and student management monitored and guided.	\$4080.73



## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	46	45	39	40
Girls	47	48	32	32

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.8	94.4	93.8	96.7
1	96.1	94.5	94.2	97.2
2	95.1	95.4	95.1	95.2
3	95.4	96.1	97	94.2
4	93.5	97.4	94.7	96.8
5	95.6	95.4	95.9	94.6
6	98.1	95.3	95.1	95.4
All Years	95.8	95.5	95	95.7
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

### Management of non-attendance

Student attendance is closely monitored through the NSW Department of Education EBS4 student management system. Student attendance at Arcadia PS is consistently above State norms.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	3.34
Teacher of Reading Recovery	0.11
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration & Support Staff	1.41
Other Positions	0.03

\*Full Time Equivalent

The workforce of Arcadia Public School does not contain an Aboriginal component.

### 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	0

### Professional learning and teacher accreditation

The school received \$5802 from the Department of Education in Teacher Professional Learning Funds for 2016. This is an average of \$1150 per staff member. The school committed funds to implement professional learning to support school staff as needed.

All teachers both permanent, temporary, full time and part time have had opportunities to access a diverse range of professional learning opportunities across a wide range of interests, skill development, professional and compliance training needs.

In accordance with the Professional Development Framework teachers developed their individual learning goals. Goals selected were in line with the school plan and reflected individual, team and school priority areas.

Funds were committed to release for teachers and associated costs to attend courses in areas such as literacy, numeracy, assessment and implementation of new curriculum.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

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

Income	\$
<b>Balance brought forward</b>	<b>96 578.42</b>
Global funds	45 521.45
Tied funds	15 930.59
School & community sources	34 379.92
Interest	1 106.41
Trust receipts	2 462.60
Canteen	0.00
Total income	195 979.39
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	11 285.74
Excursions	11 518.74
Extracurricular dissections	10 873.11
Library	3 077.96
Training & development	2 338.08
Tied funds	8 344.22
Short term relief	3 853.28
Administration & office	17 466.77
School-operated canteen	0.00
Utilities	5 386.74
Maintenance	4 748.28
Trust accounts	3 057.25
Capital programs	0.00
Total expenditure	81 950.17
<b>Balance carried forward</b>	<b>114 029.22</b>

The information provided in the financial summary includes reporting from 14 June 2016 to 31 December 2016.

	2016 Actual (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	203 935.32
(2a) Appropriation	166 480.93
(2b) Sale of Goods and Services	115.08
(2c) Grants and Contributions	36 622.88
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	716.43
<b>Expenses</b>	-100 957.97
Recurrent Expenses	-100 957.97
(3a) Employee Related	-42 999.06
(3b) Operating Expenses	-57 958.91
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	102 977.35
<b>Balance Carried Forward</b>	102 977.35

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

### Financial summary equity funding

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

	2016 Actual (\$)
<b>Base Total</b>	691 552.25
Base Per Capita	3 860.90
Base Location	1 176.30
Other Base	686 515.05
<b>Equity Total</b>	27 862.45
Equity Aboriginal	0.00
Equity Socio economic	2 497.28
Equity Language	0.00
Equity Disability	25 365.18
<b>Targeted Total</b>	0.00
<b>Other Total</b>	14 803.82
<b>Grand Total</b>	734 218.52



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

## School performance

### NAPLAN

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

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

The percentage of students in Year 3 in the top two bands of achievement in 2016 is once again far above State percentages in both Reading and Numeracy. In Year 5 the percentage of students in the top two bands in Reading has risen from 27.3% in 2015 to 36.4% in 2016 while the percentage of students in the top two bands in Numeracy has risen from 27.3% in 2015 to 36.4% in 2016.

## Parent/caregiver, student, teacher satisfaction

In 2016 Arcadia Public School utilised the Tell Them From Me Survey tool to access the perspectives and opinions of students, parents and teachers on a variety of topics related to their school and learning. Students in Years 4, 5 and 6 completed the online survey in Term 1 and Term 3 while teachers and parents participated in Term 3 only. 92% of students reported that they had positive relationships at school compared to the NSW norm of 85%. 92% of students had a high sense of belonging compared to the NSW norm of 81%. 92% of students had positive behaviour with the NSW norm for these years being 83%. These surveys highlight the extremely positive way our students think about their school life and their high level of engagement with school. 20% of families completed the online parent survey. The school will attempt to increase participation in 2017 by using a different method of promotion. 90% of parents agreed or strongly agreed that parents feel welcome at Arcadia Public School and that they are informed of their child's progress, behaviour and development. 45% reported that they are involved in school committees with 20% assisting the school each week. All parents agreed that the school supports positive behaviour. All teachers reported that they have high expectations of student classroom behaviour and that they create opportunities of success for students who are learning at a slower pace. There is a strong sense of collaboration amongst teachers. An area evident for further investigation is increased use of interactive technology.



## Policy requirements

### Aboriginal education

The development of deeper understandings and valuing of Aboriginal culture has been achieved through a range of cultural activities and teaching initiatives. This is having a positive impact on the culture of our school where respect and inclusion are paramount. An Aboriginal guest was invited to celebrate NAIDOC day with students immersed in Aboriginal culture through

dance, drama and games. Teachers attended a Staff Development Day at Muogamurra Nature Reserve with schools from the Galston Community of Schools where they participated in a bush walk observing Aboriginal rock carvings and learning about foods and medicines used by Aboriginal people.



### Multicultural and anti-racism education

We celebrated Harmony Day with students arriving at school showing their support dressed in bright orange clothes– the colour of harmony. From creating colourful Indian elephants to researching our Aboriginal Welcome to Country, the students rotated through a number of activities highlighting our multicultural society. All students created Harmony Day banners for parents to enjoy and participated in a Harmony Day poster competition facilitated by Mrs Kelly.

Our anti racism officer, Mrs Crouch, attended intensive training which she then shared with teachers through professional learning sessions and parents through literature placed in school newsletters. Every teacher models inclusive behaviours which recognise and value the backgrounds of all students. 2016 saw the introduction of Mandarin language and culture lessons for all students.

Stage 2 and Stage 3 students once again prepared speeches on multicultural issues as a basis for the Multicultural Public Speaking Competition. Selected students then participated in the district Premier's Multicultural Speaking Competition.