

# The Ponds School Annual Report



2016



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## Introduction

The Annual Report for 2016 provided to the community of The Ponds 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.

Leonie Donaldson

Principal

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### Message from the Principal

2016 saw The Ponds School grow by three classes to 19 classes. Three demountable classrooms were ready for the increased number of students (112) for the start of 2016. We welcomed nineteen new students and seven permanent staff including three teachers, four SASS; including our School Administration Officer and three School Learning Support Officers.

During 2016 we celebrated a successful year of quality teaching and learning. It is wonderful to be able to take time to reflect on the many accomplishments that students and the whole school community have made throughout 2016. Within Creative and Performing Arts, The Ponds School Signing Choir had three highly successful performances at The Hills Performing Arts Festival, Ridges Festival and for TAG Financial Charity Golf Day. All students have been involved in a range of Personal Development Health and Physical Exercise (PDHPE) activities such as swim school, bowls lessons, NRL lessons and selected students attended AFL lessons at John Palmer PS, ice skating at Macquarie Ice Rink organised by The Variety Club and sailing on Sydney Harbour organised by Sailors with Disabilities.

Partnerships have been formed with John Palmer PS and Riverbank PS; selected students have been participating in a weekly integration program. Students from John Palmer PS also joined us for our Go Colourful for Autism Day and Shave for a Cure. The Social Justice Team from The Ponds High School assisted us with our Colour Move Day and one of our students attended sport at The Ponds High School. Glenwood High School's Aboriginal dance group performed for The Ponds School community on Harmony Day.

Some major improvements to our school include automatic front gates that ensure our students' safety, a shade sail over the sandpit playground area and air conditioning for our hall paid for by the money raised from the TAG charity golf day. Niagara established a Fairyland Centre at our school by donating a train, bulldozer, big red chair and hand held vibrating massage devices. Our Sensory Garden had a makeover thanks to plants and trees donated by Norwest Rail Link and Urban Maintenance Systems who also spent two Saturdays building a sensory path and planting the trees and plants.

An arbour was also built. Without the involvement of the parents and staff of The Ponds School this project would not have been so successful. A range of books was donated to the school in memory of one of our student's brothers, Elijah.

At The Ponds School we have high expectations of all our students. We pride ourselves in having a focus on Person Centred Planning, English, Maths, Personal Development Health and Physical Exercise, Creative and Performing Arts and Science and Technology. Each student takes part in English and Maths assessments. From the results of these assessments specific skills have been targeted and results show that the majority of students have increased their knowledge and skills.

Many celebrations of learning took place throughout 2016 including; Harmony Day, Book Fair and parade, NAIDOC week, PBL and Amazing Achievers assemblies. We had therapy dogs that came to visit us during Term 3 and 4.

Students celebrated the end of the year by attending Nurrangingy water park or the Variety Christmas Party or the Special Children's Christmas Party.

Making it Happen – for Students with Disabilities Inc. has had a full year of raising funds for The Ponds School. Thank you for working tirelessly to create improved outcomes for our students.

Professional Learning has been a strong focus in 2016 to build the capacity of our leaders, teachers, non-teaching staff and parents and community members, to enhance the learning outcomes of our students. Throughout 2016 we worked collaboratively to develop and refine quality educational programs. The school has established teams in each of the three strategic directions, which are:

1. Connecting and empowering the school community
2. Leading innovative differentiated teaching and learning
3. Creating highly skilled confident and resilient leaders

This school report focuses on the achievements made during 2016.

Everyone that is part of our school community contributes to the success of our school.

Thank you!

Leonie Donaldson

## School background

### School vision statement

The Ponds School provides quality individualised and meaningful education in a safe and caring environment. The Ponds School supports families, encourages independence and assists students to become valued members of the community now and in the future.

### School context

The Ponds School was established in 2012 at a temporary site on the grounds of Riverstone High School with 24 students in 4 classes. The school has an enrolment of 112 students ranging from K–7 and will eventually be K–12. All students have a moderate or severe intellectual disability. Many of our students have complex needs such as: autism, challenging behaviours, physical disabilities and health care needs. Each student has an Individual Education Program (IEP) developed in collaboration with families and therapists and other key stakeholders, which works towards the achievement of person centred goals and outcomes from the syllabus. The Ponds is a Positive Behaviour for Learning (PBL) school and has established a Learning Support and Wellbeing team. All members of staff are committed to the Quality Teaching Framework and work collaboratively to deliver individualised and meaningful education in a safe and caring environment. The Ponds School supports families, encourages independence and assists students to become valued members of the community now and in the future. Currently, the school is at capacity with 19 classes. Students travel to school from a wide geographical area. Due to the diverse geographical areas that our school community call home, building strong relationships with our school community is a priority.

## 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.

During Term 1, 2016 staff members revisited the School Excellence Framework and its implications for informing, monitoring and validating our journey to excellence. The staff discussed each domain and each element in each domain and the 'on balance determination' by looking at our specific rationale and evidence and thinking about where to next. This was repeated during Term 4 and staff reflected on the progress across the school as a whole based on the expectations identified in the School Excellence Framework. Due to the progress within the elements many 'on balance determinations' were changed. At the beginning of 2016 no elements were given an excelling result, this changed when the School Excellence Framework was revisited and now four elements are excelling. A great outcome from the progress made.

In the domain of Learning, our focus has been on wellbeing, curriculum and learning. The strongest performance in the school has been to create a positive and productive learning culture. This has been achieved by open communication with parents and caregivers, parents as volunteers, student achievement of Personalised Learning Plan (PLP) goals, a range of school programs such as; integration, community access and special events. Wellbeing has a fundamental importance to The Ponds School. The focus has been on staff wellbeing and that has a flow on effect to students and the school community. There are whole school Positive Behaviour for Learning lessons and staff use a consistent language that has a positive impact on student behaviour.

Our major focus within the domain of Teaching has been on effective classroom practice which has been enhanced by relevant and specific professional learning, the ability to use learning intentions, using data to track student progress and the focus on personalised learning plan goals for students and performance development plan goals for teachers. Collaborative planning and programming has been a great success for teachers and students alike. Collaborative programs are created for all Key Learning Areas with inbuilt assessment and differentiation. Teachers participated in Quality Teaching Rounds and this consolidated collaborative practice. Quality Teaching Successful Students (QTSS) time gives our Assistant Principals time to be collaborative in classrooms with teachers. Developing all teachers' professional standards is in line with the quality teaching framework and working towards achieving professional learning goals. Accreditation has been a focus for a number of the teachers at The Ponds School.

Within the domain of Leading, our priorities have been to progress leadership and school resources which we are currently deemed to be excelling at. The consistency and effectiveness of implementation of our key strategic directions throughout the year has been due to a strong foundation of leadership capacity building across the school. The leadership team have been successful in leading a range of initiatives outlined within this report, building the capabilities of teachers and School Learning Support Officers (SLSOs) to create a positively dynamic school learning culture.

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

Connecting and empowering the school community

### Purpose

To build stronger purposeful relationships as an educational community by leading and inspiring a culture of collaboration and trust. To empower students, families, agencies and staff to engage meaningfully with their community.

### Overall summary of progress

Our continued school-wide focus on connecting and empowering the school community has enabled us to achieve significant progress within this strategic direction through a multi-faceted approach. Connections with the whole school community continued to be enhanced by inviting parents and caregivers to events held each term, such as; Harmony Day, Go Colourful for Autism, Shave for a Cure, Colour Run, Move-a-thon, NAIDOC, Book Week parade and book fair, Carols by Candlelight and Positive Behaviour for Learning, Amazing Achievers and Celebration Day assemblies. A range of experts/coaches visited the school to add an extra dimension to our Personal Development Health and Physical Education (PDHPE) and Creative and Performing Arts (CAPA) curriculums and for students to learn new skills from people from the community. Activities included; Music Engagement, Zumba, AFL, Backyard League, Swim School, learning carpet bowls and a visit from some South Sydney Rabbitohs players. The Ponds School continued to work within and build upon the network formed previously with Riverbank PS, John Palmer PS and The Ponds HS with integration occurring at each of these schools for our students on a regular basis. Students from the network schools also participated in reverse integration at The Ponds School by assisting with the Move-a-thon, Colour Run, Shave for a Cure, sports with John Palmer PS and Find a Freddo. The Ponds School signing choir participated in three community events during 2016. They performed for the TAG Charity Golf Day, The Hills Performing Arts Festival and The Ridges Festival.

The National Disability Insurance Scheme (NDIS) continued to be a topic parents/caregivers and staff alike requested more information on. Parent Information Meetings and meetings for staff from a range of SSPs were held. The Working with Therapists Guidelines have been implemented with all classroom teachers who have had therapists requesting to work within classrooms. We continue to await the Department of Education's guidelines regarding therapists working in schools and the NDIS. Communicating with the school community continues with the use of the following electronic mediums: The school website, fortnightly newsletter is emailed and the school Facebook page.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• An increased percentage of all students/ families connected with appropriate services and their community.</li><li>• Entire school staff actively engaged within their professional community.</li></ul>	2016 has seen a variety of therapists visit our school due to NDIS funding. A range of university students have completed practicum for teaching, medicine and physiotherapy. Special events were held at least once a term and the school community was invited. Integration at John Palmer PS, The Ponds HS and Riverbank PS. Community access to The Ponds Shopping Centre, Boing and catching a bus to Rouse Hill Town Centre. Facebook page, parent information meetings, volunteers, phone calls, newsletter, parent meetings and Dojo. All staff participate in strategic direction teams, collegiate support teams and other teams such as Special Events. We are working towards linking teams with the community. Teachers are aware of whom to refer parents/caregivers to when seeking information about services in the community. This includes relevant staff within the school that can provide advice. Professional learning was provided for staff to gain knowledge in regards to PLP, NDIS, Disability Standards and fostering relationships in families.	Aboriginal background funding \$1,963  Socio-economic funding  English language proficiency funding \$7,823

### Next Steps

- Develop an induction process for therapists.
- Develop a policy in regards to how we work with therapists in the school re NDIS. Follow Department of Education guidelines.
- Form an Aboriginal/ multicultural group within our network of schools.
- Build purposeful relationships with the school community.
- Encourage parents to apply for NDIS and check in regarding progress.
- Hold an Expo for therapists.



## Strategic Direction 2

Leading innovative, differentiated teaching and learning

### Purpose

To develop and sustain a culture of high expectations, inquiry and innovation; using and creating evidence-based practices through reflection and collaboration, to provide quality individualised, meaningful education in a safe and caring environment.

### Overall summary of progress

Teachers continue to develop their knowledge within Mathematics, the curriculum focus for 2016 and Science, the introduction of the new syllabus. Along with the following mathematics professional learning of completing the Every Student Every School Numeracy project, introducing and consolidating knowledge of TEN, Count Me in Too (CMIT), PLAN and purchasing relevant Mathematics resources, the overarching focus was on collaborative planning and evidence based practices. English has been an ongoing focus area after 2015 when English was the primary focus we continue to promote that all our students have a 'voice' across all settings. Teachers attended a range of Professional Learning to gain knowledge on innovative and evidence based practices and relevant assessment tools. Regular (fortnightly) relevant Professional Learning took place throughout 2016 and teacher identified Professional Learning identified through individual teachers Performance and Development Plan. The majority of families are involved in Personalised Learning Plan (PLP) meetings. There is a major focus on staff wellbeing.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• An increased percentage of all students achieving PLP goals.</li><li>• All school staff collaborating to implement meaningful individualised programs.</li><li>• An increased percentage of staff using evidence-based practices.</li></ul>	Numerous PL sessions on the Maths syllabus. The Science curriculum was unpacked during PL sessions. Collegiate support teams took part in Quality Teaching Rounds. Collaboratively programming for Maths – a variety of practices, resources and meaningful authentic learning took place. Professional Learning is key to enhancing student learning outcomes. PL is weekly, relevant and specific. Mathematical programs used include PLAN, TEN and CMIT During 2015 we had a focus on English and this year the focus has been on Maths. 2017 will see a renewed focus on English/communication. 33% of students achieved their Personalised Learning Plan goal in 2016 Wellbeing for staff was a major focus during School Development Days including information from Mind Matters and Kids Matter. Some school initiatives included, Leap & Laugh sessions replacing staff meetings twice a term and Happy Place where staff members thank/acknowledge each other for acts of kindness. Throughout the year all collegiate support teams participated in Quality Teacher Rounds and collaborative planning and programming days.	English language proficiency funding Socio-economic funding Support for beginning teachers \$79,794.34

### Next Steps

- Focus on English/Communication and every student having a voice.
- Introduce the Geography and History syllabi
- Introduce STEM Lego project
- Hold a Science and Creative Art exhibition



## Strategic Direction 3

Creating highly skilled, confident and resilient leaders

### Purpose

To develop leaders at all levels of the school community (students, staff and community) with a capacity to inspire, lead and sustain exceptional practice now and into the future.

### Overall summary of progress

The critical friend program has not progressed as we would have envisaged at this time. With the introduction of Performance Development Plans, Collegiate support team leaders are focusing on identifying teacher specific Professional Learning goals in line with these instead of a project based critical friend program. Staff members continue to deepen their understanding of Wellbeing for themselves and for our students. The Professional Learning focus was on staff wellbeing and learning about Mind Matters and Kids Matter for students. The impact of staff wellbeing cannot be underestimated, to do your best you need to be comfortable, happy and healthy. A good state of mind (mental health) gives us the ability to cope with everything going on around us. The Ponds School was fortunate to have one day per week allocation for a Teacher Mentor. This position provided the temporary teachers with much needed support and proved to be an outstanding success. Unfortunately the allocation of the Teacher Mentor ceased at the end of 2016. The Executive team mentored other teachers working towards accreditation. The structure of Collegiate Support Teams, headed by an Assistant Principal being a Collegiate Support Team leader continues to lead to great student outcomes through relevant professional learning for teachers and the ability to work in a very collegial manner. These teams meet on a weekly basis. School based and teacher identified professional learning is in line with Performance Development Plan goals. The Department of Education mandatory policies are presented during Staff Development Days. Staff participated in evaluations of the School Excellence Framework elements during Term 1 and again in Term 4, 2016.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• An increased number of teachers report that they feel more confident, resilient and have gained skills to take on leadership roles and responsibilities.</li><li>• Increased number of teachers gaining accreditation at Highly Accomplished and Lead.</li><li>• An increased percentage of students taking on leadership roles and additional responsibilities.</li><li>• An increased percentage of parents take on advocacy roles for their child.</li></ul>	<p>There has been minimal progress at this stage. Collegiate Support Team leaders are focusing on identifying teacher specific professional learning goals on line with Performance Development Plans. Staff participated in one entire School Development Day focused on their individual wellbeing. Wellbeing for students was introduced to staff in several sessions during SDD. Three temporary teachers achieved their accreditation with the assistance of our Teacher Mentor and two permanent teachers. All staff worked towards achieving their 2016 PDP goals. Progress was made within all domains of the School Excellence Framework. Within the Leadership domain each of the four elements progressed.</p>	<p>Beginning Teacher \$31,831</p> <p>Professional Learning \$100,706</p>

### Next Steps

- Focus on student and community wellbeing.
- Completion of The Ponds School Wellbeing Procedures.
- Wellbeing PL with a student focus. Introduce the Positive Behaviour for Learning classroom systems.
- Community of schools accreditation team – meeting and working through the process of higher levels of accreditation.
- Aspiring leaders to participate in the Blacktown Learning Community aspiring leaders professional learning
- Leaders will attend Special Education Principals and Leaders Association and Blacktown Learning Community and Primary Principals Association meetings.
- Form a leadership network for the community of schools – meet once a term to gain shared PL on a range of topics.

- Beginning Teachers following guidelines and achieving PDP goals.
- Leaders to join the Leadership Discussion Group and complete the NSW Public School Leadership and Management Credentials



Key Initiatives	Impact achieved this year	Resources (annual)
<p><b>Aboriginal background loading</b></p>	<p>Personalised learning plans to support individual educational outcomes, were developed in collaboration with parents/caregivers, key stakeholders and teaching staff.</p> <p>In 2015, two teachers participated in professional learning on 8 Ways and Teaching Aboriginal Perspectives. In 2016 the trained teachers presented their knowledge to the school staff. The staff learned about 8 Ways and discussed its application within our school environment resulting in some practical examples.</p> <p>The entire school participated in NAIDOC day. By working together and celebrating NAIDOC day we increased the knowledge and awareness of indigenous culture and its contribution to Australia. A range of activities took place to teach this concept and morning tea was made for the parents and caregivers.</p>	<p>\$4893</p> <p>Strategic Direction 1</p>
<p><b>English language proficiency</b></p>	<p>An additional School Learning Support Officer was hired to assist students in a number of ways within their classrooms and in the playground. This staff member assisted individual students with a range of English language and communication programs. To ensure parents/caregivers and community members from culturally diverse backgrounds gain the information needed, a range of strategies were incorporated into the schools communication procedures. These include an increased use of interpreters, phone calls, Facebook posts and face to face meetings. These strategies are strengthening parent and community engagement with school activities.</p>	<p>\$29,944</p> <p>Strategic Direction 1 and 2</p>
<p><b>Quality Teaching, Successful Students (QTSS)</b></p>	<p>Quality Teaching, Successful Students time provided Assistant Principals (Collegiate Support Team leaders) with opportunities to continue with the initiative of collaborative planning and programming and Quality Teaching Rounds where lessons were directly observed or recorded and watched. Then guidance, strategies and support was provided within a coaching /mentoring manner. Quality Teaching, Successful Students time has been used to support teachers through the entire Performance Development Plan process, to provide professional learning to teachers in designing quality lessons based on the quality teaching framework. Quality Teaching, Successful Students time ensured teachers were supported, encouraged and created an environment for professional discussion on teaching practice and improvement in student learning for both teachers and leaders.</p>	<p>Teacher Relief 0.236 FTE teacher Strategic Directions 1 and 2</p>
<p><b>Socio-economic background</b></p>	<p>Each collegiate support team completed a day of instructional rounds and collaborative planning and programming. A range of</p>	<p>\$15,359</p> <p>Strategic Directions 1 and 2</p>

<p><b>Socio-economic background</b></p>	<p>teaching resources including books were purchased to compliment the English, Maths, Personal Development, Health and Physical Education (PDHPE), Science and Creative And Performing Arts (CAPA) curriculums. Subsidising the cost of uniforms, excursions, incursions and extracurricular activities for students whose parents/caregivers gave permission to attend but were not able to pay the fee. E.g. Music Engagement, Zumba and excursions.</p>	<p>\$15,359 Strategic Directions 1 and 2</p>
<p><b>Support for beginning teachers</b></p>	<p>Seven teachers gained Beginning Teacher funding in 2016. Teachers were released from class for two hours per week or one day per three weeks, to participate in a range of activities to support the development of their skills. Beginning Teachers participated in a range of appropriate Professional Learning opportunities that assisted to fulfill their PDP goals. Collegiate Support Team leaders (Assistant Principals) supported, mentored and coached the Beginning Teachers. Support was also provided for the teachers to gather and annotate appropriate evidence to contribute to their accreditation. 2 Teachers achieved accreditation. Feedback that the teachers provided was that they felt supported and had grown in knowledge of the DoE, the school processes, their teaching skills and their understanding of whole school responsibilities.</p>	<p>\$62,647 Strategic Direction 2 and 3</p>
<p><b>Targeted student support for refugees and new arrivals</b></p>	<p>Additional technology was purchased and utilised in classrooms for students with a refugee background, this lead to an increase in on task behaviour and engagement.</p>	<p>\$860 Strategic Direction 2</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	34	51	62	70
Girls	15	23	35	40

### Management of non-attendance

Average student attendance continues to be high at 88%. Some contributing factors to student absences include: students with complex medical conditions and a number of students taking extended leave to visit relatives overseas.

The Ponds School follows DoE and school procedures and seeks advice from parents regarding absences. The Home School Liaison Officer (HSLO) visits regularly to check attendance and is consulted when a need arises.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	16.68
Teacher Librarian	0.6
School Administration & Support Staff	22.43
Other Positions	0

\*Full Time Equivalent

In 2016 no staff at The Ponds School identified as Aboriginal or Torres Straight Islander.

### 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	84

### Professional learning and teacher accreditation

With the introduction of Performance Development Plans for teachers and professional learning being an integral part of that plan, individual teachers have been able to focus on achieving their Performance Development Plan goals through relevant professional learning.

The entire staff at The Ponds School participated in a range of professional learning activities designed to build the capacity of staff to achieve our key priorities as set out in the school plan. Professional Learning specifically for our School Learning Support Officers and SASS included; Health Care Procedures, Administration of Prescribed Medication, School Administration Manager conference and LMBR training. During Term 4 time for SLSO preparation and professional learning was given to SLSOs on a fortnightly basis. This encouraged pairs to work together to learn from each other. The Ponds School has six teachers identifying as new scheme and are working towards accreditation or maintaining accreditation (3 in their first year and 3 in their second year). Some professional learning opportunities that our Beginning Teachers participated in included attending the Special Education Principal and Leaders Association (SEPLA) Conference, implementing Geography, Creative Arts workshops, Pre-Lit and Mini Lit, Positive Behaviour Management and designing quality lessons.

During 2016 the entire school staff participated in a wide variety of professional learning. This professional learning takes many formats for example; presentations, adobe connect sessions and other on-line learning, watching others teach, attending courses and conferences. The agendas for SDD are always full. Department of Education mandatory professional learning was presented, such as; Child Protection, CPR, Anaphylaxis, Code of Conduct, Health and Safety overview and Fraud and Corruption. Professional learning that was specific to our school's needs including Management of Actual or Potential Aggression (MAPA) training, seizure management, programming and reporting, roll marking, strategic direction team meetings, manual handling and the presentation of the attendance policy.

Professional learning for the teaching staff included: Instructional rounds, collaborative planning and programming, 8 ways, Wellbeing, reporting procedures, Performance and Development Framework and plans, Department of Education policies and school procedures, School Plan and milestones and Quality Teacher Rounds. The Ponds School focused on Mathematics in 2016 with a range of professional learning activities including TEN, PLAN, the Numeracy

Continuum and the teaching and learning of Mathematics.

Two of our aspiring leaders attended the Aspiring Leaders course presented by the Blacktown Learning Community (BLC).

Professional learning for the executive staff included; Reflective and Enriching Mentoring Conversations, the Special Education Principals and Leaders Association (SEPLA) conference, Primary Principal Association (PPA) meetings, Blacktown Learning Community (BLC) meetings and HUB meetings.

## 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.

We have been slowly building on the resources and equipment available for The Ponds School students since the completion of our new site in 2015. Planning for the ongoing needs of students has been assisted by additional DoE funding for the purchase of specific equipment for students with high support needs. Rollover funds from school and community sources along with grants and the school's Deductible Gift Recipient funds are earmarked for improving and expanding playground fixed equipment.

<b>Income</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>235 552.99</b>
Global funds	484 871.51
Tied funds	170 624.00
School & community sources	55 306.25
Interest	4 612.17
Trust receipts	1 559.00
Canteen	0.00
Total income	0.00
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	45 331.01
Excursions	15 388.32
Extracurricular dissections	24 595.00
Library	1 759.08
Training & development	16 135.89
Tied funds	189 525.35
Short term relief	118 073.48
Administration & office	66 124.13
School-operated canteen	0.00
Utilities	55 626.07
Maintenance	37 002.34
Trust accounts	30 748.76
Capital programs	0.00
Total expenditure	0.00
<b>Balance carried forward</b>	<b>0.00</b>

Following the implementation of the Department of Education Learning Business and Management Reform strategy, The Ponds School migrated to the new statewide finance system at the beginning of September 2016. The information provided in the financial summary below includes reporting from 3 September 2016 to 31 December 2016.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	481 672.57
(2a) Appropriation	452 724.32
(2b) Sale of Goods and Services	1 861.78
(2c) Grants and Contributions	26 262.00
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	824.47
<b>Expenses</b>	-273 446.44
Recurrent Expenses	-256 948.44
(3a) Employee Related	-164 948.32
(3b) Operating Expenses	-92 000.12
Capital Expenses	-16 498.00
(3c) Employee Related	0.00
(3d) Operating Expenses	-16 498.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	208 226.13
<b>Balance Carried Forward</b>	208 226.13

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.

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	676 650.67
Base Per Capita	10 703.73
Base Location	0.00
Other Base	665 946.95
<b>Equity Total</b>	44 006.35
Equity Aboriginal	4 893.51
Equity Socio economic	9 168.43
Equity Language	29 944.41
Equity Disability	0.00
<b>Targeted Total</b>	3 537 537.17
<b>Other Total</b>	31 736.03
<b>Grand Total</b>	4 289 930.21

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

### Other assessment data

#### PLAN – Numeracy Data

During 2016, professional learning for teachers was based on improving student achievement across the school in Aspects 1 & 2 on the Numeracy Continuum. This was achieved by the successful implementation of Targeted Early Numeracy TEN. Teachers participated in fortnightly professional learning in understanding the Continuum, assessing students on the skills in the Continuum, using these to guide their teaching as well as building the strategies and skills of the pedagogy.

The data showed consistent growth across all areas in Aspect 1 & 2. Student strengths were identified in forward and backward counting, numeral identification and the Early Arithmetic Strategies of addition and subtraction.

With the implementation of the whole school Mathematics Scope and Sequence, it is an aim for 2017 to see growth in the areas of Measurement and Fractions as these are key concepts focused on throughout the year.

#### PLAN – Literacy Data

The collection of whole school data taken across the Clusters for Literacy, displayed whole school student strengths in Reading Texts, Phonics and Phonemic Awareness, where students achieved up to Cluster 6 and 7 for each of these areas, demonstrating a whole school achievement of Early Stage 1 to 1 level, Kindergarten to year 2.

With the implementation of Mini-Lit and Pre-Lit student achievement should continue in the areas of Phonics and Phonemic Awareness and we should see a higher proportion of students achieving in the levels between clusters 6 to 8.

It is an aim to show whole school student growth in the Aspects of Speaking, with professional learning being provided to teachers and parents in effective non-verbal communication technologies.

## Parent/caregiver, student, teacher satisfaction

The Ponds School sought feedback in 2016 through a parent/carer survey which focused on areas such as educational experience, the National Disability Insurance Scheme (NDIS) and communication with parents/carers.

85% of parents/carers rated their child's educational experience at The Ponds School as excellent or outstanding and the remaining 15% rated it as good.

Feedback from parents/carers regarding the NDIS process clearly showed that families are spread across all stages of the process from beginning their registration to funded packages with service providers in place. 100% of students are eligible to apply for support through the NDIS. At the time of the survey, 14% of students had a funded package and services in place.

Feedback from parents/carers about the main ways they keep up-to-date with what is happening at school and with their child showed that communication books continue to be the best form of communication with 83% of parents/carers rating this first. The school newsletter and Facebook page were also highly rated at 71% and 46% respectively.

Other feedback gained through the survey about important issues that need to be addressed to make our school a better learning environment and the things that we do well, will help us with future focus areas, initiatives, information sessions and budget planning.

Throughout 2016 staff have been given opportunities to discuss and celebrate their achievements. Staff have also reviewed and provided honest feedback about school achievements related to the School Excellence Framework elements in Teaching and Learning. Again, this information will inform future focus areas for improvement.



## Policy requirements

### Aboriginal education

The Ponds School Aboriginal Education Policy reflects the views and values of Aboriginal people on education and are designed to promote educational achievements for Aboriginal students and to educate all students about Aboriginal Australia.

The Ponds School Aboriginal Education Policy is also informed by developments in state and national education and training policies and reports on Aboriginal issues. These highlight the importance of literacy skills for Aboriginal students in gaining the necessary foundation for their continuing education and training, and for knowledge of Aboriginal Australia to be integrated into all school curricula.

Monitoring the delivery and outcomes of Aboriginal education programs and educational services to Aboriginal students is fundamental to the achievement of equity and social justice.

The Ponds School Aboriginal Education Policy provides a framework for taking up this challenge. The focus of this policy is the delivery of quality teaching and learning programs in our school for Aboriginal and non-Aboriginal students alike, and the development of strategic initiatives.

Staff have participated in professional learning around The 8 Ways of Aboriginal Learning pedagogy and this is being embedded into programs across the curriculum.

### Multicultural and anti-racism education

During 2016 The Ponds School has celebrated cultural diversity through community/school open days. These have included, NAIDOC Day and Harmony Day. The Ponds School is committed to Multicultural Education with culturally inclusive school wide and classroom practices.



Two students received refugee funding. This money was spent on technology, communication aides, play equipment and books.

The Ponds School has two trained and appointed Anti-racism officers. During 2016 there were zero reported incidences of racism.