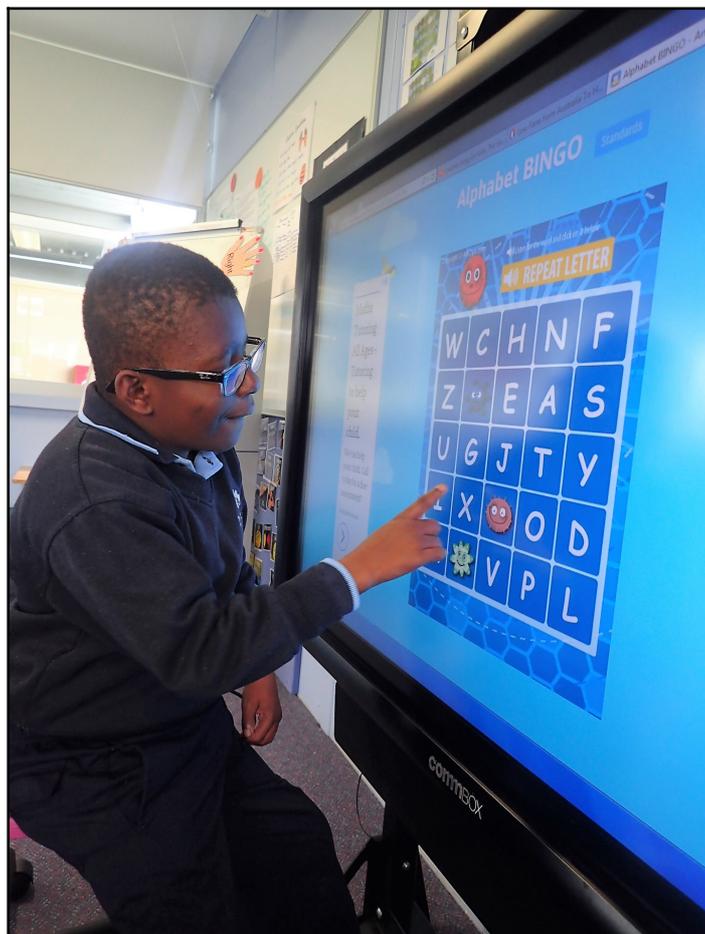


# The Ponds School Annual Report



2017



The Ponds School  
*Believe Learn Achieve*

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## Introduction

The Annual Report for **2017** is 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

Welcome to The Ponds School 2017 Annual Report. This report celebrates a successful year of quality teaching and learning. The staff of The Ponds School strive to create a safe and caring, quality learning environment for all our students. Each member of the school team, including school administrative and support staff, executive and teachers, school learning support officers (SLSOs), general assistant, cleaners, drivers and transport support officers, therapists and visitors have contributed to the success of the school. The achievements, programs and celebrations included in this annual report reflect the quality teaching and learning programs that take place at our school on a daily basis. The success and opportunities that the students experience are a result of the positive partnerships that exist between members of the whole school community. Thank you to parents and carers that are committed and supportive and help to promote student success and opportunity. Congratulations to all the students for your positive attitudes, hard work and for all that you have achieved during the year.

Professional learning has been strongly supported to build the capacity of our leaders and teachers to enhance the learning outcomes of our students. Throughout the year the staff have continued to work collaboratively to develop and refine quality educational programs. The school continued to work on the three strategic directions, which were 'Connecting and empowering the school community'; 'Leading innovative, differentiated teaching and learning' and 'Creating highly skilled, confident and resilient leaders'. These directions are underpinned by The Ponds School motto of Believe Learn Achieve.

The Ponds School prides itself on being part of the community and for our community to be a part of our school. Our community partnerships include: John Palmer Public School, Riverbank Public School, Riverstone Public School and The Ponds High School. The Ponds High School students assisted with our first Athletics Carnival and our Move with Colour Day. Students from The Ponds School took part in Music Engagement, Zumba and Gymnastics. Selected students sailed on Sydney Harbour with Sailors with DisAbilities, participated in ice skating thanks to Variety, watched Beauty and the Beast at Pacific Hills Christian School and celebrated International Day for People with a Disability at Blacktown Showground.

I would like to send a heartfelt thanks to the entire school community for working together and reaching the goal of raising \$150,000 for an accessible all abilities playground that will include fixed equipment that all students will benefit from. Thank you to our school charity, Making it happen – for children with disabilities, who organised many fundraising events. Thank you to our supporters and community partners including; TAG Financial, Wiggles and Giggles Preschool, The Blacktown/Ponds Lions Club, Variety, The Primary Club and The Commonwealth Bank at Rouse Hill, this dream would not have become a reality without you.

The Salvation Army has assisted The Ponds School to create a caring community by organising Carols By Candlelight – a fully accessible event, and providing The Ponds School community with free baked goods each Friday.

Many celebrations of learning took place throughout the year including: Harmony Day, NAIDOC Day, Book Week, Education Week, Diwali, Science Day, Amazing Achievers and Positive Behaviour for Learning assemblies, Christmas Craft day and Celebration Assembly.

Our signing choir performed successfully at The Hills Performing Arts Festival, Ridges Festival for the Performing Arts and at Castle Towers for Education Week.

2017 saw our first Year 12 student graduate, our Aboriginal and Multicultural team establish and flourish, and The Ponds Possum dance group formed. The Ponds Possums dance group performed for NAIDOC Day and at the end of year Celebration Assembly.

The amazing achievements that you read about throughout this report are evidence that we are stronger together and can indeed succeed when the community works in harmony to achieve the goals and aspirations of the shared school vision.

Leonie Donaldson

Principal

## 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 has an enrolment of 108 students ranging from K–8 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 a Personalised Learning Plan (PLP) 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 School is a Positive Behaviour for Learning (PBL) school and has established Learning Support and Wellbeing teams. 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 calls home, building strong relationships with the wider 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 (SEF), 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.

The beginning of 2017 saw us reflect upon the School Excellence Framework on balance determinations that were decided upon during Term 4, 2016. During Term 4, 2017 staff members completed the School Excellence Framework Version 2 and its implications for informing, monitoring and validating our journey to excellence. The staff discussed each element within the three domains and our 'on balance determination' was based on our specific rationale and evidence. Due to a number of factors the progress within the elements, many on balance determinations, were changed. At the end of 2016 there were 5 elements delivering, 5 elements sustaining and growing and 4 elements excelling. Factors such as two newly appointed Assistant Principals and a Relieving Assistant Principal, two newly appointed teachers and five temporary teachers and the changes made in version two of the School Excellence Framework meant that there were no domains deemed to be excelling. Although with the elements, many themes were deemed to be excelling. Two elements went from delivering to sustaining and growing, and seven elements remained the same. The School Excellence Framework Version 2 has been used to assist in determining the strategic directions within our 2018 – 2020 School Plan. The outcomes of the School Excellence Framework from Term 4, 2017 give us great impetus to work towards continual improvement through the strategic directions within our 2018 – 2020 School Plan.

In the domain of Learning, our focus has been on learning, wellbeing, curriculum, assessment and student performance measures. The strongest performance measure in the school has been the unrelenting focus on Wellbeing, and continuing to create a positive and productive learning culture. This has been achieved by more students achieving their PLP goals than in previous years, collaboration with families, completion and implementation of The Ponds School Wellbeing procedures, the professional learning and structured implementation of Positive Behaviour for Learning Classroom Systems, and the So Safe program with the staff and school community, professional learning that is targeted and specific to current staff needs, open communication in various ways including Class Dojo which can show parents and caregivers what their child learnt today.

Within the domain of Teaching our major focus has been on effective classroom practice, which has been enhanced by relevant and specific professional learning, using a variety of assessment tools appropriate to our students needs 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 collaborative planning and programming using the Quality teaching framework and this consolidated collaborative practice. QTSS time gives our Assistant Principals the ability to work collegially and collaborate in classrooms with teachers. Developing all teachers' professional standards is in line with the quality teaching framework and working towards achieving professional learning goals. Within the element of professional standards, gaining accreditation and maintaining accreditation has been a focus for seven of the teachers at The Ponds School during 2017. Within the element of Learning, a successful initiative that was used was to introduce STEM to our students by integrating with students from Riverstone PS.

Within the domain of Leading, our priorities have been to up skill the new members of the leadership team by providing them with relevant professional learning, coaching and mentoring opportunities, and an understanding of The Ponds School planning, implementation and reporting and management practices and processes. School students being nominated as Student Leaders was introduced this year. This initiative broadened the leadership realm within the school and will inspire others to care, be safe and learn. Leadership opportunities were taken up by teachers, SLSOs and SASS who lead school teams and initiatives. The leadership team has focused on leading a range of initiatives outlined within this report, building the capabilities of teachers and SLSOs to create a positively dynamic school learning culture.

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

For more information about the School Excellence Framework:

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

## Strategic Direction 1

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

2017 has seen The Ponds School forge ahead with its goal to connect and empower the school community. Communication methods continue to be many and varied including our Facebook page, website, fortnightly newsletters, Class Dojo, parent information sessions, phone calls, face-to-face meetings and communication books.

The NDIS has brought an increasing number of therapists into the school and following the release of the DoE guidelines and procedures for Working With External Service Providers, school procedures have been developed. A parent focus group provided valuable feedback on these procedures, allowing small adjustments to be made with proposed implementation for the start of the 2018 school year.

The school has continued its tradition of cultural celebration hosting events for Harmony Day, Diwali and NAIDOC Day. We have also established a multi-cultural group that involves parents and carers and DoE Aboriginal Education Consultants who support multi-cultural events and have assisted with raising awareness of Aboriginal culture throughout the school. The Ponds Possums dance group is one example of this.

Community projects have had a strong impact on the school throughout 2017. These have included Twilight Markets run by the school charity – Making it happen – for children with disabilities, bingo night, our collaboration with the Salvation Army which has seen the beginning of a weekly free bread for families initiative and the second year of our highly successful accessible Carols by Candlelight. Community partners have also assisted in our fundraising efforts throughout 2017, helping us reach our target for much needed accessible playground equipment. These community partners include: TAG Financial, Wiggles and Giggles Preschool, The Blacktown/Ponds Lions Club, Variety, The Primary Club and The Commonwealth Bank.

Networks with other local schools have continued to provide exciting and engaging opportunities for our students. Students have accessed integration at John Palmer PS, Riverbank PS, Riverstone PS and The Ponds HS. We have also supported reverse integration opportunities including students from The Ponds HS assisting with our Colour Run and Athletics Carnival, and students from Riverstone PS visiting to work with our students on STEM Lego projects. Our students have also continued to access the community on a regular basis with visits to local shops, parks and activities. There were also one off activities including sailing on the Harbour with Sailors with DisAbilities, ice skating with Variety, Combined Metropolitan Swimming Carnival, International Day for People with Disabilities and Christmas parties.

The school has hosted students completing practicum placements for teaching, Certificates III and IV in Education Support, speech pathology, paediatric medicine and physiotherapy. Staff have undertaken ongoing professional learning throughout 2017 with focus areas including: communication, behaviour management, So Safe and ASDAN (Award Scheme Development and Accreditation Network). This ongoing professional learning will ensure our staff continue to build their skills and knowledge leading to improved learning opportunities for all students.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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>	<p>Aboriginal Funding \$7,910.00</p> <p>Professional Learning Funding \$41,276.00</p> <p>Refugee Funding</p>	<ul style="list-style-type: none"><li>Communication with the school community through Facebook, website, newsletters, Class Dojo, information sessions, face-to-face meetings, phone calls and communication books.</li><li>Working With External Service Providers – school procedures developed and parent focus group held to gain feedback ready for implementation in 2018.</li><li>Cultural celebrations – Harmony Day, Diwali, NAIDOC Day. Establishment of a multi-cultural group to support events. Establishment of The Ponds Possums dance group.</li></ul>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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>	\$826.00	<ul style="list-style-type: none"> <li>• Community projects: Twilight Markets, bingo night, free bread for families and Carols by Candlelight.</li> <li>• Community fundraising partners: TAG Financial, Wiggle and Giggles Preschool, The Blacktown/Ponds Lions Club, Variety, The Primary Club, The Commonwealth Bank.</li> <li>• Integration and reverse integration with local schools: John Palmer PS, Riverbank PS, Riverstone PS, The Ponds HS.</li> <li>• Practicum students: teaching, Cert III/IV Education Support, speech pathology, paediatric medicine, physiotherapy.</li> <li>• Focused professional learning for staff: communication, behaviour management, So Safe, ASDAN.</li> <li>• Celebration of achievement: Amazing Achiever/PBL assemblies, Celebration Day.</li> </ul>

## Next Steps

The community connections and collaboration established over the last 3 year planning cycle have brought great new initiatives into our school, and supported staff and families to build their skills, knowledge and understanding. As we move into a new 3 year planning cycle, our strategic focus will change, however these initiatives and collaborations will continue, allowing The Ponds School to consolidate its already strong presence in the community, and support families and staff to build new connections that will benefit students now and in the future.



## 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

Student achievement of Personalised Learning Plan (PLP) goals continued to be strong with 46% of students achieving their goal/s over the year.

Collaborative planning and programming days have been a strong focus throughout 2017 with a dedicated day each term for each collegiate support team. This has allowed teachers to come together to develop quality differentiated programs using evidence-based practices. These programs are shared across the team and between teams, allowing teachers to share ideas, expertise and resources and providing more time for them to focus on teaching and learning in their classrooms.

A range of evidenced based programs and assessments are used at The Ponds School, particularly in English and Mathematics. English programs and assessments used include Pre-Lit, Mini-Lit, PLAN and SWANs. Mathematics programs and assessments used include; PLAN, TEN and Count Me In Too (CMIT).

The ongoing Quality Teaching Successful Students (QTSS) initiative in the form of an additional teacher staffing allocation has allowed Assistant Principals additional release from face-to-face teaching time to mentor and work with the teachers in their collegiate support teams. This has included time spent in classrooms, observing and team teaching, support with planning and programming, support with parent meetings and time to develop shared resources.

In 2017 we had 6 teachers who received Beginning Teacher funds. These funds were used flexibly by beginning teachers to support attendance at professional learning, provide additional release from face-to-face teaching for planning, programming and development of resources and to provide additional release for teacher mentors to work with beginning teachers on identified areas of need.

The introduction of a new Geography syllabus saw this become a focus area for professional learning and collaborative programming. In-school professional learning sessions were led by a teacher and all teachers then worked in collegiate teams to develop programs in line with the new syllabus. Science also continued to be a curriculum focus in 2017 following the 2016 release of the new Science syllabus. Again, teachers worked in collegiate teams to continue to develop programs. Our Science focus culminated in a Science Day where each class conducted a science experiment or created a science project. Parents and carers were invited to come into the school to be part of the day which also included a special visiting scientist from Questacon, as well as the inflatable Planetarium where students were able to witness an engaging trip to the stars.

A communication team was established to work towards all students having a voice. Through the use of the English language proficiency funding and Low socio – economic funding a School Learning Support Officer was funded to assist with ensuring students learn how to communicate and have increased opportunities to communicate. Pragmatic Organisation Dynamic Displays (PODD) were made for each class and a playground PODD was made for each staff member. A School Development Day was spent focusing on communication. Teachers attended communication conferences and training on alternative and augmentative communication. This information was then shared with the staff. The number of students with their own communication device is increasing.

Several classes were introduced to Science Technology Engineering and Mathematics (STEM) through the use of a Lego project. An opportunity for one of The Ponds School classes to work with a class from Riverstone PS arose and from this an excellent program was developed that included peer tutoring, working collaboratively, and demonstrating knowledge and problem solving. It is planned this initiative will continue and grow throughout 2018.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• An increased percentage of all students achieving PLP goals.	QTSS	• 46% of students achieved the PLP goal/s over the year.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> <li>• All school staff collaborating to implement meaningful individualised programs.</li> <li>• An increased percentage of staff using evidence-based practices.</li> </ul>	0.497 FTE position Beginning Teachers \$35,093.00 Professional Learning \$41,276.00 Low Socio-Economic status \$45,557.00 English Proficiency \$27,232.00	<ul style="list-style-type: none"> <li>• Collaborative planning and programming days allowed teachers to develop quality differentiated programs using evidence-based practices.</li> <li>• Evidence-based programs used in English and Mathematics.</li> <li>• The QTSS initiative allowed APs to provide greater mentoring opportunities and support teachers in their classrooms.</li> <li>• 6 Beginning teachers received funding in 2017. This supported professional learning and additional release for planning, programming and mentoring.</li> <li>• The new Geography syllabus was a focus of professional learning.</li> <li>• Science continued to be a curriculum focus culminating in a Science Day.</li> <li>• Communication continued to be a focus on individual professional learning identified through teachers' PDPs.</li> </ul>

## Next Steps

Collaborative planning and programming days and the continuation of QTSS have seen teachers working and supporting each other better than ever before. This has had a strong impact on teaching and learning programs and student achievement of PLP goals. As we move into a new 3 year planning cycle, our strategic focus will change, however these initiatives and collaborations will continue, building stronger, more resilient teachers, dedicated to developing quality differentiated teaching and learning opportunities for all students using evidence-based practices.



## 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

Wellbeing continued to be a focus throughout 2017. After a lengthy period of consultation, The Ponds School Wellbeing Procedures were completed and released to the school community. These provide guidance around the teams that support wellbeing across the school: The Wellbeing Team, The Learning Support Team and The Positive Behaviour for Learning (PBL) Team, and how each operates to support the school and its community. Staff were surveyed in regard to their personal wellbeing and the results indicated that stress levels have decreased from high and very high to average for the majority of staff. The majority of staff also reported feeling happy at work.

Three teachers successfully completed the Aspiring Leaders professional learning course in 2017. This course focuses on Stephen Covey's 7 Habits of Highly Effective People. Other targeted professional learning included staff attending the Special Education Principals and Leaders Association (SEPLA) network meetings, and annual conference and Hills Network meetings focusing on school planning and new finance systems. One teacher also completed the new DoE Leadership Credential, which is a mandatory step in applying for Principal positions through merit selection.

2017 saw the introduction of Performance Development Plans for non-teaching staff. This new procedure required key personnel to be trained in the new process and then provide training and mentoring in the new process back at the school level. All classroom teachers took on mentoring and leadership roles with their SLSO supporting the development of PDPs and the ongoing implementation and review throughout the year. Teachers moved into the second year of their new PDP process and worked to develop specific goals, both school and career focused.

Teachers and School Learning Support Officers (SLSOs) were encouraged and took on leadership roles throughout the year. Many of these were linked to people's individual Performance Development Plans (PDPs) and included the organisation of special events such as Christmas craft day, and also staff relieving in higher duties positions for staff on leave. 2017 also saw the introduction of Student Leaders. A number of students were nominated by staff who thought they demonstrated the skills and attitude needed to represent the school. Staff then voted to select 5 student leaders for 2018. These student leaders were announced at our end of year Celebration Assembly.

In 2017 five teachers achieved accreditation at Proficient.

Parents and carers continued to be highly engaged in the Personalised Learning Plan (PLP) process with their child's class teacher. Collaborating to develop family centred goals and reviewing these through the year. 98% of parents/carers completed PLP meetings with their child's class teacher.

The staff continued to review and evaluate the school's performance in relation to the School Excellence Framework. Version two of the framework was released in 2017 and provides greater detail around the elements that demonstrate school performance. Staff were asked to provide feedback about where they felt the school was performing against each of the elements within the three domains: Learning, Teaching and Leading.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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</li></ul>	<p>Professional learning \$41,276.00</p> <p>Low-Socio Economic Funding \$45,557.00</p> <p>Beginning Teachers</p>	<ul style="list-style-type: none"><li>Wellbeing Procedures completed and released to the school community.</li><li>Teachers undertook targeted professional learning: Aspiring Leaders, SEPLA, Hills Network, Leadership Credential.</li><li>Staff taking on leadership roles for school events e.g. Christmas craft day and higher duties positions.</li><li>Introduction of the new PDP process for non-teaching staff and continuation of the PDP process for teaching staff.</li><li>Five teachers achieving accreditation at Proficient</li></ul>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
roles and additional responsibilities. • An increased percentage of parents take on advocacy roles for their child.	\$28,301.00	level. • Parents and carers engaged in the PLP process for their child. 98% completed planning meetings with the class teacher.

## Next Steps

Creating highly skilled, confident and resilient leaders has seen our school identify areas of need including the need for strong wellbeing systems and strategies that support all members of our school community to feel confident in taking on leadership roles. As we move into a new 3 year planning cycle, our strategic focus will change, however the systems and strategies that have been developed over the last 3 year planning cycle will be embedded into the school and continue to support all members of the school community to confidently take on leadership roles into the future.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$7,910.00	<p>Personalised learning plans to support individual educational outcomes, were developed in collaboration with parents/caregivers, key stakeholders and teaching staff.</p> <p>We have also established a multi-cultural group that involves parents and carers and DoE Aboriginal Education Consultants who support multi-cultural events and have assisted with raising awareness of Aboriginal culture throughout the school. The Ponds Possum dance group is one example of this.</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>
<b>English language proficiency</b>	\$27,323.00	<p>An additional School Learning Support Officer was employed 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.</p> <p>To ensure parents/caregivers and community members from culturally diverse backgrounds gain the information needed, a range of strategies were incorporated into the school's 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>
<b>Quality Teaching, Successful Students (QTSS)</b>	Teacher relief 0.497 FTE position.	<p>The introduction of the Quality Teaching Successful Students (QTSS) initiative in the form of an additional teacher staffing allocation has allowed Assistant Principals additional release from face-to-face teaching time to mentor and work with the teachers in their collegiate support teams. This has included time spent in classrooms, observing and team teaching, support with planning and programming, support with parent meetings and time to develop shared resources.</p>
<b>Socio-economic background</b>	\$45,557.00	<p>Funds supported the purchase of additional teaching resources and new books for the school library.</p> <p>Subsidising the cost of uniforms, excursions, incursions and extra curricular activities for students whose parents/caregivers gave permission to attend but were unable to pay the fee e.g. Music Engagement, Zumba and excursions.</p>
<b>Support for beginning teachers</b>	\$28,301.00	<p>In 2017 we had 6 teachers who received Beginning Teacher funds. These funds were</p>

<b>Support for beginning teachers</b>	\$28,301.00	used flexibly by beginning teachers to support attendance at professional learning, provide additional release from face-to-face teaching for planning, programming and development of resources and to provide additional release for teacher mentors to work with beginning teachers on identified areas of need.
<b>Targeted student support for refugees and new arrivals</b>	\$826.00	Additional resources to support communication and access to curriculum were purchased.



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	51	62	70	74
Girls	23	35	40	38

### Management of non-attendance

Average student attendance continues to be high at 87.86%. 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) checks attendance regularly and is consulted when a need arises.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	16.92
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	22.43
Other Positions	0

\*Full Time Equivalent

In 2017 no staff at The Ponds School identified as Aboriginal or Torres Strait 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	62

### Professional learning and teacher accreditation

2017 saw the introduction of Performance Development Plans for non-teaching staff and required key personnel to gain professional learning in the new process and be able to provide training in the new process back at the school level. Classroom teachers gained a leadership role when becoming supervisors, and mentors to their SLSOs and supporting the development and ongoing implementation and review throughout the year of their PDPs. 2017 was the second year of Performance Development Plans for teaching staff.

Professional learning has continued to be a focus in line with our strategic directions to ensure we are able to build the capacity of staff to achieve 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 Enterprise Financial Planning tool (eFPT) training.

The Ponds School has six teachers identifying as new scheme or beginning teachers and are working towards accreditation or maintaining accreditation; three in their first year and three in their second year. Some Professional learning opportunities that our beginning teachers participated in including: attending Pre-Lit improving your pedagogy, Traffic Jam in my Brain, Teaching Movements for Communication workshop, Australian Group on Severe Communication Impairment (AGOSCI) Conference, Impact of Autism on Student Learning and Behaviour and Creating a Thinking Classroom. During 2017, five teachers achieved accreditation at Proficient and two teachers successfully maintained their accreditation.

Two teachers and an Assistant Principal completed the Blacktown Learning Communities Aspiring Leader's course in 2017. This course focused on the 7 Habits of Highly Successful People.

Professional Learning is conducted for staff within school each Wednesday afternoon, during collaborative planning and programming days and during specific team meetings. All staff have the opportunity to apply for external Professional Learning courses that are aligned to their Performance Development Plan and apply for Watching Others Teach. Professional Learning is key to enhancing student learning outcomes. As with previous years, the entire school staff participated in a wide range of professional learning that was linked to our strategic directions. 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 Staff Development Day are always full. Department of Education mandatory professional learning was presented, including: Child Protection, CPR, Anaphylaxis, Code of Conduct, and Social Media. Professional Learning that was specific to our school's needs including Alternative and Augmentative Communication (AAC), Profiling Development Standards of Learning for Students with Additional Needs (SWANS), The new Geography syllabus, Performance Development Plans and Wellbeing.

Professional learning for the teaching staff included: writing authentic learning goals for Personalised Learning Plans, Wellbeing, Classroom Systems, Reporting, Electronic Use of Copyright, Positive Partnerships, Functional Behavioural Assessment, Project-Based Learning and So Safe. Four staff members received training in the So Safe program which teaches people with intellectual disabilities about safe and appropriate relationships, abuse reporting strategies, and general safe social skills. This training was shared through PL with the teaching staff. An introduction has also been presented to a core group of parents who will be able to share some information, facts about the program, and answer simple questions from other parents in the lead up to a full presentation to all parents in early 2018.

Professional learning for the Executive Staff included: Reflective and enriching mentoring conversations, attending SEPLA meetings and the conference, Primary Principal Association (PPA) meetings, Blacktown Learning Community (BLC) meetings and one teacher completing the new Leadership Credential, which is mandatory in applying for Principal positions through merit selection.

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

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

	2017 Actual (\$)
<b>Opening Balance</b>	208,226
<b>Revenue</b>	4,871,704
Appropriation	4,708,127
Sale of Goods and Services	10,187
Grants and Contributions	150,248
Gain and Loss	0
Other Revenue	0
Investment Income	3,142
<b>Expenses</b>	-4,814,815
Recurrent Expenses	-4,775,080
Employee Related	-4,431,343
Operating Expenses	-343,737
Capital Expenses	-39,735
Employee Related	0
Operating Expenses	-39,735
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	56,889
<b>Balance Carried Forward</b>	265,116

### Financial summary equity funding

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

	2017 Actual (\$)
<b>Base Total</b>	730,559
Base Per Capita	38,852
Base Location	0
Other Base	691,708
<b>Equity Total</b>	80,791
Equity Aboriginal	7,910
Equity Socio economic	45,557
Equity Language	27,323
Equity Disability	0
<b>Targeted Total</b>	3,576,850
<b>Other Total</b>	55,064
<b>Grand Total</b>	4,443,264

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

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

## Parent/caregiver, student, teacher satisfaction

Throughout 2017 staff have been given opportunities to discuss and celebrate their achievements. Staff have also reviewed and provided honest feedback about school performance related to the School Excellence Framework elements in Teaching, Learning and Leading. Again, this information will inform future focus areas for improvement. Staff also provided feedback through structured surveys about their own wellbeing and their value as a member of The Ponds School community.

Parents and carers have been highly engaged in the Personalised Learning Plan process with 98% of parents/carers completing the process with their child's class teacher. Parent focus groups have also provided feedback on the new 2018–2020 School Plan strategic directions, new procedures for working with external service providers and the introduction of the So Safe program as part of the a whole school PDHPE focus.

Parents and carers were invited to participate in special events throughout the year including: Harmony Day, Diwali, NAIDOC Day, Education Week, Science Day and our end of term Amazing Achiever and PBL assemblies, and end of year Celebration Assembly. All these events were well attended by parents and carers and informal feedback demonstrated that these opportunities were highly valued amongst the school community.



## 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.

In 2017, The Ponds School worked towards improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander (ATSI) students so that they excel and achieve in every aspect of their education. The Ponds School's first dance group, The Ponds Possums was formed where Aboriginal and non-Aboriginal students have been learning traditional and contemporary Aboriginal and Torres Strait Islander dance, and has performed at various events within the school community strengthening a sense of community and belonging for the students and their families. A parent, school and community ATSI group was developed with the aim of deepening the knowledge of Aboriginal customs, traditions and day to day living of the Aboriginal community. This group met several times in 2017 and set up some cultural goals for 2018.

Two staff members became a member of the local Aboriginal, Education, Consultative Group (AECG) where they gained insight into what is happening in other schools in regards to Aboriginal education and welfare.

The entire school participated in NAIDOC Day. By working together and celebrating NAIDOC Day we increased the awareness of the history, culture and achievements of Aboriginal and Torres Strait Islander peoples. The celebration was opened with a traditional Smoking Ceremony and then followed by a range of activities including Dreamtime storytelling and decorating flags.



### Multicultural and anti-racism education

During 2017 The Aboriginal and Multicultural Group was founded. The goal for 2017 was to build cultural understanding and appreciation of individual students' cultures across the school. Whole school survey data was used to gain information about the type and number of cultures, including the Aboriginal and Torres Strait Islander students, present at The Ponds School. As a result, cultural groups at The Ponds School were identified to inform programming and planning. A planner was given to staff with major cultural events and celebrations happening throughout the year to be used in planning units and building student intercultural understanding. The Multicultural Team set up a folder in the faculty drive with multicultural resources and programs to share with the whole staff.

During weekly school assemblies a slideshow promoting particular cultures and celebrations was presented. Teachers were encouraged to invite parents/ carers to participate by bringing a flag, wearing national clothes to the assembly, or sharing their expertise, cooking, story-telling, fashion, music and dancing with the whole school community. The information about certain community festivals was regularly published on our school Facebook page and in the school newsletter. Parents were also invited to participate in Harmony Day and Diwali celebrations organised at school. The Ponds School is committed to multicultural education with culturally inclusive school wide and classroom practices.

The Ponds School has one trained and appointed Anti-Racism Officer and there were no reported incidences of racism.