

Educational and Financial Reporting 2016



Message from Key School Bodies – Principal Didi Anandavitandra

Vistara Primary School has had an professionally enriching year, which included the following highlights;

Implementation of the new NESA History and Geography syllabus: The implementation of these two syllabuses in their own right has stimulated students' interest to assist them in becoming informed, active and responsible citizens. Learning experiences have successfully been implemented in Geography for all students from K – 6 to study places and the relationships between people and their environments to build a holistic view of the world. Learning experiences in History have also been successfully implemented to K – 6 students to develop interest in and enjoyment of exploring the past to critically evaluate the past's impact on the present. Both of these new key learning areas have allowed for students to be involved in my inquiry based learning.

Writing and Assessment: All staff have been involved in Professional Development to enhance the incorporation of writing in learning experiences and effective assessment. This has involved consultation with AIS consultants to share strategies and advise on current best practice developed from research.

This has lead to K-6 Moderated Writing tasks being undertaken by students throughout the year, covering each of the three types of texts. All staff collaborated to create marking rubrics specific to each type of text. Staff also collaborated in assessing each student's writing sample. This provides valuable feedback for students and teachers about what they need to do to improve writing skills.

A whole school initiative has also seen teachers of each class incorporate a minimum of three writing opportunities per day in key learning areas other than English.

Curriculum: Vistara consistently makes reference to the K-10 Curriculum Framework and the Melbourne Declaration on Educational Goals for Young Australians (December 2008) to implement best practice towards the two broad goals:

* Australian schooling promotes equity and excellence

* All young Australians become successful learners, confident and creative individuals, and active and informed citizens.

All class teachers were involved in creating and implementing an editing code, specific for each stage of learning. This has provided an efficient teaching tool for writing and has guided students with taking responsibility for their proofreading and editing.

All staff participated in professional development with an AIS consultant about incorporating picture books and digital texts specific to Geographical content. This has resulted in more opportunities for students to be exposed to quality literature in their learning.

National Reading Month was a whole school celebration which involved the wider school community. A successful Book Fair was held as well as visiting readers from the school community and participation in National Simultaneous Story time. These events promoted student engagement and enthusiasm about texts.

Students had opportunities for excursions and incursions to support learning of outcomes. These included: Aboriginal Perspectives through the Aboriginal 3D Virtual Reality Workshop and Dolphin Dreaming Program; the 'Kaboom' body percussion workshop and the STEM Discovery Day Challenge at Southern Cross University. These opportunities provided exciting hands on experiences for learning.

Student Welfare: The wellbeing of each individual student is a high priority at Vistara. Initiated themed play was implemented to offer students support with choices of how to spend their unstructured time outside. Popular and successful themes were providing a variety of dress ups that encouraged imaginative play, chunky chalk for creative drawing outside, elastics for challenge, cooperation and fitness, 'Zoingo Boingos' for active fun to balance and bounce, chess tuition and practice, board games that assisted with turn taking and following rules to play as well as creative expression through free dance and movement with the piano. The variety of activities catered for a wide range of interests and inspired students to try some new things.

All staff completed the first aid course with St. Johns to keep certification current.

Facilities and Resources: New turf was also laid which together has created a larger playing area for the students to access.

New storage cupboards were installed in the library. Carefully selected, quality texts were purchased to increase the library books available to students. Additional readers were purchased for students learning to read and to practise the skill of reading. Teaching resources that are phonics based to support reading learning were also purchased. Students have been enjoying the new board games that are for both educational and leisure purposes.

The installation of larger underground drains along the driveway and parking area has improved the diversion of runoff during heavy and ongoing rainfall.

About our school

Vistara Primary School was established in 1987. It is a not for profit, Independent Primary School, located in Richmond Hill, 7 minutes from Lismore. It is nestled in the lush subtropical area of North Coast New South Wales also known as Bundjalung Nation.

The school follows the NSW BOSTES Curriculum and incorporates Neo Humanist Education and its principles into the required NSW BOSTES Key Learning Areas.

Neo Humanist Education was founded by P. R. Sarkar (1921-1990), which is based on the understanding of the deep interconnectedness between self, others and the natural environment. Respect continues into the world of plants, animals and the earth's eco system. Yoga, meditation and a vegetarian diet is an important and integral part of this education.

The school aims to develop each student's potential, catering for different styles of learning. Teachers provide an enriching learning environment with activities that are motivating, interesting and challenging enough to allow students to experience a sense of success and instil an appreciation of life long learning.

The primary school is divided up into three Family groupings.

Groups

Curriculum Stages

Little Family	Kindergarten and Year 1 - Early Stage 1 and Stage 1
Big Family 1	Years 2, 3 & 4 - Stage 1 and 2
Big Family 2	Years 4, 5 & 6 - Stage 2 and 3

Students have the feeling of belonging to one big Vistara Family. This feeling is embraced by staff and parents of the school.

Students also develop a sense of belonging and learn to act responsibly within the school community, the wider community and to be responsible members of society and caretakers of our planet.

School Outcomes & Performance in State wide Tests and Examinations 2016

NAPLAN Domain	% at or above National Minimum Standard (NMS) Year 3	% at or above National Minimum Standard (NMS) Year 5
Reading	100%	100%
Writing	100%	100%
Spelling	100%	100%
Grammar & Punctuation	100%	100%
Numeracy	100%	100%
Data, Measurement, Space & Geometry	100%	100%
Number, Patterns & Algebra	100 %	100%

Teaching Standards

Category	Number of Teachers
Teachers who have teaching qualifications from a higher education institution within Australia or as recognized within the National Officer of Overseas Skills Recognition (AEI_NOOSR) guidelines, or	4 (equivalent to 3 FT)
Teacher who have qualifications as a graduated form a higher education institution within Australia or one recognized within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	0
Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context (Manual, page 39)	0

Professional Learning 2016

The School Executives attended the following Executive Courses:
AIS NSW Annual Briefing on 'Governance and funding and update on current school issues' and Schools Leading Learning professional development.

All Teaching staff participated in the following professional development courses;

Description of the Professional Learning Activity	No. of staff participating
St. Johns First Aid	1
Northern Rivers Business Leaders Seminar	2
PDHPE (Personal Development Health & Physical Education)	3
Aboriginal Sites Stage 2 & 3: A Syllabus Approach	2
History – First Contacts – An Aboriginal Perspective Stage 2 & 3	2
AIS Professional Learning 'Beyond the Australian Curriculum: 'Maximising Impact on learning' & 'How children learn'– Term 1 (2 days) – Kelly Borg	6
AIS Professional Learning 'Assessment – Term 2 (2 days) – Kelly Borg	4
Mental Health First Aid	1
AIS Professional Learning 'Feedback & Feedforward' Term 3 (1 day)	6
AIS Professional learning 'Geography' (2 days) – Kelly Borg	6

Workforce Composition

	Non – Indigenous Staff	Indigenous Staff
Teachers	4 (equivalent to 3 FT)	0
Non Teaching Staff	2	0

Student Attendance and Management

All attendances and absences are recorded in the school roll. Regular attendance and punctuality is very important at school. Regular attendance provides maximum learning opportunities for your child. Parents are required to contact the school should their child be absent from school. This can be done by email visps@bigpond.net.au or by phone on 6624 4127.

Students who are absent from school are required to provide an explanatory note from parents or doctor upon their return to school. These notes are recorded and are kept in your child's file. Partial absences or late arrival are also recorded. It is a statutory obligation to report absences to the government.

Except in emergencies, medical and dental appointments should be arranged out of ordinary school hours. External tuition should also be arranged outside of ordinary school hours. Parents are asked to schedule Overseas and holiday travel during the school holidays so that the student's education is not disrupted.

Year Level	Rate of Attendance %
Kindy	85 %
Yr 1	92 %
Yr 2	91 %
Yr 3	90 %
Yr 4	91 %
Yr 5	83 %
Yr 6	90 %
Overall Total	88.5 %

Enrolment Policy 2016

Vistara Primary School is a not for profit independent school registered with NSW Board of Studies. It is a K - 6 coeducation school providing an education underpinned by Neo Humanist Educational principles and values and operating within the policies of the NSW Teaching and Educational standards.

All enrolment applications will be processed in order of receipt and consideration will be given to the applicant's support for the ethos of the school, siblings already attending the school and other criteria determined by the school from time to time. Once enrolled, students are expected to act consistently with the school's ethos and comply with the school rules to maintain the enrolment. Parents also are expected to be supportive of the ethos of the school and comply with the school rules to maintain the enrolment.

Elements of Enrolment Procedures

1	An "Application for Enrolment" package is offered at the time of the initial enquiry.
2.	Once the application for enrolment form and associated forms are received, an appointment is offered so that the Family and child/ren can visit the school and have an initial meeting with the Principal and Staff.
3.	At the initial meeting, the visit will include an outline of the school's philosophy, a tour of the school grounds and classrooms, meet and greet the teachers, and the child's progress is also discussed.
4.	A further interview with the Parents and child may be required to assist in establishing that the expectations of the School and of the Parents, can be met.
5.	When the Parents decide to enrol the child and a place is available, a letter of enrolment will be sent to the Parent/s of the student/s which contains conditions of entry to the school.
6.	More detailed information about policies are available from the school office.

Student Population

The school has a population of 47 all of who are in Primary School, Kindergarten to Year 6. There are approximately equal numbers of boys and girls throughout the school. Students come from a wide variety of backgrounds. (*Number of students enrolled on August Census day in 2016).

School Policies 2016

Student Welfare

Vistara Primary School aims to provide a safe, secure and supportive educational environment which minimizes risk of harm. It also aims to support the physical, social, academic, spiritual and emotional development of the students. Our school curriculum aims to provide programs that develop a sense of self-worth and foster personal growth and development in students.

To ensure that all aspects of the school's mission for providing for a student's welfare the following implemented policies and procedures are in place:

Policies	Changes in 2016	Access to full text
Child Protection Policy encompassing <ul style="list-style-type: none">• definitions and concepts• legislative requirements• preventative strategies• reporting and investigating "reportable conduct"• investigation processes• documentation• Working With Children Checks	Reviewed. No changes.	Located in the office and can be accessed by contacting the school's Administrator and Principal.
Security Policy encompassing <ul style="list-style-type: none">• procedures for security of the grounds and buildings• Visitor sign in and out• use of grounds and facilities• emergency procedures• travel on school-related activities	Reviewed and updated emergency procedures	Located in the office and can be accessed by contacting the school's Administrator and Principal
Supervision Policy encompassing <ul style="list-style-type: none">• duty of care and risk management• levels of supervision for on-site and off-site activities• guidelines for supervisors	Reviewed. No changes.	Located in the office and can be accessed by contacting the school's Administrator and Principal

<p>Codes of Conduct Policy encompassing</p> <ul style="list-style-type: none"> • code of conduct for staff and students • Behaviour management • The role of the student leadership system 	<p>Reviewed and no changes.</p>	<p>Located in the office and can be accessed by contacting the school's Administrator and Principal</p>
<p>Pastoral Care Policy encompassing</p> <ul style="list-style-type: none"> • the pastoral care system • availability of and access to special services such as counselling • health care procedures • critical incidents • homework policy 	<p>Reviewed cybersafety and included new whole school approaches</p>	<p>Located in the office and can be accessed by contacting the school's Administrator and Principal</p>
<p>Communication Policy encompassing</p> <ul style="list-style-type: none"> • formal and informal mechanisms in place for facilitating communication between the school and those with an interest in the student's education and well-being 	<p>Reviewed. No changes.</p>	<p>Located in the office and can be accessed by contacting the school's Administrator and Principal</p>
<p>Discipline Policy encompassing</p> <ul style="list-style-type: none"> • Classroom/school behaviour management • Procedural fairness • Anti bullying 	<p>Reviewed and updated cybersafety.</p>	<p>Located in the office and can be accessed by contacting the school's Administrator and Principal</p>

Policies to be reviewed in 2017.

Additional policies and procedures can be found in the school's Parent Information Handbook, some of which are:

- * supervision
- * emergency procedures
- * communication
- * parents and volunteers code of conduct
- * special needs
- * attendance
- * students code of conduct

The school's Privacy Policy is also provided to Parents.

Student Discipline

The school's approach to discipline strategies incorporates "The Virtues Project" and other programs which encourage students to grow through their experiences and explicitly teaches pro social behaviours. Discipline is consistent and caring.

Students are encouraged to take responsibility for their actions and their consequences. They can learn through their mistakes when they are given opportunities to observe the ripple affect their actions have had on themselves and others.

Honesty, responsibility and courage are qualities that are recognised and developed through the behaviour management process.

Underpinning the school's positive behaviour frame work is a strong commitment to the research that supports the effectiveness of social and emotional learning (CASEL).

www.casel.org/ Within this frame work, all staff follow a set of behaviour management procedures.

Bullying and violence is unacceptable behaviour at Vistara Primary School.

Corporal punishment is not permitted under any circumstances.

The school does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.

Procedural fairness is a basic right of all students. All students, against whom an allegation has been made, have the right to:

- Know the allegations related to a specific matter and any other information which will be taken into account in considering the matter
- Know the process by which the matter will be considered
- Respond to the allegations
- Know how to seek a review of the decision made in response to the allegations

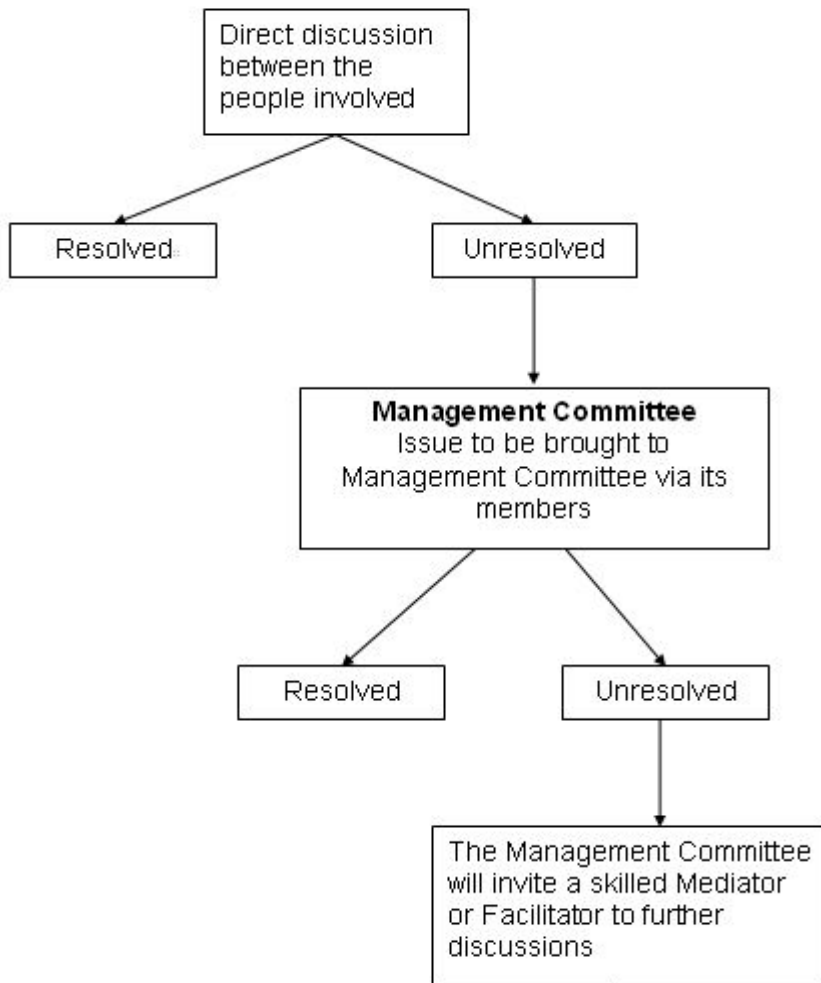
An unbiased decision which includes:

- impartiality in an investigation and decision-making
- an absence of bias by a decision maker

Grievance Procedure

The school's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by staff, parent/s and or student/s. These processes incorporate, as appropriate principles of procedural fairness.

The full text of the school's policy and processes for complaints and grievances resolution is provided to all staff and members of the school management committee. An appropriate outline of the policy and processes is also provided to parents and students and is available on the school's internet.



School-Determined Improvement Targets

2017 Priorities areas for improvement

Area	Priorities
Curriculum	<p>Incorporating Picture Books and Digital texts specific to Geographical content.</p> <p>Create an Editing Code Specific for each stage of learning.</p> <p>Teaching Philosophy in schools</p> <p>Aboriginal Perspectives: Aboriginal Dance 3D Virtual Reality & Dolphin Dreaming Program</p> <p>Performing Arts: Kaboom Body Percussion workshop</p> <p>STEM: Discovery Day Challenge and SCU</p> <p>National Reading Month</p>
Student Welfare	<p>Initiate themed play during lunch times</p> <p>Child Protection: Obligations in Identifying and Responding to Children and young People at Risk & Brave Hearts – Protective Behaviours</p> <p>St. Johns First Aid Recertification</p>
Facilities and resources	<p>New library books, Readers, new board games (educational and leisure).</p> <p>Teaching Resources: Phonics based readers and games K – 6.</p>

School-Determined Improvement Targets

Evaluated 2016 Areas for Improvement

Area: Teaching and Learning	Achievements
Implementation of the New NESA NSW History and Geography syllabus	Whole school Scope and Sequences revised and updated using the new K-10 History & Geography syllabus. Whole School Units of work created in History and Geography using the new K-10 History and Geography syllabus. Professional development in History included Aboriginal Sites Stage 2 & 3: A syllabus approach and History First Contacts: An Aboriginal Perspective Stage 2 & 3. AIS Professional learning – Geography – 2 days with Kelly Borg.
Writing and Assessment	<p>Implemented whole school moderated writing tasks. Created K -6 marking rubrics for each of the types of texts. AIS Professional Learning about assessment – 2 days with Kelly Borg. Professional learning about “Feedback” and “Feedforward” on Assessment.</p> <p>Incorporated minimum 3 writing opportunities per day in different Key Learning Areas, other than English.</p>
Student Welfare Initiate themed play during lunch times	<p>The following theme days were implemented at Recess and Lunch times throughout the year:</p> <ol style="list-style-type: none"> 1. Dress ups 2. Zoingo Boingo – (balance and bounce boards) 3. Chunky chalk days 4. Elastics 5. Chess 6. Board Games 7. Free dance and movement with piano
Facilities New storage cupboards in the school library	<p>New storeroom cupboards installed in library.</p> <p>Grounds: Larger Drainpipes installed along driveway and parking. New turf to expand the play area.</p>

Respect & Responsibility

Vistara Primary School wants all students to recognise that they are valued and integral parts of the school community, with parents and staff providing the care and support that engender self esteem, mutual respect and responsibility.

The school runs the following initiatives and programs for children to encourage respect and responsibility.

They are:

- The Virtues Project
- Environmental, Indigenous and Cultural Educational programs
- Peer Run Assemblies
- Community Service Programs
- Cooperative Games
- Leadership and Team Building Activities
- Role playing and using performing arts/drama, stories, ethical and moral dilemmas
- School camps
- Gardening
- Personal Interest Projects
- Personal Achievement Scholarships

Students participate in advisory discussions concerning class, school and community as well as acknowledging student's achievements and milestones through the annual awards ceremony.

School Community Satisfaction

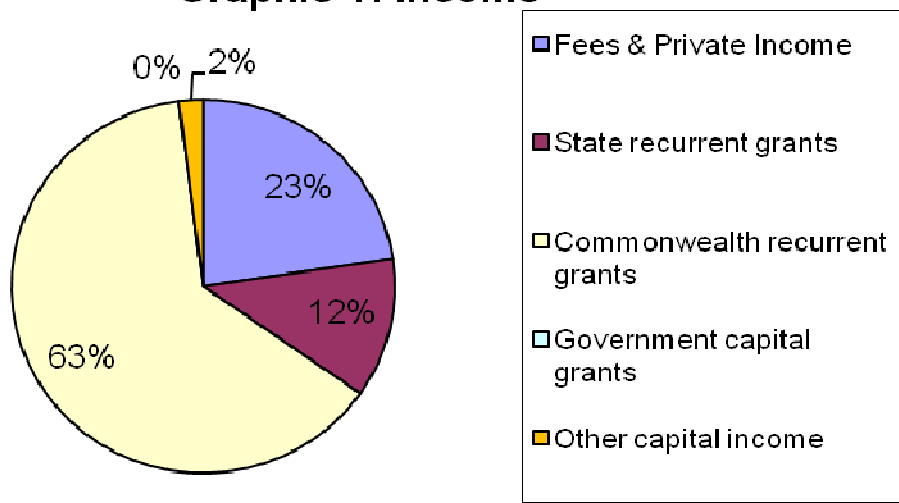
Parent Satisfaction: Informal and formal discussions from parent feedback is that families value the school. They appreciate the nurturing side as well as how teachers focus on each child's individual learning style. Parents said they enjoy the various visible thinking routines teachers use in class, the school ethos and the school plays are still the highlight of the year. Families enjoyed their involvement with the school which included reading with students, prop making days, costume making, baking and assisting with the school play night. Most of all parents are pleased that their child genuinely loves their school.

Teacher Satisfaction: Informal and formal discussions from teachers is that they are valuing all the professional development training they have been receiving. They have particularly enjoyed their classes and using best research based practises in their classrooms. They feel positive about communication between home and school and value the effective communication between all staff at the school.

Student Satisfaction: Information and formal discussion from student feedback is that they love their school. They feel that all the staff know them very well and feel they can approach any staff member if they need assistance with anything. Some students said they would love to have a flying fox at school, other students said that they love playing tips and soccer with their friends. Students said they really enjoy learning new things and many expressed that they love lessons that include making, building or experimenting.

Vistara Primary School – 2016 Financial Summary

Graphic 1: Income



Graphic 2: Expenditure

