

Educational and Financial Reporting 2017

Message from Key School Bodies – Principal Didi Anandavitandra

Vistara Primary School has had a professionally enriching year, which included the following highlights; Critical & Creative Thinking, Cyber Safety, Writing and Reading enrichment programs, STEM and STEAM activities, our annual school concert and it being our school's 30th Anniversary.

Students enjoyed all the activities held throughout the year. Their highlights were many, including the annual school concert and the Colour Fun Run. School families, staff and students came together to support these and other activities throughout the year. It was a great sense of community spirit.

The community spirit continued when Cyclone Debbie hit our region.. The school was affected along with many families and students homes and workplaces. After a lot hard of work during the school holidays, we were able to make necessary emergency repairs so our school could resume as normal. Overall, it was a rewarding year.

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

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%	20%
Spelling	75%	60%
Grammar & Punctuation	100%	80%
Numeracy	100%	80%

Professional Learning 2017

The School Executives attended the following Executive Courses:

AIS NSW Annual Briefing on (4th June) '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
NCCD Making Consistent Teacher Judgement AIS	2
The Business of Social Media in Schools AIS	2
Child Protection: Obligations in Identifying and Responding to Children and Young People at Risk AIS	6
St. Johns First Aid Feb 2017	5
AIS Professional Learning Term 1 Editing Code– Kelly Borg	6
AIS Professional Learning Term 2 (1 day) - Incorporating Picture Books and Digital texts specific to Geographical content – Kelly Borg	6
AIS Professional Learning Term 4 (1 day) – Teaching Philosophy in schools - Kelly Borg	6
Critical and Creative Thinking Across the Curriculum	1
Disability Legislation AIS	6
Governance Introduction AIS	3
Chemical Safety in Schools Basic Induction AIS	1
Child Protection Legislation AIS	1
Supporting School Improvement AIS	2

Teacher Accreditation

Level of Accreditation	Number of Teachers
Pre 2004- teachers (accreditation not required in 2017)	3
Conditional	0
Provisional	0
Proficient Teacher	1
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total number of teachers	4

Teaching Qualifications

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

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	89 %
Yr 1	83 %
Yr 2	91 %
Yr 3	83 %
Yr 4	89 %
Yr 5	92 %
Yr 6	85 %
Overall Total	87 %

Enrolment Policy 2017

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 43 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 2017).

School Policies

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 2017	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. No changes.	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 and included additional post excursion procedures.	Located in the office and can be accessed by contacting the school's Administrator and Principal

Codes of Conduct Policy encompassing <ul style="list-style-type: none"> code of conduct for staff and students Behaviour management The role of the student leadership system 	Reviewed. No changes.	Located in the office and can be accessed by contacting the school's Administrator and Principal
Pastoral Care Policy encompassing <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 	Reviewed cybersafety and included new whole school approaches	Located in the office and can be accessed by contacting the school's Administrator and Principal
Communication Policy encompassing <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 	Reviewed. No changes.	Located in the office and can be accessed by contacting the school's Administrator and Principal
Discipline Policy encompassing <ul style="list-style-type: none"> Classroom/school behaviour management Procedural fairness Anti bullying 	Reviewed and updated cybersafety.	Located in the office and can be accessed by contacting the school's Administrator and Principal

Policies to be reviewed in 2018.

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

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

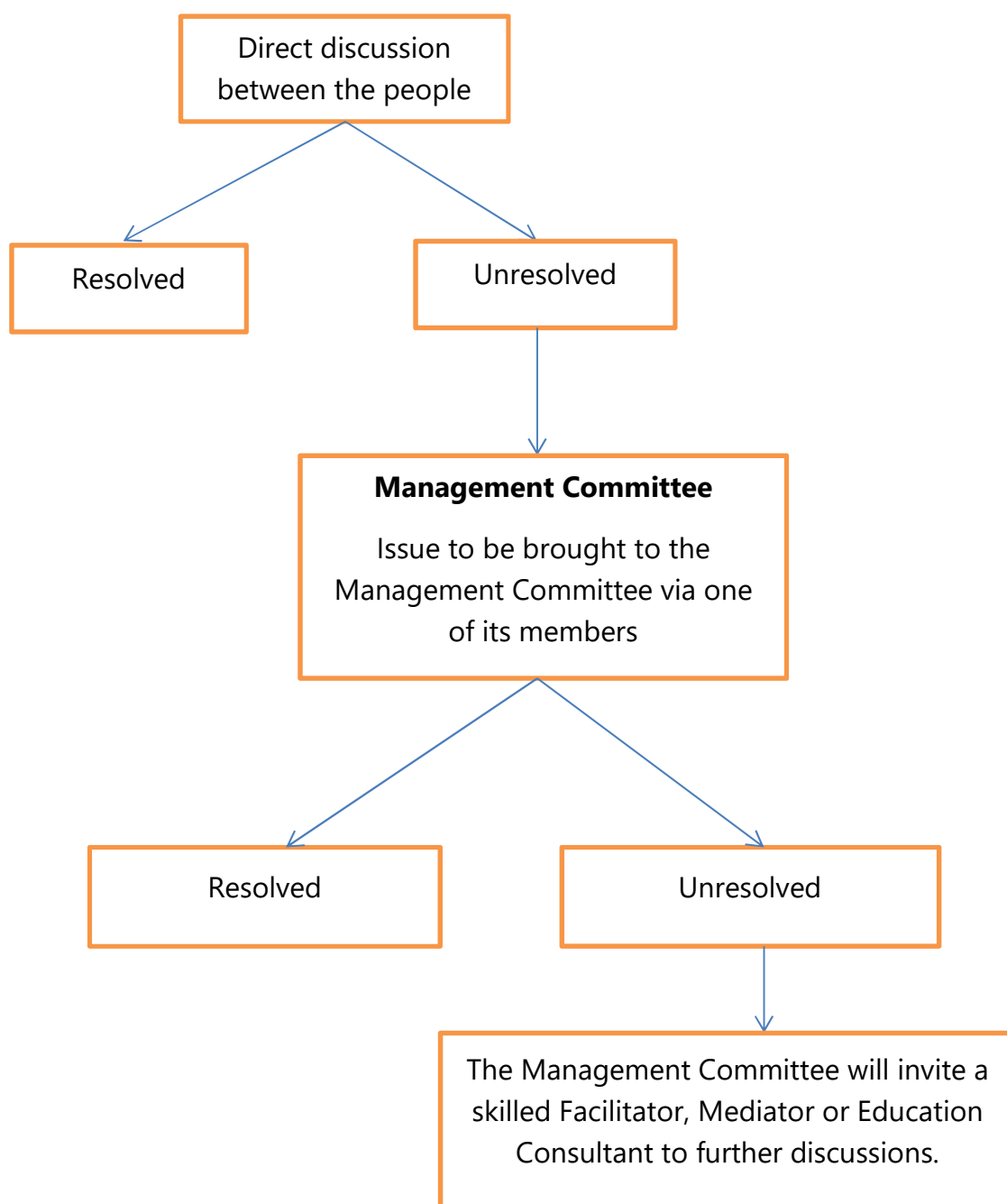
An unbiased decision which includes:

- 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 Priorities areas for improvement 2017

Area	Priorities	Achievements
Curriculum	Incorporating Picture Books and Digital texts specific to Geographical content.	<p>Purchased several picture books In geography and are used</p> <ul style="list-style-type: none"> • as an engaging stimulus when introducing a geographical inquiry • as a core text for a geographical inquiry used as a reference point or springboard for inquiries • to illustrate or explain a geographical concept or idea • as a core text for an integrated conceptual unit of work of which a geographical inquiry is part • to practise and apply visual literacy skills in both literary and geographical analysis • as an additional resource for reference and research.
	Editing Codes	The new editing codes were collaboratively created, specific for each stage of learning. These were introduced to students through explicit lessons. All students understand the editing code that is used across the school, so when transitioning to ther classes, they are familiar with this.
	Creative & Critical Thinking	Students were introduced to Creative and Critical Dispositions for learning. Students are transferring these skills into all Key Learning Areas.
	Aboriginal Perspectives: Aboriginal Dance 3D Virtual Reality & Dolphin Dreaming Program	<p>Incursion using 3 D Virtual Reality to experience Aboriginal Welcoming Ceremony and Cultural Dances.</p> <p>Participated in the Arakwal Peoples of the Bundjalung Nation's, Dolphin Dreaming program, learning about local history, culture, dance, bush food and ceremony.</p> <p>Also practised and expanded our vocabulary in Bundjalung language through books that were presented to the school by Aunty Delta.</p>

	Performing Arts: 'Kaboom' Body Percussion workshop	Students participating in body percussion in small groups and whole class groups. After learning and practising, they put together a whole school performance.
	STEM: Discovery Day Challenge and SCU	<p>Participated in the Northern Rivers Science and Engineering Challenge Discovery Days for Yrs 4 – 6 at Southern Cross University. Topic: Future Earth. Activities based on meaningful, hands-on activity experiences that challenge students to make a difference in the world by choosing a career in Science and Engineering. With over 25 schools competing Vistara students came third.</p> <p>Activities included ElectraCITY, Minipult, Earthquake, String-along, Robot, Eco-house, Get over it, Mars Buggy, Flight, Puff-puff car, and Water works.</p>
	National Reading Month	<p>Hosted a School Book Fair and had parents come in to be a Mystery Reader for the school. This involved the parent dressing in character and reading an engaging book about a Meerkat.</p> <p>We also participated in National Simultaneous Story Time and read 'The Cow that tripped over the moon'.</p>
	Writing K - 6	<p>Local Children's Author Zanni Louise, was a guest speaker at our school for Yrs K – 6 to inspire reading and writing.</p> <p>Zanni returned and provided 2 writing work shops for K- 6.</p>

	Digital Futures	Yrs 2, 3 & 4 Travelled to the Queensland Library to participate in a Digital Futures Exhibition. The exhibit was interactive and included 3D printers, Virtual Reality, Climate Change, changeable land and sea formations(hands on activities) which included topographical mapping, robots, 3DVR, and possibilities for the future. Students enjoyed this experience which led to a lot of follow on activities
	STEAM (Science, Technology, Engineering, Art, Mathematics)	Yrs 4.5. & 6 participated in a STEAM activity held at the Art Gallery in Lismore. Students were given a motor and had to construct a 3D object out of cardboard and other items which had momentum and moved in a creative way. All students thoroughly enjoyed working in groups, sharing ideas and ultimately creating their own beings.
	Swimming Yrs K - 6	Swimming included weekly lessons, a Swimming Carnival and a 5 day swimming intensive.
	Colour Fun Run Yrs K - 6	K – 6 , staff and school families participated in a colour fun run with races, relays and novelty activities.
	Tennis Yrs 2 – 6	Students participated in Tennis tuition and participated in singles and double matches.
Student Welfare	Initiate themed play during lunch times	<ul style="list-style-type: none"> - Free play dress ups K – 6 - Chess - Zoingo Boingo days
	Child Protection: Obligations in Identifying and Responding to Children and young People at Risk	All staff participated in an AIS Child Protection Professional learning course called "Obligations in Identifying and Responding to Children and young People at Risk".
	Brave Hearts – Protective	Students participated in a Protective

	Behaviours	Behaviours workshop and performance K – 6, hosted by Brave Hearts.
	Life Education	<p>Yrs K & 1 learned about How to build friendships and care for others, Feelings and emotions, Safe and unsafe situations and early warning signs ,Safe places and people to turn to for help.</p> <p>Yrs 2, 3 & 4 learned about Recognising safe and unsafe environments How to care for others Behaviours that maintain friendships Places and people who we can go to for help</p> <p>Years 5 & 6 learned about What's in a cigarette Effects of smoking History and laws Myths and facts Influences and pressures Strategies to reduce harm</p>
	Cyber Safety – Safe on Social	Workshops were provided to teach students, parents and staff about the main elements of social media safety and the use of social media with awareness. Topics covered but not limited to: keeping personal information private, posting photos and sexting (for upper primary only), online stranger danger, safe social networking, cyber bullying, privacy settings, what your posts say about you, identity theft, legal responsibility, gaming dangers.
	National Day of Action Against Bullying. Bullying No Way!	K – 6 Students participated in the NDA Bullying. No Way! Discussed what bullying looks like, feels like, what it is to be a victim, bully, bystander, what you can do, how to get help.

	Dental Hygiene Yrs K & 2	North Coast Area Health provided a Dental Hygienist to talk to students about dental hygiene, how to brush and how to maintain healthy gums.
Facilities and resources	The following facilities were upgraded as a result of cyclone Debbie and related Storm damage	<ul style="list-style-type: none"> - replaced carpet in K & 1 room - replaced floor in get well room - replaced walls in get well room - replaced floor and walls in cleaning cupboard and sports cupboards - replace doors - sanded back decking and re oiled decking - Repainted doors, walls, cupboards - road and drainage - replacing turf - redug up playground soil and replaced lost playground soft falls - reshaped sandpit - refilled sandpit - repaired sandpit umbrella - remade school road - remade new drains
	New library books, Readers, new board games (educational and leisure).	<p>Purchased new picture story books and novels K – 6.</p> <p>Also received a donation of books by Scholastic Australia to the value of \$1,500 as a result of Cyclone Debbie</p>
	Teaching Resources: Phonics based readers and games K – 6.	<p>Purchased phonics based games for lower primary and upper primary readers.</p> <p>Purchased board games for wet weather play K – 6.</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:

- Role Plays and discussions
- The Virtues Project
- Cyber safety Education
- Creative and Critical Thinking
- Environmental, Indigenous and Cultural Educational programs
- Peer Run Assemblies
- 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

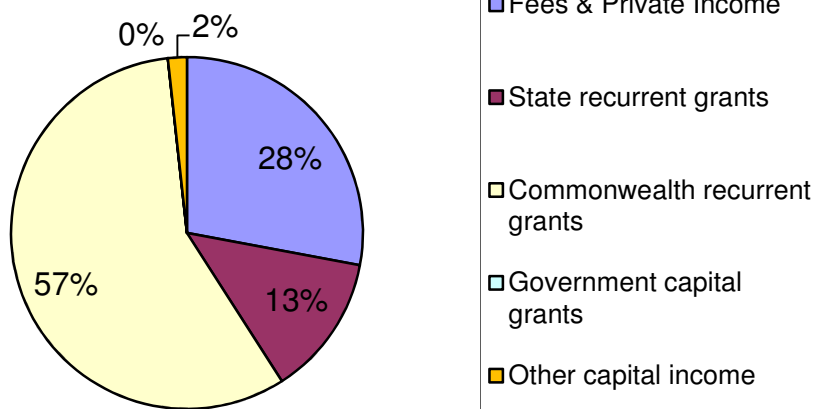
Parent Satisfaction: Informal and formal discussions from parent feedback is that families value the school. They appreciate the nurturing side as well as how teachers focus on each child's individual learning style. Parents said they enjoy the Critical and Creative Learning Dispositions and Parents are learning to use them at home as well. Parents like the school ethos and the school plays are still the highlight of the year. Families enjoyed their involvement with the school which included being a Mystery Reader, 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 and loves to learn.

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, students and parents 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 – 2017 Financial Year

Graphic 1: Income



Graphic 2: Expenditure

