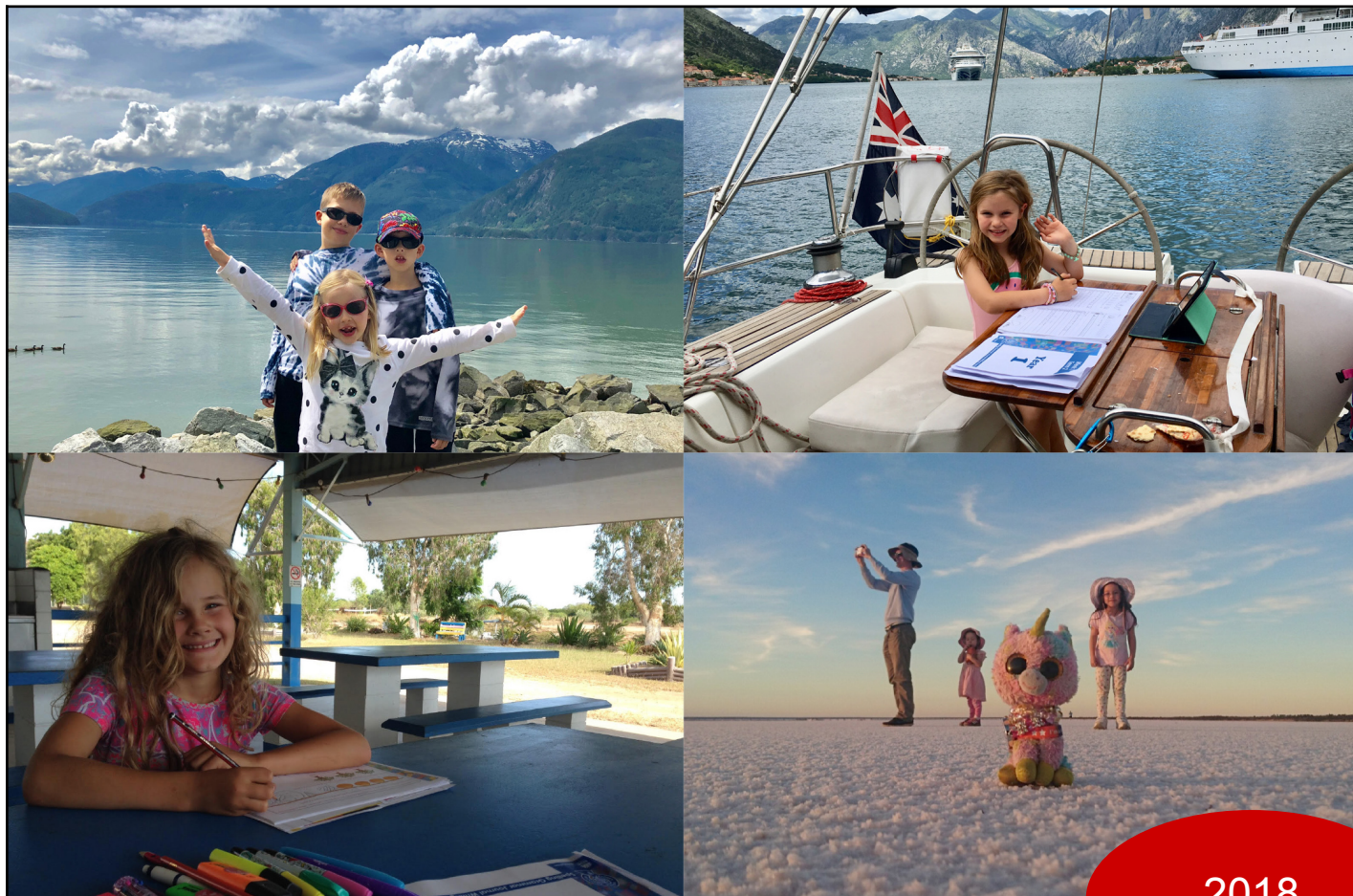


# Sydney Distance Education Primary School

## Annual Report



2018



4586

## Introduction

The Annual Report for **2018** is provided to the community of Sydney Distance Education Primary School (SDEPS) 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.

The School Excellence Framework continues to demonstrate that the school is operating at a very high standard. The school will continue to seek new opportunities and challenges as a leading distance education provider in New South Wales.

Robin Roberts

Principal

## School contact details

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## School background

### School vision statement

To improve on our standing as the most innovative and academic Distance Education Primary School in NSW by carefully reflecting upon everything we do.

To provide unequalled support to our families while studying via distance education.

To provide our students with a comprehensive and complete range of educational experiences within a varied and global focus.

To continuously improve our learning materials, methods of delivery and reporting mechanisms to the benefit of all our families.

To ensure that all students studying via distance education are valued, supported and encouraged to achieve within a flexible, challenging and rewarding learning environment.

### School context

Sydney Distance Education Primary School (SDEPS) is a distance education facility catering for K–6 students who are unable to attend their local school due to distance or circumstances. The vast majority of students enrolled at SDEPS are travelling within Australia or overseas. Therefore, the school's mobility rate is extremely high and enrolments generally reach 500 students or more during the year.

SDEPS has a long held reputation for high quality teaching practices and learning resources resulting in outstanding student outcomes including results in national assessments. The school uses innovative technologies to link with its many families around Australia and throughout the world to provide challenging and engaging learning experiences. It is also a provider of high quality learning resources to other distance education schools within the state.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

Each year, our school undertakes a rigorous 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.

SDEPS has made significant gains in all three domains during 2018. The Teaching domain has demonstrated the best improvement as the new collaborative teaching approach quickly gained acceptance. The school is now excelling in 36 elements compared to 20 elements in the previous year. SDEPS is proud of the fact that it is 'excelling' overall, across the three domains.

Further self-assessment processes 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

### Teaching and Learning Management Systems

#### Purpose

To implement management systems that better support SDEPS students academically and administratively.

#### Overall summary of progress

- All staff have been trained in the use of Sentral to produce end-of-semester reports.
- 100% of students in the school received end-of-semester reports generated by Sentral in both semesters.
- Canvas has been rolled out to new students who enrolled from Week 1, Term 4, 2018 onwards.
- Selected teaching staff have been trained and are using Canvas to mark work and provide feedback.
- A repository of learning materials has been created for use in Canvas.
- Students and supervisors enrolled for 2019 have been trained in the use of Canvas at orientation visits and support materials have been created.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the number of students submitting work and receiving feedback digitally via Canvas as the program gains wider acceptance.	<ul style="list-style-type: none"><li>• Canvas subscription (\$9410)</li><li>• Canvas implementation team – Relief for teachers for four days per week in Term 4 (\$17 000)</li></ul>	<ul style="list-style-type: none"><li>• Canvas implementation team was formed. Canvas User Guide and support videos created and training given to families at school visits.</li><li>• New enrolments in Term 4, 2018 used Canvas.</li></ul>
Increase the timeliness of feedback provided to students that will be measured in hours and not days or weeks.	N/A	<ul style="list-style-type: none"><li>• Timeliness of teacher feedback in Stage 2 was measured and progress recorded.</li></ul>
Increase the number of students receiving end-of-semester reports via Sentral with the goal of 100% of students.	<ul style="list-style-type: none"><li>• Sentral subscription (\$5675)</li></ul>	<ul style="list-style-type: none"><li>• 100% of students received reports via Sentral in both Semesters 1 and 2.</li></ul>
Increase the accuracy and consistency of end-of-semester reports as teachers become more familiar with the features of the program.	N/A	<ul style="list-style-type: none"><li>• Executive staff evaluated the process and concluded that the program allowed for greater comparison of student progress.</li></ul>
Increase the number of staff trained and using Canvas and Sentral. It is expected that 100% of staff will be familiar with the basics of these two programs by the end of the year.	<ul style="list-style-type: none"><li>• Sentral training (\$525)</li><li>• Canvas training for teachers (\$1136)</li></ul>	<ul style="list-style-type: none"><li>• All teaching staff trained in the use of Sentral.</li><li>• Selected staff trained in the use of Canvas.</li></ul>
Increase the amount of learning materials modified to enable their use in Canvas. It is expected that at least 25% of our materials will be ready to be uploaded to Canvas by the end of the 2018.	<ul style="list-style-type: none"><li>• Technology support staff (\$5000)</li></ul>	<ul style="list-style-type: none"><li>• ES1/S1 literacy units were adapted for use in Canvas.</li><li>• Repository of teaching materials created in Canvas.</li><li>• 20% of our materials were uploaded to Canvas.</li></ul>

## Next Steps

- All students will use Canvas to receive and return work from Day 1, Term 1, 2019.
- All teaching staff will be trained in the use of Canvas.
- Integration between Canvas and Sentral will be further explored.
- Units of work will be digitised in Canvas to facilitate the delivery of a paper-free program option.
- Canvas features will be fully explored to help minimise the time taken to provide feedback to students.
- Additional Sentral features will be further explored and implemented.



## Strategic Direction 2

### Collaborative Teaching and Quality Student Learning

#### Purpose

To enhance student learning and achievement through collaboration between teachers. To provide effective feedback to students across all stages within improved time frames. To ensure consistent teacher judgement across stages and the school. To increase synchronous and asynchronous teaching opportunities for all students.

#### Overall summary of progress

- Collaborative teaching model successfully rolled out across whole school.
- Staff survey conducted to refine Collaborative Teaching at SDEPS.
- Feedback and return of work time-frame improved for students in 2018.
- Frequent moderation conducted and rubrics used across whole school to support fair and consistent teacher judgement.
- Data collected to analyse and compare in 2019 to show evidenced-based improvement.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers within stages collaborate to ensure consistent teacher feedback and assessment across their stage and the school.	SDEPS funding: <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$27 799) – used to release Stage Coordinators from teaching duties to facilitate mentoring of staff relating to collaborative teaching</li></ul>	<ul style="list-style-type: none"><li>• Across all stages at SDEPS, teachers are regularly involved in informal and formal moderation activities. These moderation activities include: collaborating on marking, whole-stage moderation tasks involving sample student work, discussions relating to students achieving above or below 'sound', creation and discussion of exemplar student work.</li><li>• All stages at SDEPS have used marking guides to assist with consistent teacher judgment. Use of rubrics is common in Stage 2 and 3.</li></ul>
Use PLAN2 to monitor literacy and numeracy development and identify strategies for improvement once the program has been rolled out to schools.	<ul style="list-style-type: none"><li>• 1 Deputy Principal and 2 Assistant Principals attending full-day PD on Learning Progressions (\$1350)</li><li>• 1 Assistant Principal attending full-day PD on Best Start and PLAN2 (\$450)</li><li>• Editing Best Start to suit SDEPS (\$1000)</li></ul>	<ul style="list-style-type: none"><li>• SDEPS Executive have decided that Learning Progressions will continue to be used informally at SDEPS by teachers to assist in effective goal setting and 'next-steps' feedback for students.</li><li>• New Best Start materials have been distributed to ES1 families, and SDEPS staff will enter data into PLAN2 in 2019.</li><li>• Literacy and numeracy consultants from state office came to show ES1 teachers how to use PLAN2 with the Best Start online tool.</li></ul>
Increase the number of teaching resources for each stage for use in Canvas.	<ul style="list-style-type: none"><li>• Technical support for setting up Canvas courses (\$5000)</li></ul>	<ul style="list-style-type: none"><li>• SDEPS to re-establish a writing team in 2019.</li></ul>
Decrease the amount of time teachers spend on administrative duties while increasing the amount of time teachers are engaged in teaching.	<ul style="list-style-type: none"><li>• Higher duties funding for 2 additional Stage Coordinators (\$50 000)</li><li>• Zoom subscription (\$1000)</li><li>• Educreations subscription (\$100)</li></ul>	<ul style="list-style-type: none"><li>• SDEPS teachers have completed a range of different teaching activities each week, including: writing and editing content, online lessons, phone lessons, video lessons, informal discussions with parents and students, family visits, online course creation, Canvas trials, staff-led professional development.</li><li>• Stage Coordinators are responsible for a majority of administrative duties to enable teachers to focus on teaching.</li></ul>
Maintain and/or improve	<ul style="list-style-type: none"><li>• Literacy and Numeracy</li></ul>	<ul style="list-style-type: none"><li>• Year 3 NAPLAN results improved by more</li></ul>

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
NAPLAN results in years 3 and 5 over previous year's attainment.	Funding (\$1000)	students achieving in the upper 2 bands than in 2017, while maintaining the number of students achieving in the middle band. <ul style="list-style-type: none"><li>• Year 5 NAPLAN results had maintained student achievement in the upper 2 bands.</li></ul>

### Next Steps

- Focusing on devolved leadership to best allow stages to meet the needs of a wide range of students.
- Further refinements to Collaborative Teaching to be explored after analysis of 2018 Supervisor and Student survey results, and discussion at Staff Development Days at the beginning of 2019.
- Re-establish a writing team at SDEPS in 2019 to enhance existing resources and write new units across a range of Learning Areas – initial focus on PDHPE to ensure resources align with new syllabus.

## Strategic Direction 3

### Wellbeing

#### Purpose

To provide a supportive, positive and inclusive school environment that reflects a shared understanding and commitment to our core values: behave responsibly; care for others; expect the best; and respect yourself and others. To develop healthy, happy, productive and successful individuals at all levels.

#### Overall summary of progress

- In 2018, SDEPS formed a Wellbeing Committee across all stages.
- A scope and sequence for a resilience program was developed across the stages.
- The first semester of the program has been finalised with implementation in 2019.
- Stages have continued to refine their goal-setting process with their students. This has resulted in improved communication and had a positive impact on student learning outcomes.
- The Wellbeing Committee has implemented a range of initiatives to enhance teacher wellbeing, including social gatherings and other activities to support their physical and mental health.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Resilience program developed for all stages.	SDEPS funding: <ul style="list-style-type: none"><li>• Wellbeing Committee meetings, 4 teachers \$2700 (9 hours planning/writing time)</li><li>• Staff development day \$1800 (6 teachers, 3 hours writing time)</li><li>• 1 day SASS Desktop Publishing \$250</li></ul>	<ul style="list-style-type: none"><li>• Resilience program due to be implemented in 2019 for students.</li></ul>
Wellbeing resources purchased / developed for all stages.	<ul style="list-style-type: none"><li>• Bounce Back \$210 (3 course books)</li></ul>	<ul style="list-style-type: none"><li>• The Bounce Back wellbeing program was purchased and adapted to our context.</li></ul>
Individualised goal-setting and regular reviews for all students.	<ul style="list-style-type: none"><li>• No additional cost outside of Stage Coordinator time for mentoring teachers</li></ul>	<ul style="list-style-type: none"><li>• Stages continue to refine their individual goal-setting processes.</li></ul>
Extend wellness program to supervisors and school staff.	<ul style="list-style-type: none"><li>• Optional initiatives mostly outside of school hours</li><li>• Small portion of time at Wellbeing Committee meetings dedicated to planning and costs as above</li></ul>	<ul style="list-style-type: none"><li>• Wellbeing Committee met at the end of Term 4 to discuss initiatives for staff and supervisor in 2019.</li><li>• Project Leader for Strategic Direction 3 to collaborate with Distance Education Wellbeing Committee Network on initiatives and ideas.</li></ul>

#### Next Steps

- Semester 2 of the Resilience program to be written.
- Develop resources on other topics related to student wellbeing in 2019.
- Stage Coordinators to evaluate goal-setting processes across stages and plan for 2019.
- Initiatives to continue for school staff and supervisor wellness activities planned for 2019.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<ul style="list-style-type: none"> <li>• Aboriginal background loading (\$1 342)</li> </ul>	<ul style="list-style-type: none"> <li>• Re-structuring of Stage 1, 2 and 3 resource material to reflect Aboriginal perspectives.</li> </ul>
<b>Low level adjustment for disability</b>	<ul style="list-style-type: none"> <li>• Learning Support Teacher employed in 2018 – 0.4</li> <li>• Low level adjustment for disability (\$52 118.00)</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher employed for two days per week to assist teachers with program differentiation to meet the learning needs of students.</li> </ul>
<b>Quality Teaching, Successful Students (QTSS)</b>	<ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$26 757.00)</li> </ul>	<ul style="list-style-type: none"> <li>• Fifteen days per term dedicated to providing relief across all Stages to enable set-up steps, teacher training and establishment of collaborative teaching methods (Strategic Direction 2).</li> </ul>
<b>Socio-economic background</b>	<ul style="list-style-type: none"> <li>• Socio-economic background (\$4740)</li> </ul>	<ul style="list-style-type: none"> <li>• All school fees are waived for Medical and Learning and Support students.</li> </ul>
<b>Support for beginning teachers</b>	<ul style="list-style-type: none"> <li>• Support for beginning teachers (\$5514)</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning teacher allocated a reduced number of students to enable the establishment of practices and processes in the role of Learning Support teacher.</li> </ul>

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	114	139	92	127
Girls	128	151	110	99

### Management of non-attendance

At enrolment, supervisors are advised of the enrolment and participation criteria, and are able to review the SDEPS Attendance and Participation Guidelines (2018).

Non-attendance at SDEPS is registered after a minimum of four weeks wherein:

- no schoolwork was completed and/or returned
- no Weekly Attendance Record was returned
- no communication was recorded.

Management of escalating non-attendance includes documentation of the following steps:

- contact with emergency contact(s)
- a warning email or phone call to the supervisor/parent/carer
- a system of three formal attendance warning notices issued
- advice in writing to the Education Office of the student's originating census school.

Further actions, after consultation with relevant School Education Office staff, may include:

- an application to the Home or Aboriginal School Liaison Officer
- accessing the Mandatory Reporting Tree
- possible subsequent involvement of Child Wellbeing Unit and/or Family and Community Services.

The SDEPS Attendance Policy can be found on the school website: [www.sdeps.net](http://www.sdeps.net)

### Structure of classes

In 2018, Sydney Distance Education Primary School (SDEPS) re-structured classes to support a collaborative approach to teaching. The main features of collaborative teaching at SDEPS are:

- sharing of expertise between staff
- faster feedback and return of work for students and families
- frequent moderation of student work samples to ensure fair and consistent teacher judgement

Overall feedback from parents, supervisors and students has been positive, and SDEPS will continue to refine the Collaborative Teaching Model moving into 2019.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	14.66
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.6
School Administration and Support Staff	5.16

\*Full Time Equivalent

Currently, there are no Aboriginal or Torres Strait Islander employees at Sydney Distance Education Primary School.

### 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	45

### Professional learning and teacher accreditation

In 2018, all staff employed at SDEPS have completed training as follows:

- Mandatory Child Protection 2018 – all staff
- Code of Conduct – all staff
- Corruption Prevention for Schools – all staff
- eAnaphylaxis – all staff
- eEmergency Care – all staff
- CPR & Anaphylaxis – 17 staff

In addition, staff at SDEPS have participated in the following professional learning:

#### Strategic Direction 1:

- Canvas Training – executive staff and teachers
- Sentral Training – executive staff and teachers

#### Strategic Direction 2:

- Assessment in a differentiated classroom – 19 staff
- Teaching S&T K-6 – 1 staff
- Introduction to Literacy and Numeracy Progressions – 4 staff

- 2018 Distance Education Symposium – majority of staff

### Strategic Direction 3:

- 2018 Wellbeing Conference – LaST Coordinator
- Management of Actual or Potential Aggression – 2 staff

### Other Professional Development included:

- Principals' Conference and meetings – principal
- School Admin Managers' Conference – SAM
- SAP Reports for SASS – 2 SASS

### Teacher Accreditation Statistics:

- pre-2004 qualified teachers – 36%
- Teachers accredited at Proficient – 52%
- Teachers accredited at Provisional – 12%

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	565,450
<b>Revenue</b>	3,018,436
Appropriation	2,977,582
Sale of Goods and Services	21,405
Grants and Contributions	13,053
Gain and Loss	0
Other Revenue	0
Investment Income	6,396
<b>Expenses</b>	-2,875,525
Recurrent Expenses	-2,875,525
Employee Related	-2,531,703
Operating Expenses	-343,822
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	142,911
<b>Balance Carried Forward</b>	708,361

SDEPS follows the DoE management processes and governance structures to meet financial policy requirements.

There was unplanned expenditure in 4 areas:

- Teaching and Learning expenditure was for the

replacement and updating of supplementary reading materials and teaching resources.

- Computer Costs expenditure was for the purchase of six Promethean Active Panels and G3 mini computers for the panels, iPads, stylus and cases for teaching staff, Canvas and Sentral implementation and an upgrade to 100 Mbps fibre network in the school, cabling for computers and data points and rewiring after replacement of workstations.
- Furniture and Equipment expenditure was for the purchase of four printer/copiers, and the replacement of workstations and associated furniture in two areas of the school.
- Property Maintenance expenditure was for painting the exterior of one of the school buildings.

The intended use of funds will be for development of teaching resources, purchase of new equipment and refurbishing some work areas.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	371,373
Base Per Capita	32,679
Base Location	0
Other Base	338,694
<b>Equity Total</b>	58,200
Equity Aboriginal	1,342
Equity Socio economic	4,740
Equity Language	0
Equity Disability	52,118
<b>Targeted Total</b>	0
<b>Other Total</b>	2,333,074
<b>Grand Total</b>	2,762,647

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.

## School performance

### NAPLAN

In the National Assessment Program, the results across

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

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

The number of students in the top two bands in Literacy was significantly above the state average for all eight tests: In Grammar, Punctuation and Vocabulary, 83% of Year 3 students achieved Band 5 or above and 82% of Year 5 students achieved Band 7 or above; in Spelling, 92% of Year 3 students achieved Band 5 or above and 91% of Year 5 students achieved Band 7 or above; and in Writing, 92% of Year 3 students achieved Band 5 or above. Results were also higher than those of statistically similar schools in seven out of eight of the tests.

The number of students in the top two bands in Numeracy was also significantly above the state average. Results in Years 3 and 5 were both higher than those of statistically similar schools.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

100% of Year 3 students and 82% of Year 5 students achieved in the top two bands or above in Numeracy. In Reading, 100% of Year 3 students and 91% of Year 5 students achieved in the top two bands or above.

## Parent/caregiver, student, teacher satisfaction

### Teacher Satisfaction

Feedback was received from teaching staff in 2017 that they would like a more streamlined marking system. This feedback was acted on and a new collaborative teaching model was implemented in 2018. In Term 4, 2018, all teaching and support staff completed a 36-question anonymous survey on a range of topics. High levels of satisfaction were reported with the school's new collaborative teaching model and overall learning culture. Staff expressed a desire for a greater focus on professional development. Results were analysed in depth by members of the school's executive teaching staff and will guide strategic planning for 2019.

### Parent/Caregiver Satisfaction

55 parents completed a survey in Term 4, 2018 on a number of topics relating to the school. 92% of respondents said that the school communicated effectively with them, 94% found feedback about their student's learning was useful and 94% would recommend SDEPS to others. The school identified providing a greater range of multimodal resources as part of its academic program as an area for improvement.

### Student Satisfaction

25 students responded to a survey in Term 4, 2018. 90% stated that they read or listened to feedback from teachers, 85% found the feedback useful and 90% found what they learned interesting. It was noted that while students enjoyed one-to-one interaction with their teachers, it was occasionally difficult to connect

## Policy requirements

### Aboriginal education

SDEPS is situated on Eora Land, belonging to the traditional landowners, the Gadigal clan. The school celebrated NAIDOC Week through a whole school, online assembly. In Term 4, Stage 3 students attended a virtual excursion with Sydney Observatory examining Aboriginal Astronomy and Dreamtime stories. The school is continuing to incorporate Aboriginal perspectives in written units and to provide learning opportunities during online lessons.

### Multicultural and anti-racism education

At SDEPS, we welcome and embrace people from all cultural backgrounds. The varied backgrounds and dialects brought to our school by students and staff enhance our school community and enable exposure to a wide variety of nationalities and cultures. SDEPS strives to incorporate multicultural education content across all Learning Areas. Staff held a Harmony Day

morning tea to celebrate the cultural diversity within our school community. Students participated in Harmony Day activities to promote respect for all cultures and people.

SDEPS has a trained Anti-Racism Contact Officer (ARCO) who is available to address any issues of racism which may occur. Any form of racism is not tolerated at SDEPS. We promote tolerance and understanding through our school values of being respectful, being responsible and caring for others.

## **Other school programs**

### **NSW Premier's Sporting Challenge**

This year our school participated in the NSW Premier's Sporting Challenge (PSC). 37 students and 5 staff members completed the ten-week challenge. The purpose of the challenge is to encourage students and staff to lead a healthy lifestyle, and to participate in sports and physical activity for a minimum of 60 minutes per day. The amount of physical activity completed each week is recorded across 10 weeks. Students and staff who completed the challenge received a personalised certificate. SDEPS received a grant (\$655), with which the school purchased skipping ropes to support the Jump Rope for Heart PDHPE unit. To view some of our students participating in the PSC from Australia and around the world, go to the school website: [www.sdeps.net](http://www.sdeps.net).

### **NSW Premier's Reading Challenge**

SDEPS showed continued participation in the Premier's Reading Challenge in 2018. 20 students completed the challenge by reading a variety of quality literature and texts of personal choice. Three students received gold certificates for their annual participation in the challenge.

### **Jump Rope For Heart program**

Students at Sydney Distance Education Primary School were programmed the Personal Development, Health and Physical Education (PDHPE) unit called Jump Rope for Heart. Students learnt about the benefits of physical activity patterns for personal wellbeing. The unit continued over 6 weeks. Students developed the skills of skipping and choreographed a performance.

The program also provided students and their families with an opportunity to register as a volunteer and raise funds for the Heart Foundation.