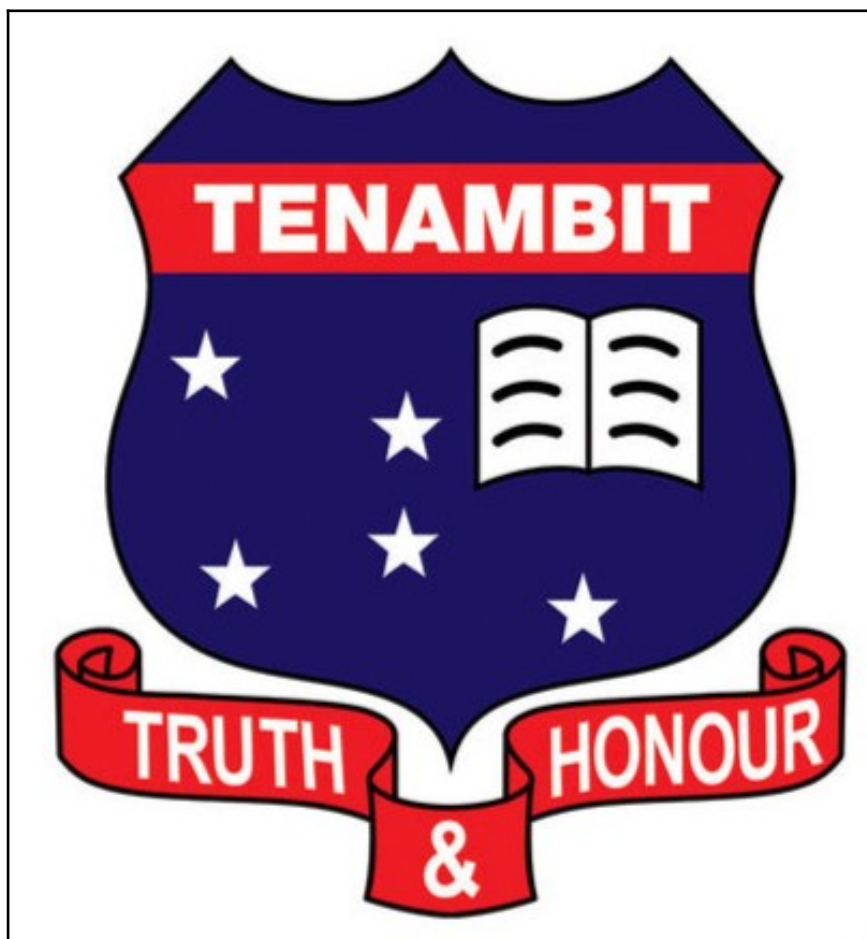


# Tenambit Public School

## 2019 Annual Report



## Introduction

The Annual Report for 2019 is provided to the community of Tenambit Public 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.

### School contact details

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4933 7196

## School background

### School vision statement

Tenambit Public School is a public school in New South Wales committed to the pursuit of excellence in the care and education of our young learners.

Our school values of Respect, Responsibility and Excellence underpins all our actions and beliefs.

After extensive consultation with our community and in an effort to make our school vision clear and memorable, the following vision statement has been developed:

***Tenambit Public School will be known as an authentic school learning community that develops independent critical learners, prepared for their future.***

### School context

Tenambit Public School is a primary school to the east of Maitland. Enrolments in 2019 are approximately 340 students with an equal number of boys and girls. In addition, 18% of our students identify as Aboriginal or Torres Strait Islander and 5% come from a language background other than English. Tenambit Public School has two support classes, a hearing class and a multi-categorical class.

At Tenambit Public School, a dedicated team of qualified professional staff are committed to improving educational outcomes for all students. Tenambit Public School is a proud member of Maitland Learning Community of partner schools comprising eight primary schools and one high school.

Tenambit PS receives equity funding to support student learning and staff professional learning. Our Family Occupational and Education Index (FOEI) for 2019 is 143, which recognises our community's socio economic standing.

Tenambit Public School continues to focus on the quality of student outcomes in literacy, numeracy and engagement. We cater for a wide range of activities from performing arts, cultural, leadership, sporting, environmental and academic pursuits. We enjoy the support of a highly committed and supportive P&C which has operated continuously since 1991.

Tenambit Public School is a strong participant in the DoE initiative, Early Action for Success and implements Positive Behaviour for Learning (PBL) practices. The school is a member of the Maitland Aboriginal Education Consultative Group (AECG) and has strong links with Mindaribba Local Aboriginal Land Council. The school is also supported by business partnerships formed within the community.

## Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

## Strategic Direction 1

Equipping students with the skills for success.

### Purpose

To create independent, responsible learners prepared for their future, with a sense of social purpose. We will differentiate the curriculum and update our pedagogy to ensure we are providing the broadest opportunities for our students to build future focused skills – Problem solving, evaluating, working in teams, communicating ideas and creating and innovating, and social development.

### Improvement Measures

- In 2018 all Aboriginal students will demonstrate growth in reading and number.
- Increase the number of students in the top two NAPLAN bands in number and reading.
- Students demonstrate a strong growth mindset with a focus on enquiry and critical thinking.
- All teaching programs reflect the philosophy of REAL Projects.
- Early Action for Success Benchmarks will demonstrate consistent improvement in results.
- More than 80% of students on track in reading.
- More than 80% of students on track in comprehension.
- 60% to 70% of students on track in writing

### Progress towards achieving improvement measures

**Process 1:** • Ensure and encourage high expectations of all school stakeholders, stage leaders collectively challenge/critique classroom teaching and learning & consistent teacher judgement.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Collaborative planning time was timetabled with interventionists working shoulder to shoulder with teaching team to support learning in the classroom.</li><li>• Learning Walks have been supportive and has allowed for targeted professional learning support. Visible learning is apparent in all classrooms with learning walls in place across the school.</li><li>• 6 SLSOs are working with students with identified needs on literacy and numeracy, and social, behaviour and emotional support.</li><li>• Assessment cycle working across the school: 5 week assessment schedule, analyse of data to drive planning, teaching and learning. Reporting to parents is an integral part of the assessment plan.</li><li>• Stage leaders and interventionists working with all class teachers in an Instructional Leader role.</li><li>• SLSOs upskilled depending on individual need and those of students.</li></ul>	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$367512.00)</li></ul>

**Process 2:** • Deliver Professional Learning to all staff to increase knowledge of Literacy and numeracy, practices and pedagogies with collective professional practice through regular mentoring sessions.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Timetabled professional learning has been timetabled both for staff meetings and stage meetings. Reflections sheets allow teachers to monitor understanding and shift in practice, allowing staff to be self reflective and analyse learning.</li><li>• Professional learning has included intensive literacy and numeracy to bump up learning, student wellbeing, catering for the student with individual needs, using feedback to enhance learning and understanding of the ATSI perspective.</li><li>• Beginning Teachers: mentoring program based on individual need.</li></ul>	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Professional Learning (\$37000.00)</li></ul>

**Process 3:** • Implement REAL Projects responsive of student need, data showing improvement trends.

## Progress towards achieving improvement measures

<b>Evaluation</b>	<b>Funds Expended (Resources)</b>
Evaluation of data from NAPLAN and stage based assessments demonstrates student engagement in project based learning has increased, however further attention to the delivery of numeracy and literacy across the school is an ongoing priority.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$5000.00)</li></ul>

## Strategic Direction 2

We maximise the potential of every student.

### Purpose

To create a positive school culture that supports the wellbeing of the whole child, so that they are prepared for their future, through well-developed and evidence based approaches and programs.

### Improvement Measures

100% of students will obtain personalised learning goals and will meet individual targets.

Improved levels of student self-confidence and empowerment as measured in student surveys.

Increased and consistent use of PBL messages and language by the whole school community and decrease of negative incidents recorded on Sentral.

Increased community involvement in school events, workshops and information sessions.

A positive school culture as evidenced by staff, student and community surveys.

### Progress towards achieving improvement measures

**Process 1:** Implement an integrated whole school approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling e.g. student goal setting, IEPs, parent consultation.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> <li>• FAST program now includes partnership with University of Newcastle. It currently involves Occupational Therapists working two days per week with identified students.</li> <li>• Students in Stage 2 are working on building resilience in all aspects of school life, supported by parents.</li> <li>• Students in K-1 who are experiencing difficulty have been identified, reports completed and shared with parents, programs of support created with classroom teachers and delivered in the classroom setting (supported by parents)</li> <li>• Analysis of program shows it has been highly successful and productive: parental awareness and support has increased throughout the parent community.</li> <li>• Students are receiving targeted support with visible improvement.</li> <li>• OTs working within the school are able to provide support to students and professional learning to teachers, as well as working with families.</li> <li>• PBL data is showing a decrease in negative behaviours, those students needing support and presenting with increases in positive behaviours.</li> <li>• Engagement of a Community Education and Learning Officer (CLEO) on a 0.2FTE has proven successful as the first point of liaison between school and families experiencing need of support.</li> </ul>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$17000.00)</li> <li>• Socio-economic background (\$20000.00)</li> </ul>

**Process 2:** Draw on evidence-based approaches and programs in order to develop and provide a consistent message across the whole school community e.g. PBL, community consultation.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> <li>• Families are supportive of PBL processes</li> <li>• Students have acknowledge 'voice' with decision making collaborative.</li> <li>• More families are becoming involved in the school's decision making processes.</li> <li>• Consultation is more widespread, flowing on from the P&amp;C restructure.</li> <li>• Community is strengthened as a result.</li> </ul>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$5000.00)</li> </ul>

**Process 3:** Implement an inclusive whole school approach to cultivating and maintaining positive relationships e.g.

## Progress towards achieving improvement measures

**Process 3:** consistent communication, professional learning.

<b>Evaluation</b>	<b>Funds Expended (Resources)</b>
<ul style="list-style-type: none"><li>• Increase in positive communication to parent community from all staff.</li><li>• Parents feel more knowledgeable about school practices and classroom practices.</li><li>• Students feeling more valued as members of the school community as they have a clear 'voice' in school matters.</li><li>• Addition of Community Liaison Education Officer (CLEO) had demonstrated success with linking to vulnerable children and families and those needing additional support</li></ul>	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$1500.00)</li></ul>

**Process 4:** Actively include the broader community in whole school events and provide workshops and information sessions e.g. Assemblies, Meet & Greet, Special Events, STEM workshops, information sessions.

<b>Evaluation</b>	<b>Funds Expended (Resources)</b>
<ol style="list-style-type: none"><li>1. Parent community involvement and knowledge of school practices has become stronger.</li><li>2. Parent understanding and support of school practices has increased.</li><li>3. Parents demonstrate appreciation of communication portals eg: social media, information booklets, opportunities to meet with classroom teachers and executive staff.</li></ol>	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$1500.00)</li></ul>



## Strategic Direction 3

We build a community culture of personal excellence in teaching, learning, leading

### Purpose

To work collaboratively as a whole school community, to support continuous improvement in practice providing all students with the necessary skills to create effective citizens of the future.

### Improvement Measures

Consolidation & growth of relationships with parents, community, students evident through increased parent satisfaction.

Professional Learning audits indicate that staff participate in the skill development, planning activities and collegial sharing that underpins improved practice with an increase in strategic thinking that seeks to deeply understand the factors that drive improvement.

Increased observation, collaboration & sharing of excellence in practice in relation to Literacy & Numeracy, & other School Plan goals.

### Progress towards achieving improvement measures

#### Process 1: Targeted TPL to support learning:

School staff will undergo specific TPL to meet literacy & numeracy needs, Project Based Learning, Positive Behaviour Learning, Visual Learning in the Classroom to specifically support the learning of students, provide a supportive environment inductive to learning. Success will be evident through measurable data, observational evidence, student engagement.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Staff have a clear understanding of professional learning need which must tie in with the School Plan, the SEF, student priorities for successful learning</li><li>• School focuses for professional learning in 2020 for all staff has been developed.</li><li>• Meetings one on one, with Principal has developed a deeper understanding of PDP processes, PL resources and goal setting to meet school directions, ethos and vision while meeting individual learning requirements.</li></ul>	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$20000.00)</li></ul>

#### Process 2: Students develop wider knowledge & understanding of processes, concepts & expectations required for success:

All students taught explicitly (what it sounds and feels like) the desired behaviours aligned with school values and driven by Positive Behaviour for Learning (PBL) data, the required learning skills to enhance learning & the necessary social emotional competencies for successful outcomes in life. This leads to less conflict, more engagement, stronger capabilities.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Development of action scopes for the delivery of literacy and numeracy has been supported by all teaching staff</li><li>• Teachers are consistently using WALT, WILFS, WAGOLLS across the learning settings and all students have a clear understanding of expectations required for successful learning.</li><li>• Teachers are consistently using targeted feedback to enhance understanding and improvement in tasks to ensure deeper understanding and learning.</li><li>• Students are demonstrating a greater pride and sense of belonging in 'their school' as a result of targeted programs within the school grounds.</li></ul>	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$10000.00)</li></ul>

#### Process 3: Supporting Leadership in staff:

## Progress towards achieving improvement measures

### Process 3:

TPL with a focus to provide teachers with the necessary skills to interact with the wider community in an effective manner.

Leadership will drive and support opportunities for staff to research, explore and develop skills in the implementation of curriculum & pedagogies that support goals in L &N, PBL, Enquiry Learning and social wellbeing. Wider development of knowledge will lead to increased sharing of expertise, wider understanding of student needs and collaboration in development of differentiated curriculum.

<b>Evaluation</b>	<b>Funds Expended (Resources)</b>
<ul style="list-style-type: none"><li>• Staff are taking the opportunity to develop their leadership profile within the school.</li><li>• Those staff with identified leadership aspirations are working with a mentor executive to develop knowledge and skills</li><li>• An action plan supports learning and will be a common part of practice</li><li>• All staff meetings have a professional learning focus, based on PDP goals, school vision and strategic directions and student need.</li><li>• A data base of professional learning resources has been developed with all staff working their way through them depending on their specific learning need and focus.</li></ul>	

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$92 000.00)</li> </ul>	<ul style="list-style-type: none"> <li>NAIDOC week well supported by community, students and their families.</li> <li>The employment of male SLSOs who identify as Aboriginal or Torres Strait Islander, has proved highly strategic and beneficial for the wellbeing of all boys within the school and this will continue in 2020</li> <li>Cultural groups is growing in strength with links, involvement and support from Maitland High School.</li> <li>School staff have a greater understanding of the ATSI perspective and this is demonstrated through engagement, visuals and language in the classrooms and the school.</li> </ul>
<b>English language proficiency</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>English language proficiency (\$4 000.00)</li> </ul>	<ul style="list-style-type: none"> <li>Teacher engaged to deliver strategic language support for identified students.</li> <li>Program delivered to align with DoE targets with parental involvement and support</li> <li>Proven results from all testing throughout the year of the program success.</li> <li>Supportive plan for those students in 2020 has been developed.</li> </ul>
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$197 000.00)</li> </ul>	<ol style="list-style-type: none"> <li>Students identified with additional needs (literacy, numeracy, behavioural, emotional, social) have been supported through strategic delivery of programs.</li> <li>Teacher learning has been delivered through whole school TPL.</li> <li>LaST teachers working with teachers to provide classroom support for identified students.</li> <li>LaST teachers working with families to provide support outside of the school setting to ensure consistency of expectations, language used and referral to outside agencies as part of the FAST program.</li> </ol>
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$69 000.00)</li> </ul>	<ul style="list-style-type: none"> <li>All staff have reflected on program of support and results show effectiveness of program.</li> <li>Analysis of reflection sheets / data has shown proven results.</li> <li>Analysis of effectiveness of program has shown results in professional practice, classroom lesson delivery.</li> </ul>
<b>Socio-economic background</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Socio-economic background (\$336 500.00)</li> </ul>	<ul style="list-style-type: none"> <li>Data shows FAST program of early intervention (K-2) highly effective.</li> <li>Data shows continuing effectiveness of CUBS program.</li> <li>Data shows effectiveness of Primary programs including OT support, Zones of Regulation, Drum Beat, Shine, Seasons of Growth.</li> <li>Data demonstrates need to expand program to include mental health professionals.</li> <li>Anecdotal data / information has lead to the inclusion of Play through Learning to develop social and behavioural skills in younger children particularly Kindergarten.</li> <li>Anecdotal information shows introduction of</li> </ul>

<b>Socio-economic background</b>	<b>Funding Sources:</b> • Socio-economic background (\$336 500.00)	playgroup to show increase in parental support growing.
<b>Support for beginning teachers</b>	<b>Funding Sources:</b> • Support for beginning teachers (\$29 000.00)	<ul style="list-style-type: none"> <li>• Beginning Teachers report having received effective and timely support through the mentoring program, strategic learning, collegial development of practice and opportunity to attend outside and school based professional learning.</li> <li>• Program has been adjusted in response to feedback.</li> <li>• Teaching staff who will be part of the program in 2020 have been identified and supports discussed.</li> </ul>
<b>Early Action for Success</b>	<b>Funding Sources:</b> • Socio-economic background (\$106 000.00)	<ul style="list-style-type: none"> <li>• Evaluation of TEN and L3 demonstrated adjustments in the L3 delivery practice had to occur.</li> <li>• Action Plan framework developed as a result from feedback and analysis of data, to be fully completed and implemented early in the 2020 school year.</li> <li>• Analysis of professional practice demonstrates the success of programs delivered by Interventionist (results of targeted students how increase in capabilities), professional learning delivered by Instructional Leaders under EAfS has demonstrated improvement in classroom curriculum delivery and practice.</li> </ul>

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	171	188	191	170
Girls	186	186	179	165

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	91.6	93.2	89.2	94.1
1	91	91.8	90.6	89.4
2	90	87.8	88.3	90.7
3	92.6	89.3	88.9	87.3
4	93	91.5	91.1	87.3
5	92.5	91.4	92.8	90.8
6	91.9	89.8	91.4	90.5
All Years	91.9	90.6	90.4	89.9
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	17.8
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	4.92

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

## Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
<b>Opening Balance</b>	936,349
<b>Revenue</b>	5,079,798
Appropriation	4,967,006
Sale of Goods and Services	1,750
Grants and contributions	108,299
Investment income	2,744
<b>Expenses</b>	-5,207,704
Employee related	-4,701,673
Operating expenses	-506,031
<b>Surplus / deficit for the year</b>	-127,906

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.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	454,191
<b>Equity Total</b>	789,086
Equity - Aboriginal	91,178
Equity - Socio-economic	497,321
Equity - Language	4,154
Equity - Disability	196,434
<b>Base Total</b>	2,433,991
Base - Per Capita	89,439
Base - Location	0
Base - Other	2,344,552
<b>Other Total</b>	1,013,909
<b>Grand Total</b>	4,691,177

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.

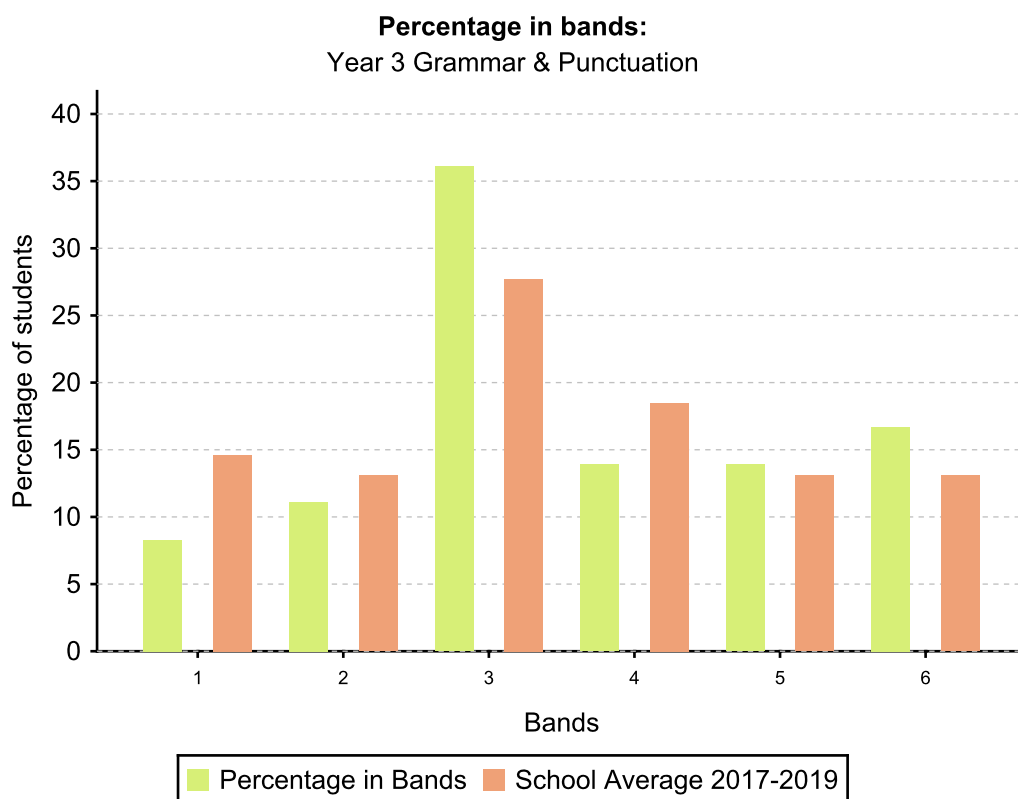


## School performance - NAPLAN

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.

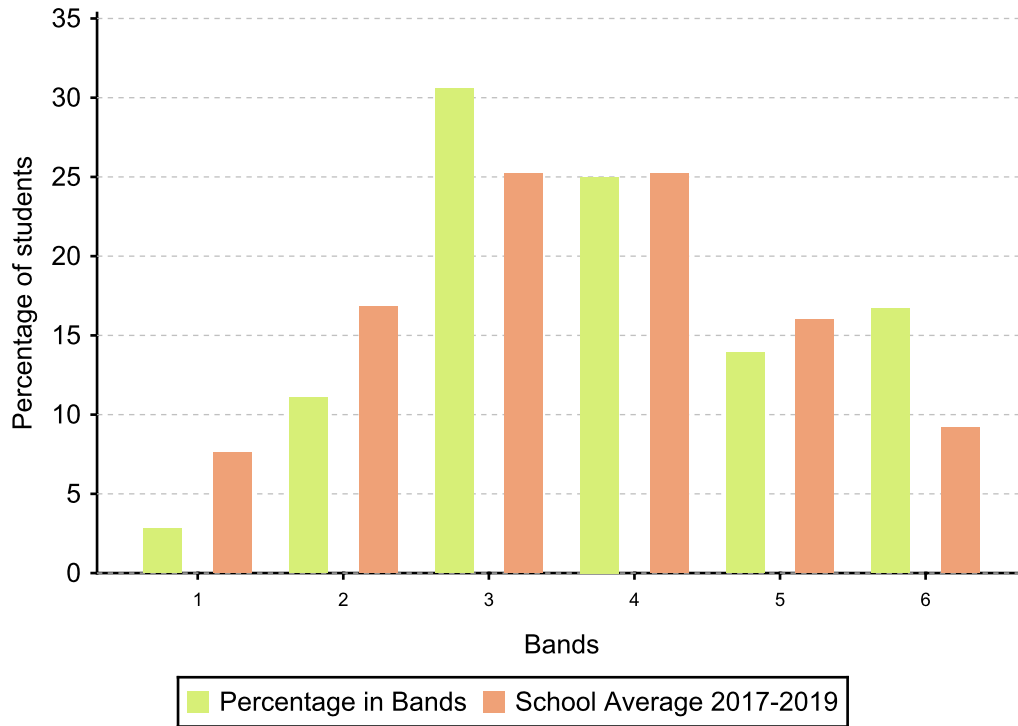
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

### Literacy and Numeracy Graphs



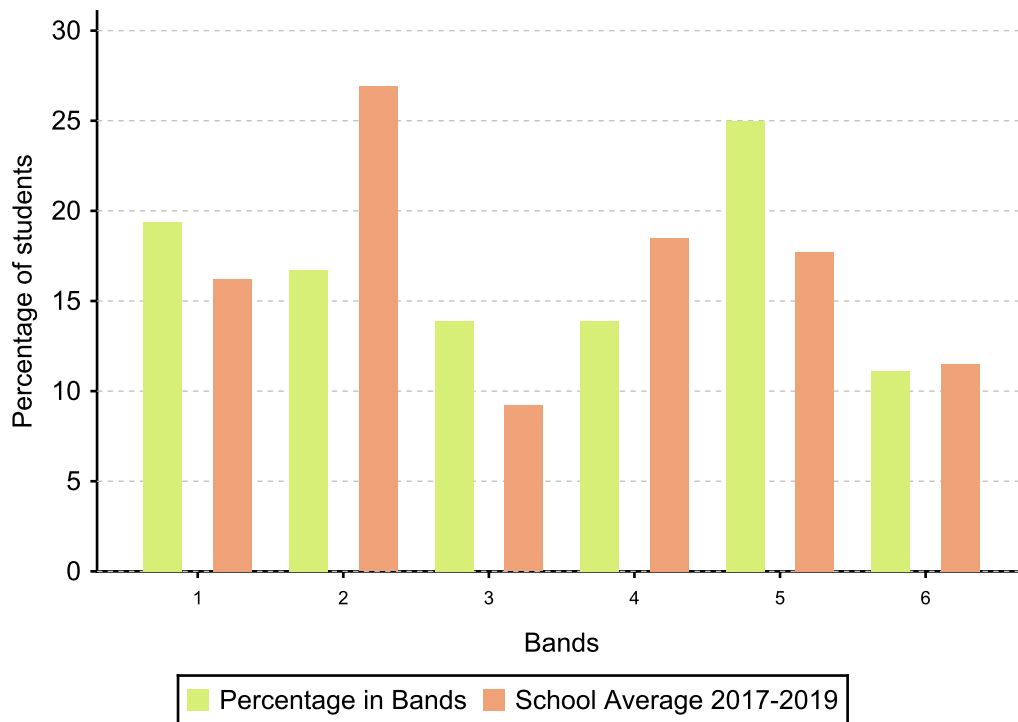
Band	1	2	3	4	5	6
Percentage of students	8.3	11.1	36.1	13.9	13.9	16.7
School avg -2019	14.6	13.1	27.7	18.5	13.1	13.1

**Percentage in bands:  
Year 3 Reading**



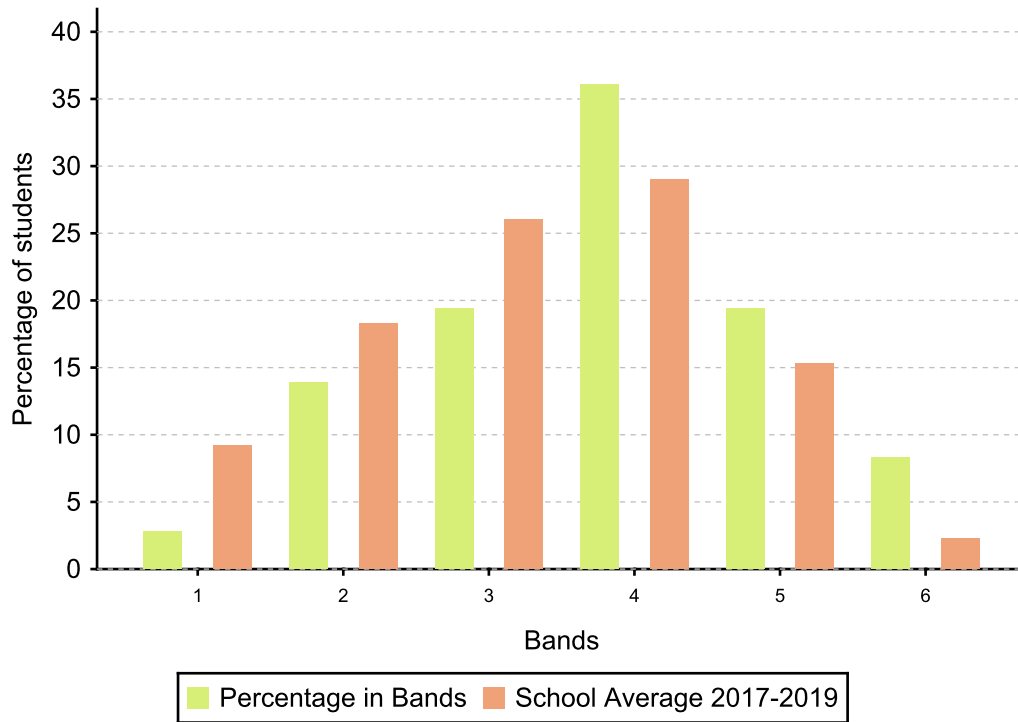
Band	1	2	3	4	5	6
Percentage of students	2.8	11.1	30.6	25.0	13.9	16.7
School avg -2019	7.6	16.8	25.2	25.2	16	9.2

**Percentage in bands:  
Year 3 Spelling**



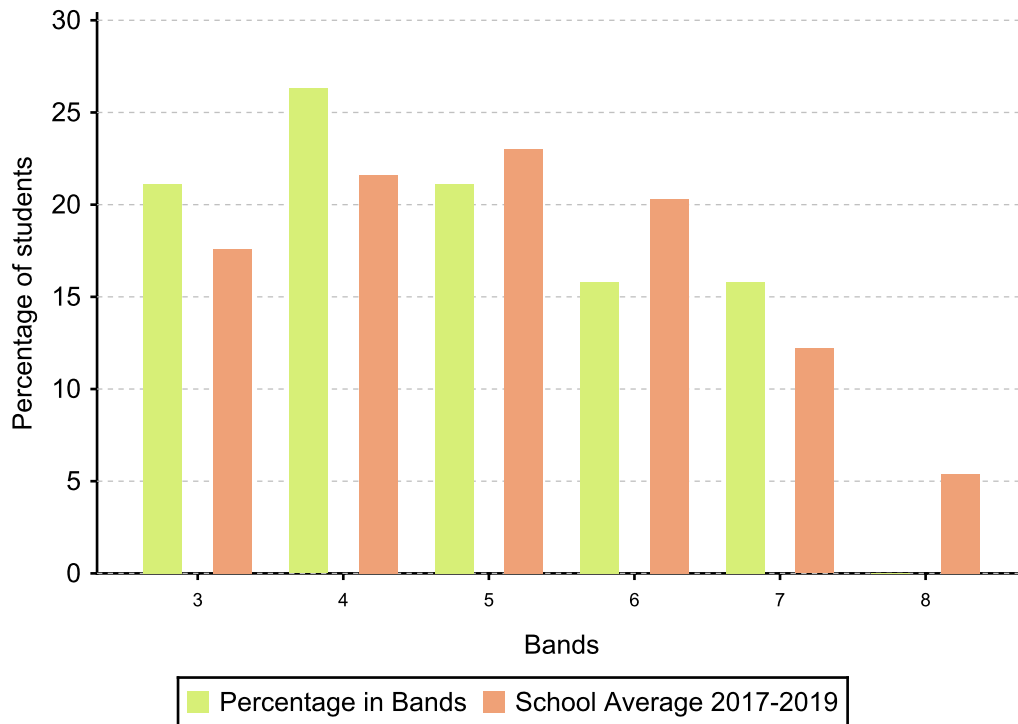
Band	1	2	3	4	5	6
Percentage of students	19.4	16.7	13.9	13.9	25.0	11.1
School avg -2019	16.2	26.9	9.2	18.5	17.7	11.5

**Percentage in bands:**  
Year 3 Writing



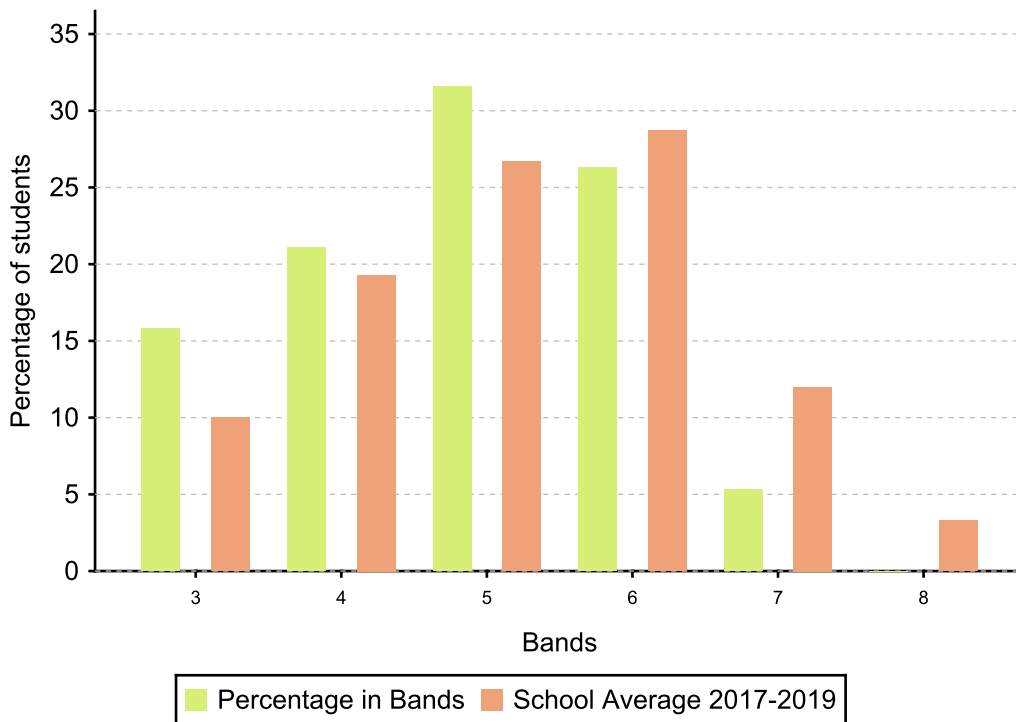
Band	1	2	3	4	5	6
Percentage of students	2.8	13.9	19.4	36.1	19.4	8.3
School avg -2019	9.2	18.3	26	29	15.3	2.3

**Percentage in bands:**  
Year 5 Grammar & Punctuation



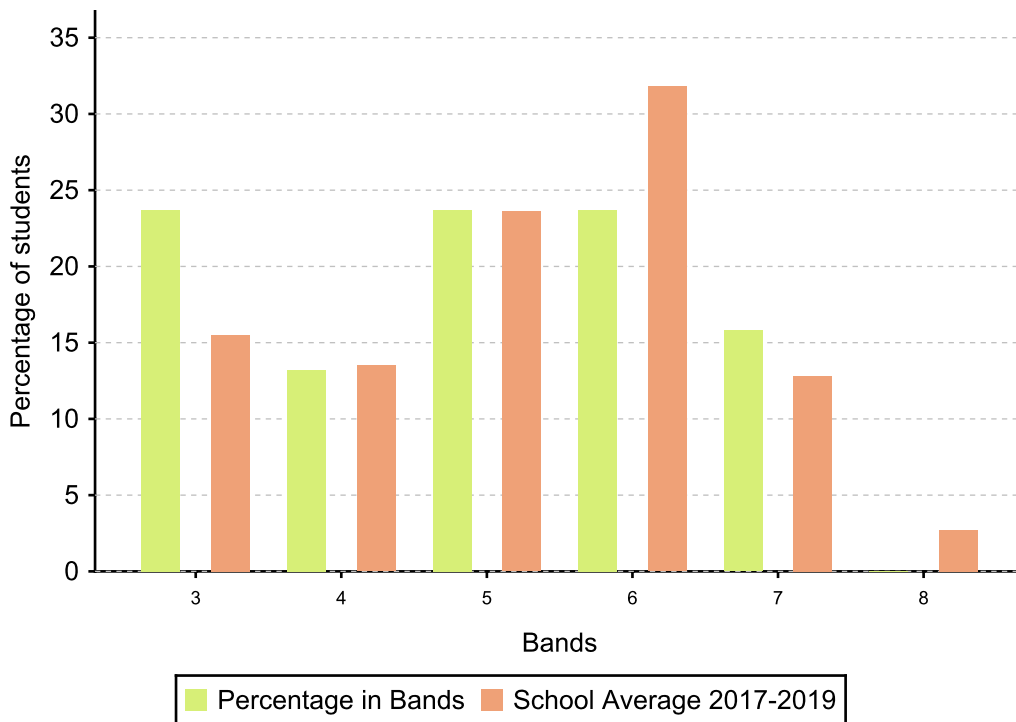
Band	3	4	5	6	7	8
Percentage of students	21.1	26.3	21.1	15.8	15.8	0.0
School avg -2019	17.6	21.6	23	20.3	12.2	5.4

**Percentage in bands:  
Year 5 Reading**



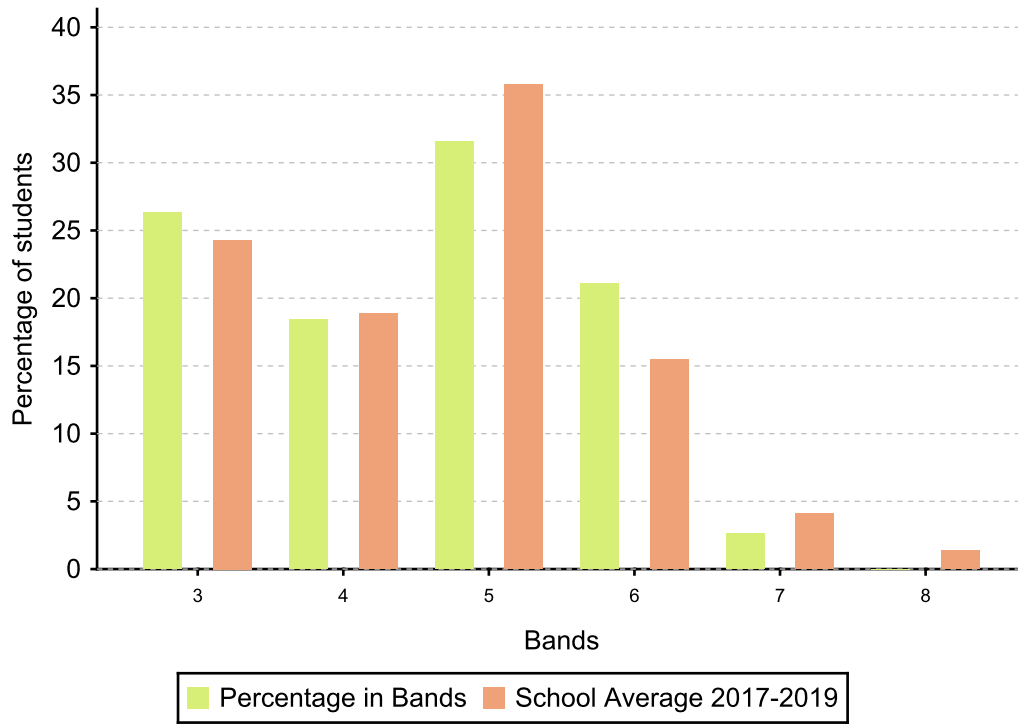
Band	3	4	5	6	7	8
Percentage of students	15.8	21.1	31.6	26.3	5.3	0.0
School avg -2019	10	19.3	26.7	28.7	12	3.3

**Percentage in bands:  
Year 5 Spelling**



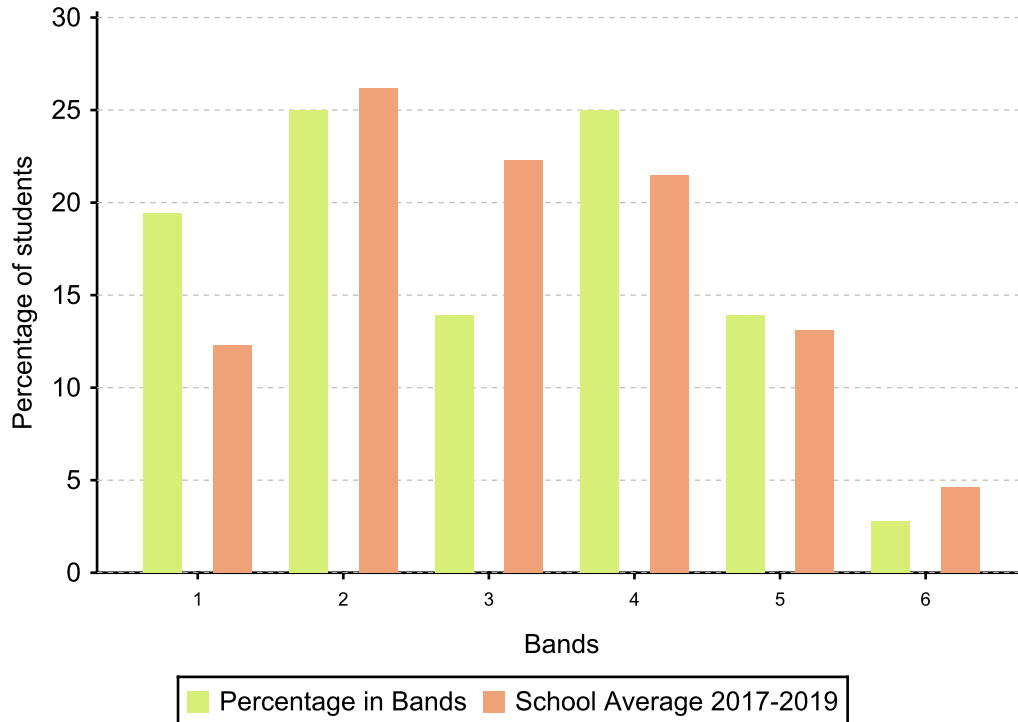
Band	3	4	5	6	7	8
Percentage of students	23.7	13.2	23.7	23.7	15.8	0.0
School avg -2019	15.5	13.5	23.6	31.8	12.8	2.7

**Percentage in bands:**  
Year 5 Writing



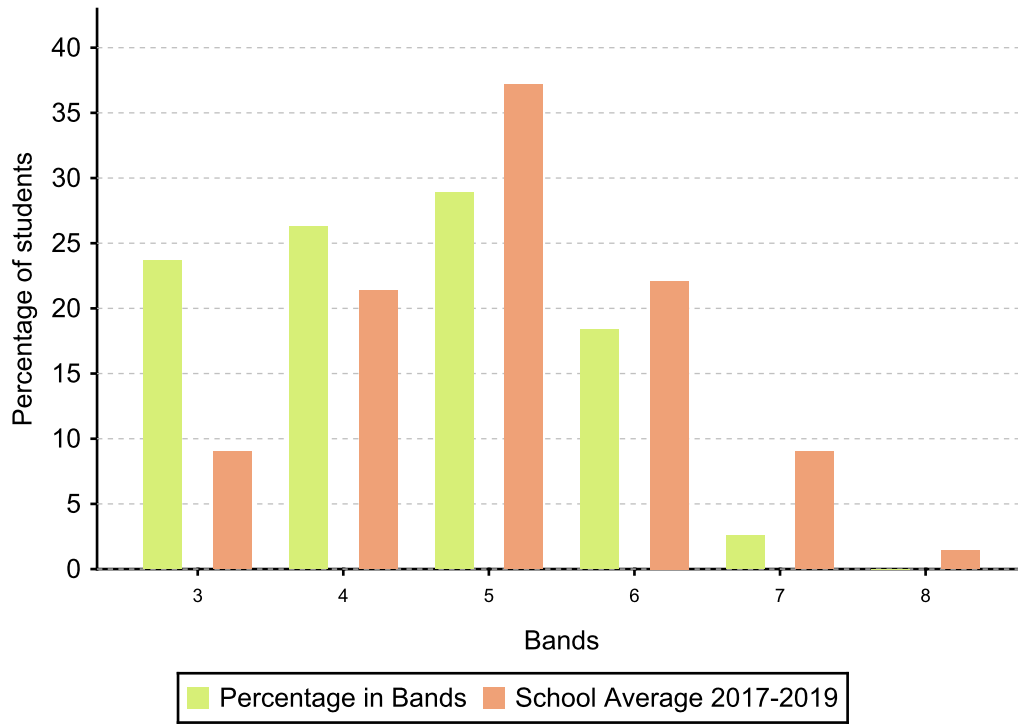
Band	3	4	5	6	7	8
Percentage of students	26.3	18.4	31.6	21.1	2.6	0.0
School avg -2019	24.3	18.9	35.8	15.5	4.1	1.4

**Percentage in bands:**  
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	19.4	25.0	13.9	25.0	13.9	2.8
School avg -2019	12.3	26.2	22.3	21.5	13.1	4.6

**Percentage in bands:**  
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	23.7	26.3	28.9	18.4	2.6	0.0
School avg -2019	9	21.4	37.2	22.1	9	1.4

## Parent/caregiver, student, teacher satisfaction

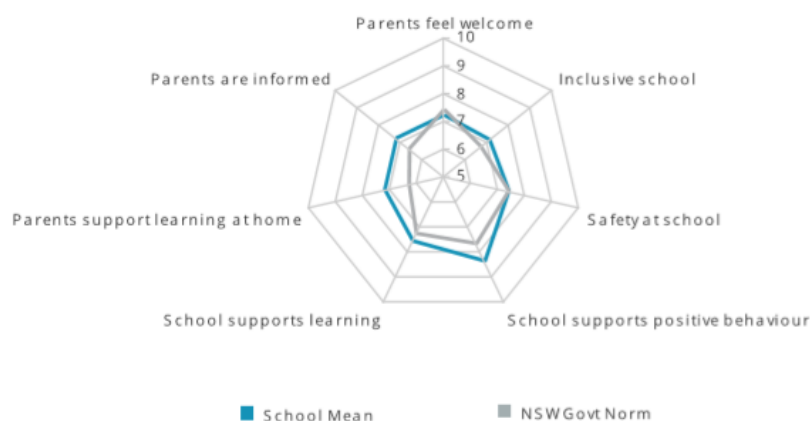
The Parent Satisfaction Survey demonstrated our school was working hard on developing positive relationships with all those involved in our student's success.

Our parent satisfaction in the area of parents feeling informed about school processes and events, demonstrated an increase over the NSW state mean of 0.6. Parents supporting learning at home demonstrated an additional score of 0.9. Parents felt our school supported learning with an additional score of 0.3 over state mean, and supporting positive behaviour at a score of 0.7. The school met the state mean in the area of student safety and in the area of being an inclusive school the school ranked 0.4 over the state mean.

Parents felt they had an input into school planning, development or review of school policies, teaching practices and curriculum delivery and felt that formal interviews and informal meetings were the best method of keeping informed of their child's progress. Parents also felt the best form of communication regarding school events etc, were the school newsletter and the school's social media. Most parents felt the school was welcoming, well maintained and had ease of access. Almost 70% of parents would recommend the school to others with almost 60% strongly agreeing to this. Almost 80% of parent respondents felt they had a good relationship with their child's teacher and almost 70% felt they were welcome and encouraged to participate in the school.

The Student Survey demonstrated our students feel we are behind the state means in all areas. This demonstrates we have to commit to targeted improvements for our students both in curriculum delivery and social wellbeing.

Our Teacher Survey demonstrated our school staff feel we are well ahead of the state means in all areas except the use of technology both for themselves and for our students.



# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.