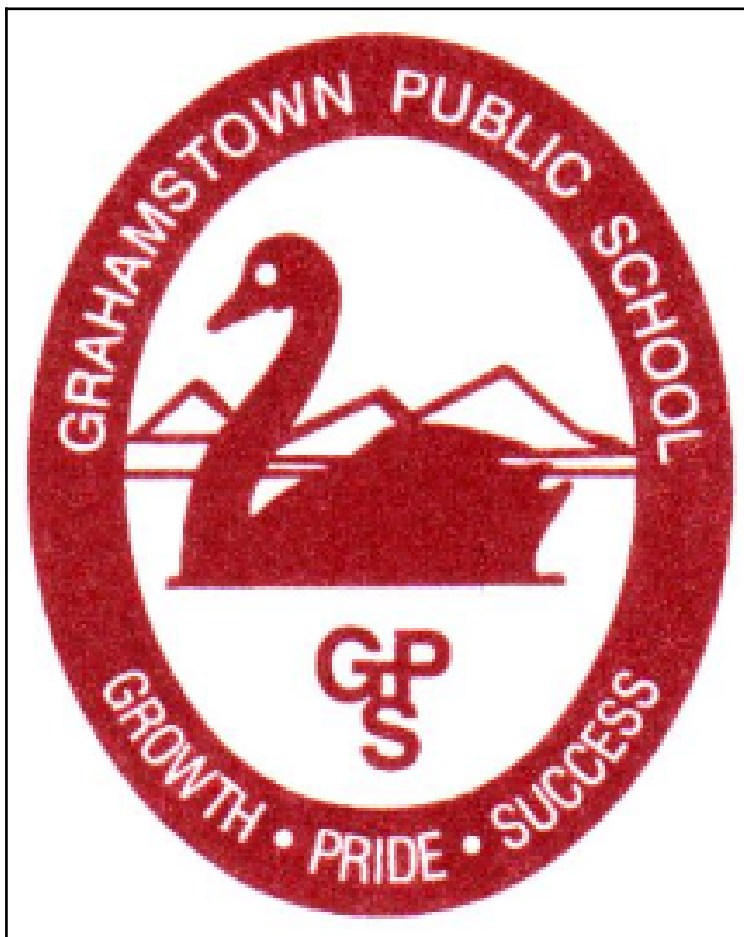


Grahamstown Public School

2019 Annual Report



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Introduction

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

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School background

School vision statement

Grahamstown Public School – **where together we grow with pride, learn for life and strive to be the best that we can be!**

In this learning community we will:

- Acknowledge and develop the whole child in partnership with the wider school community.
- Develop respectful, responsible citizens who show pride in themselves and their community.
- Offer a supportive learning environment where education is valued and positive relationships are nurtured.
- Aspire to personal best through a community of high expectations in all dimensions of education.

School context

Grahamstown Public School is in the Port Stephens area and draws a majority of students from families with a low socio economic background. There are currently 315 students from an increasingly diverse cultural heritage, including 62 Aboriginal students and 17 Defence Force family students. Grahamstown Public School has a strong emphasis on student welfare which underpins the culture of support and personal development. Student welfare issues are supported through an active Learning Support Team, student leadership development, a staff dedicated to welfare issues and communication between home and school. Our school works in partnership with neighbouring Lakeside Learning Community Schools to provide a quality education for the Raymond Terrace community. Educational engagement is supported through a well developed network of ICT equipment and quality practice embedded to supplement and support curriculum. Grahamstown Public School proudly offers a wide range of extra curricula activities to develop interest, skill and talent through sport, visual and performing arts and environmental projects.

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

Strategic Direction 1

Quality Teaching, Outstanding Learning

Purpose

To develop a culture that builds educational aspiration and ongoing performance improvement for students and staff.

Improvement Measures

Increase the Percentage of students achieving in top 2 bands of NAPLAN in;

Year 3 Reading from 36% to 44% or higher

Year 3 Numeracy from 28% to 32% or higher

Year 5 Reading from 9% to 17% or higher

Year 5 Numeracy from 7.5% to 15.5% or higher

Increase the percentage of students reaching expected achievement in Literacy and Numeracy;

Kinder Lit – 83% – 93%, Num – from 97.6% – 99%

Year 1 Lit – 69% to 79 % or higher, Num – 63% to 73% or higher

Year 2 Lit – 76% to 86% or higher, Num 81% to 91% or higher

Year 3 Lit – 72% to 82% or higher, Num – 86% to 96% or higher

Year 4 Lit – 71% to 81% or higher, Num – 86% to 96% or higher

Year 5 Lit – 69% to 79% or higher, Num – 68% to 78% or higher

Year 6 Lit – 77% to 87% or higher, Num 77% to 87% or higher

Students achieving at or above expected growth from Years 3 – 5 as indicated in NAPLAN will increase by 10%

Reading – from 40% to 50% or higher

Writing – from 68% to 78% or higher

Numeracy – from 35% to 45% or higher

Progress towards achieving improvement measures

Process 1: Know Each Student

Teachers collaboratively plan for and implement quality, consistent teaching and assessment practices through regular data tracking and analysis. This will inform evidence based, explicit literacy and numeracy programs focusing on visible Learning and individual goal setting with a powerful growth mindset.

Evaluation	Funds Expended (Resources)
<p>In Year 3, our percentage of students achieving in the top 2 bands of NAPLAN in reading and numeracy fell to 24% and 13% respectively. This causes us significant concern and we will continue to work with teachers across K–3 to further develop quality learning experiences and teaching practices.</p> <p>In Year 5, however, we saw great improvement with an increase in the percentage of students achieving in the top 2 bands in Reading and Numeracy to 28% in each.</p>	<p>Tracking Data – \$2000 casual staff</p> <p>Learning Sprints Professional Learning and ongoing implementation– \$5000</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• (\$0.00)

Progress towards achieving improvement measures

Students achieving at or above expected growth from Years 3 – 5 as indicated in NAPLAN will increase by 10%.

Our results in this area showed the following:

Reading – from 40% to 45%

Writing – from 68% to 50%

Numeracy – from 35% to 37%

This indicates growth in Reading and Numeracy, but highlights the need for a focus on improving writing across the school.

Process 2: Research Informed Pedagogy for Literacy and Numeracy

Draw on solid research to develop and implement high quality professional learning in literacy and numeracy teaching practices.

Evaluation	Funds Expended (Resources)
<p>Increase the percentage of students reaching expected achievement in Literacy and Numeracy as indicated in Student School Based Reports. Our results in this area are as follows:</p> <p>Kinder Lit – 80%, Num – 90%</p> <p>Year 1 Lit – 50 % , Num – 64%</p> <p>Year 2 Lit – 66% , Num 77%</p> <p>Year 3 Lit – 70%, Num – 64%</p> <p>Year 4 Lit – 77% , Num – 75%</p> <p>Year 5 Lit – 68% , Num – 53%</p> <p>Year 6 Lit – 75%, Num 75%</p> <p>We believe that one of the reasons for the difference in our results is that staff are better able to use consistent teacher judgement and they are using more refined and explicit strategies to assess where students are placed according to achievement of outcomes.</p>	<p>L3 \$3000 – casual staff</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$25000.00)

Process 3: Critical and Creative Thinking

Inquiry based learning and STEM will be embedded across all areas of the curriculum.

Evaluation	Funds Expended (Resources)
<p>Play based learning has been implemented across K–2 this year, with teachers indicating an improvement in the ability of the students to work collaboratively to solve problems and think critically about content in Science, History and Geography.</p> <p>MAPPEN, an online resource for program of inquiry learning, has been used to deliver Science, History and Geography across K–6. Students are engaged in programs if inquiry which support Critical and Creative thinking.</p>	

Strategic Direction 2

Wellbeing

Purpose

To create a whole school structure where education is valued, diversity is respected and individuals support each other to connect, succeed, thrive and learn.

Improvement Measures

Reduction in suspensions and negative red and amber incidences as recorded through Wellbeing tracking.

The % of students, parents and staff that feel a sense of belonging, care and inclusivity as indicated in TTFM surveys. will increase:

Students – 62% Belonging, 65% motivated and interested

Parents – Score 7.4 Welcome, 7.4 Inclusivity, 7.3 support for Learning

Staff – Score 8.1 Inclusivity, Score 7.2 Involvement; People Matter Survey – Employee engagement 62%

ATSI students will equal or better the outcomes of the broader community based on percentage of student in the top 2 bands of NAPLAN in Reading and Numeracy and in Growth from Year 3 to Year 5.

Progress towards achieving improvement measures

Process 1: Wellbeing

Whole school approach to student wellbeing in which students can connect, succeed and thrive at each stage of the schooling.

Evaluation	Funds Expended (Resources)
<p>Improvement Measures</p> <p>Results indicate that we have reached or exceeded targets for staff but have not reached targets for Parents and Students.</p> <p>Belonging, care and inclusivity as indicated in TTFM surveys. will increase:</p> <p>Students – Target: Sense of Belonging 6.2 Interest and Motivation 6.5 Actual: Sense of Belonging: 5.7 Interest and motivation 5.8</p> <p>Parents – Target: Score Welcome: 7.4 Inclusivity: 7.4 Support for Learning: 7.3 Actual: Welcome: 6.9 Inclusivity: 6.7 Support for Learning: 7.1</p> <p>Staff – Target: Score Inclusivity 8.1 Parent Involvement 7.2 People Matter Survey – Employee engagement: 62% Actual: Inclusivity: 8.4 Parent involvement: 7.7</p> <p>People Matter Survey: – Employee engagement: 63%</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Aboriginal background loading (\$20000.00)• Low level adjustment for disability (\$15000.00)• Socio-economic background (\$7000.00)

Process 2: Positive Behaviours for Learning

School wellbeing data driving consistent teacher practice in PBL across the school.

Evaluation	Funds Expended (Resources)
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Progress towards achieving improvement measures

Reduction in suspensions and negative red and amber incidences as recorded through Wellbeing tracking.

Negative incidents have reduced throughout year and since the beginning of implementation of new behaviour consistency guide and Sentral tracking system.

Negative incidents Term 1 week 7= 480

Negative incidents Term 4 week 7= 182

Reduction in negative incidents by 62%

Suspensions

Semester 1: 30 short suspensions.

5 Long suspensions

Semester 2: 21 Short Suspensions

1 Long suspension

Reduction in suspensions by 40%

Funding Sources:

- Socio-economic background (\$20000.00)

Process 3: Cultural Education

All students are actively engaged in programs which give them pride in their cultural heritage. Aboriginal perspectives will be evident across key learning areas.

Evaluation

ATSI students **bettered** the outcomes of the broader community in:

Year 3 Numeracy ATSI 14.2% Non ATSI 13.1%

Year 5 Reading ATSI 37.5% Non ATSI 25%

ATSI students **did not better** the outcomes of the broader community in:

Year 3 Reading ATSI 14.2% Non ATSI 26.3%

Year 5 Numeracy ATSI 25% Non ATSI 33%

Growth from year 3 to year 5 in both domains of Reading and Numeracy

Reading ATSI Negative growth of 12.5% Non ATSI Negative growth of 8%

Numeracy ATSI Negative growth 8.3% Non ATSI .8% growth

Funds Expended (Resources)

Funding Sources:

- Aboriginal background loading (\$15000.00)

Strategic Direction 3

Partnerships

Purpose

To create a whole school community where staff, students, families and community partners are engaged in positive, respectful relationships which support continuous learning for all.

Improvement Measures

Significant improvement in partnerships with outside agencies and engagement of community members in activities fostered by this partnership.

The percentage of parents actively engaged in Mgoals and SLSP processes will improve to 100%..

The Percentage of families who participate in the Tell Them from Me surveys will increase from (12% in 2017 – 75% in 2020)

100% of parents will engage in communication with their class teachers through Class Dojo.

100 percent of staff actively engaged in coaching and mentoring practices in order to support the attainment of PDP goals.

Progress towards achieving improvement measures

Process 1: Family and Community Engagement

A focus on building authentic community and parent partnerships through effective communication and participation opportunities encompassing:

- PBL programs
- AECG consultation
- Outside Agency support
- Community of Schools projects
- Strong transition processes
- Goal setting and individual plans

Evaluation	Funds Expended (Resources)
<p>Significant improvement in partnerships with outside agencies and engagement of community members in activities fostered by this partnership. Review our involvement in the community PBL program</p> <p>Week 4 Term 4 kindergarten transition.</p> <p>This went for 4 days across the week. Students gained a sense of familiarity with their new school and parents were provided with relevant information regarding their child's transition to primary school. Students with additional needs were identified and opportunities for families to share relevant information regarding their child were available.</p> <p>The Better Buddies program was launched. The current Yr 5 students successfully supported the new kindergarten students in their transition.</p> <p>A teddy bears picnic in Term 4 Week 8 gave further opportunities for new students, parents, and families to further engage with their new school</p> <p>ATSI students PLSPs set up on Mgoals – this was not done as there was the decision to move away from Mgoals at the start of the year. This will look different again in 2020.</p> <p>Sharing KU and Mobile Preschool interactions on Facebook</p> <p>We have done this on an infrequent basis, however, this is an area for</p>	<p>LaST, IL to visit facilities and develop partnerships.</p> <p>\$2000</p>

Progress towards achieving improvement measures

improvement in 2020.

Significant improvement in partnerships with outside agencies and the engagement of community members in activities fostered by this partnership.

There has been continued improvement with this. Our school canteen has been a wonderful asset and has gained "Healthy Canteen" status. The process has begun to have an OOSH at Grahamstown Public School which will further enhance community partnerships. The Green Team has been able to develop partnerships with local businesses to get resources and we have also begun a breakfast club, further enhancing our community ties.

The percentage of parents actively engaged in Mgoals and SLSP processes will improve to 100%.

Not all parents were involved in the development of PLSPs in 2019. This is an area for improvement and the executive will be developing implementation processes to ensure better results in 2020.

The Percentage of families who participate in the Tell Them from Me surveys will increase from (20 in 2017 – 9%)

There was a great increase in families being involved in the TTFM survey. The uptake of the survey rose by over 100% compared to 2017. It went from 20 families to 47 which is an increase from 9% of families to 20%. This practice will be refined further and improved upon next year to ensure even more families are involved.

Process 2: Coaching and mentoring

Practices and systems enhance teacher improvement including:

- Classroom observations
- Collaborative Data analysis
- Collegial feedback
- Authentic PDP processes
- Support for beginning teachers
- Support for accreditation at proficiency and higher

Evaluation	Funds Expended (Resources)
<p>100 percent of staff actively engaged in coaching and mentoring practices in order to support the attainment of PDP goals.</p> <p>Data: TTFM and anecdotal</p> <p>Findings: TTFM data reveals that we are below state average with school leaders providing feedback about teaching and observing teaching practice. Anecdotal comments have stated that not all teachers have been working with a coach or mentor to improve practice. This shows inconsistencies at our school and is something we will strive to improve in 2020.</p> <p>Implications for this is that in 2020 school leaders need to take a more active role in establishing: PDP goals, collaboration opportunities as well as observations to ensure that we are assisting all staff. The executive also needs to develop further PL opportunities for all staff members as well as developing consistent practices around the PDP process.</p>	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading		<p>Programs which increase knowledge and understanding of our Aboriginal heritage for all students were successfully implemented.</p> <p>ATSI students bettered the outcomes of the broader community in:</p> <p style="padding-left: 40px;">Year 3 Numeracy ATSI 14.2% Non ATSI 13.1%</p> <p style="padding-left: 40px;">Year 5 Reading ATSI 37.5% Non ATSI 25%</p> <p>ATSI students did not better the outcomes of the broader community in:</p> <p style="padding-left: 40px;">Year 3 Reading ATSI 14.2% Non ATSI 26.3%</p> <p style="padding-left: 40px;">Year 5 Numeracy ATSI 25% Non ATSI 33%</p> <p style="padding-left: 40px;">Growth from Year 3 to Year 5 in both domains of Reading and Numeracy</p> <p style="padding-left: 40px;">Reading ATSI Negative growth of 12.5% Non ATSI Negative growth of 8%</p> <p style="padding-left: 40px;">Numeracy ATSI Negative growth 8.3% Non ATSI 0.8% growth</p>
Low level adjustment for disability		<p>All students requiring additional support in their learning or wellbeing were provided with it through the provision of Learning and Support staff, School Learning and Support Officers and targeted wellbeing programs. These initiatives supported Personalised Learning and Support Plans and Behaviour Management Plans.</p>
Quality Teaching, Successful Students (QTSS)		<p>Teacher capacity to utilise learning progressions to support implementation of curriculum was developed and strengthened. This was evidenced through differentiated programs of teaching and learning across the school that were driven by data and developed in collaboration with stage colleagues, as well as personalised learning and support plans that were developed to support those students with additional needs.</p>
Socio-economic background		<p>As a result of our Instructional Leader (IL) program, there was a strong focus on learning about the teaching of comprehension and consistent practices across the school. Through implementing the research based pedagogies of L3 and Focus on Reading, students became better able to make meaning from texts read. This IL program also saw a continued development of working mathematically in both students and teachers who are now approaching mathematics in a more confident manner.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	162	173	164	148
Girls	187	188	187	162

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.8	95.2	92.7	93.6
1	92.9	93.6	92.4	91.9
2	94.2	95.1	93.6	93.8
3	93.6	95	92.7	93.7
4	94.3	93.7	91.5	93.4
5	94.2	93.9	90.2	91.2
6	92.8	95.1	92.4	90.1
All Years	93.8	94.4	92.2	92.4
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)	3
Classroom Teacher(s)	11.17
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.3
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	2.92

*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 ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
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 (\$)
Opening Balance	386,762
Revenue	3,749,745
Appropriation	3,571,669
Sale of Goods and Services	92,493
Grants and contributions	85,070
Investment income	514
Expenses	-3,874,317
Employee related	-3,390,006
Operating expenses	-484,311
Surplus / deficit for the year	-124,571

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 Approved SBA (\$)
Targeted Total	165,192
Equity Total	606,625
Equity - Aboriginal	74,717
Equity - Socio-economic	329,248
Equity - Language	3,171
Equity - Disability	199,489
Base Total	2,188,050
Base - Per Capita	82,358
Base - Location	0
Base - Other	2,105,692
Other Total	489,008
Grand Total	3,448,875

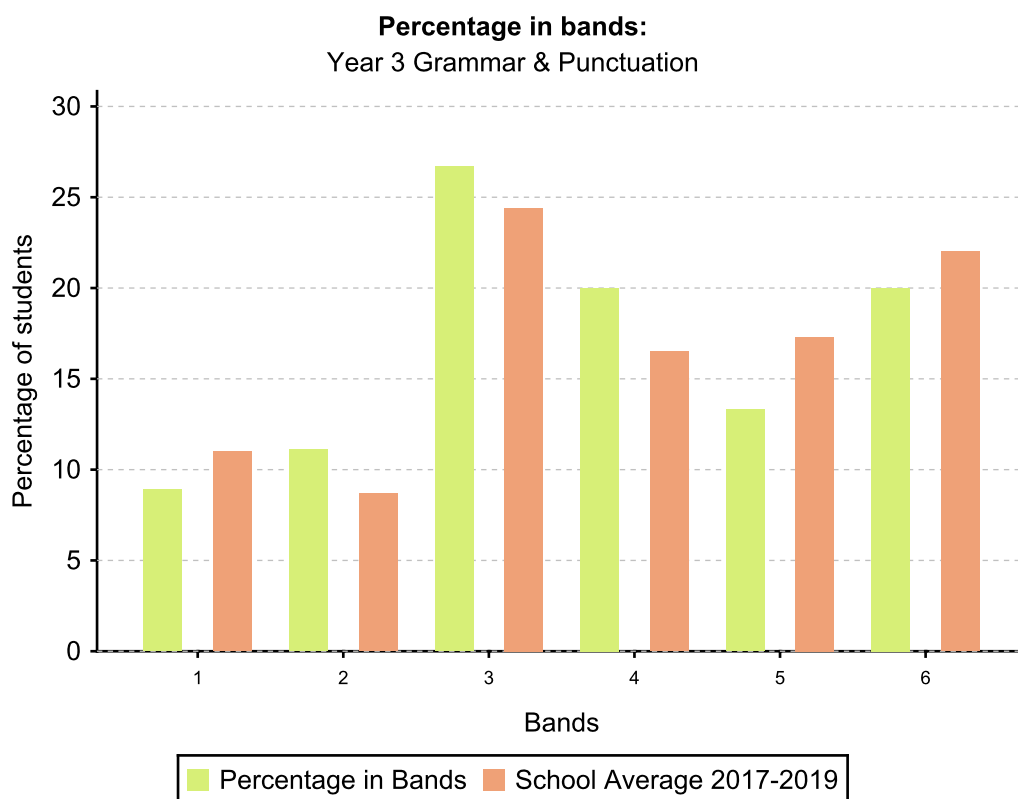
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

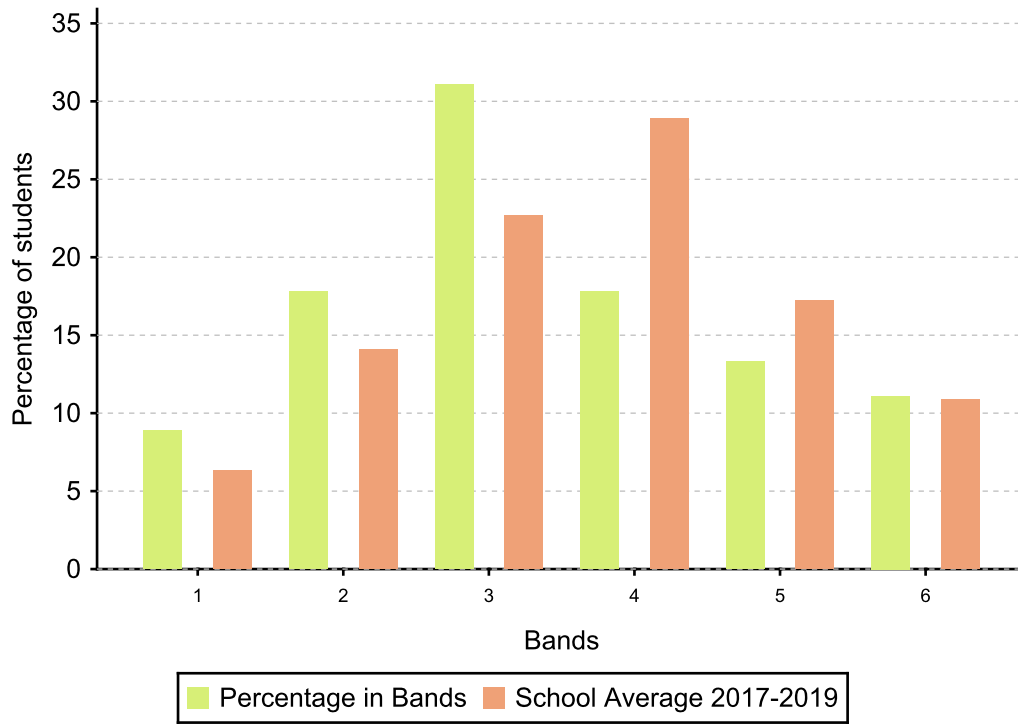
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison 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



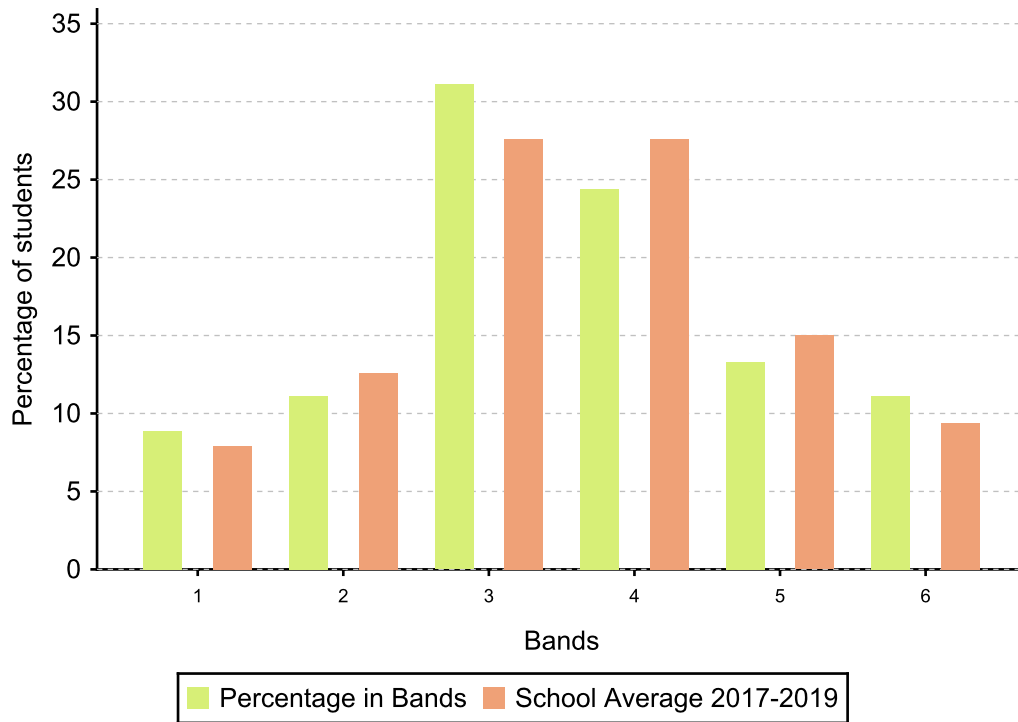
Band	1	2	3	4	5	6
Percentage of students	8.9	11.1	26.7	20.0	13.3	20.0
School avg -2019	11	8.7	24.4	16.5	17.3	22

**Percentage in bands:
Year 3 Reading**



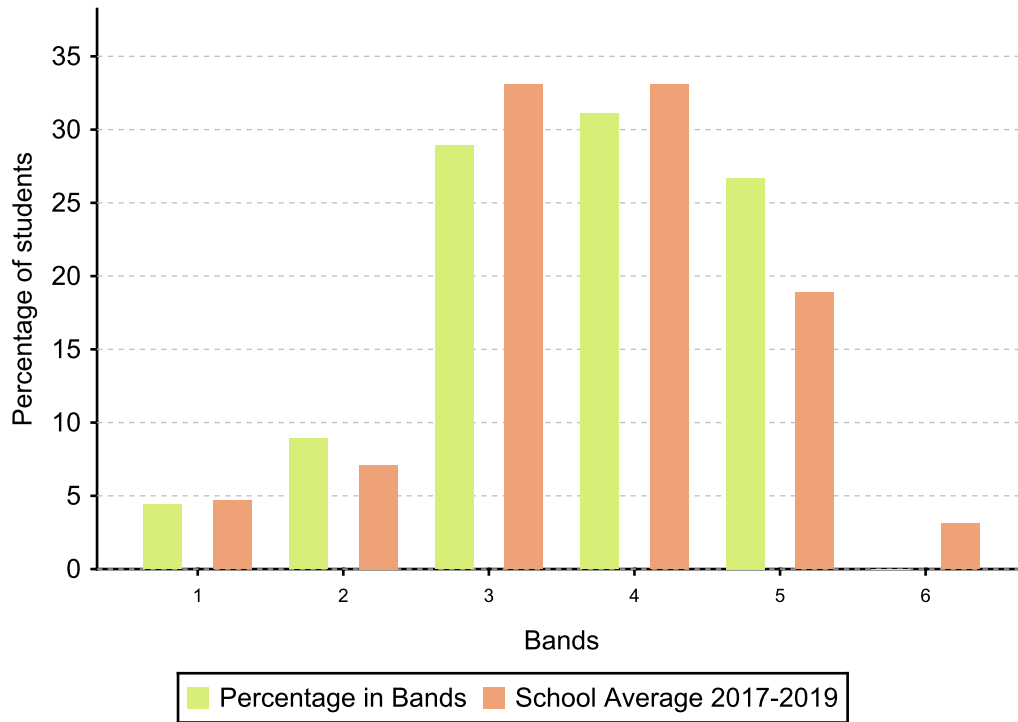
Band	1	2	3	4	5	6
Percentage of students	8.9	17.8	31.1	17.8	13.3	11.1
School avg -2019	6.3	14.1	22.7	28.9	17.2	10.9

**Percentage in bands:
Year 3 Spelling**



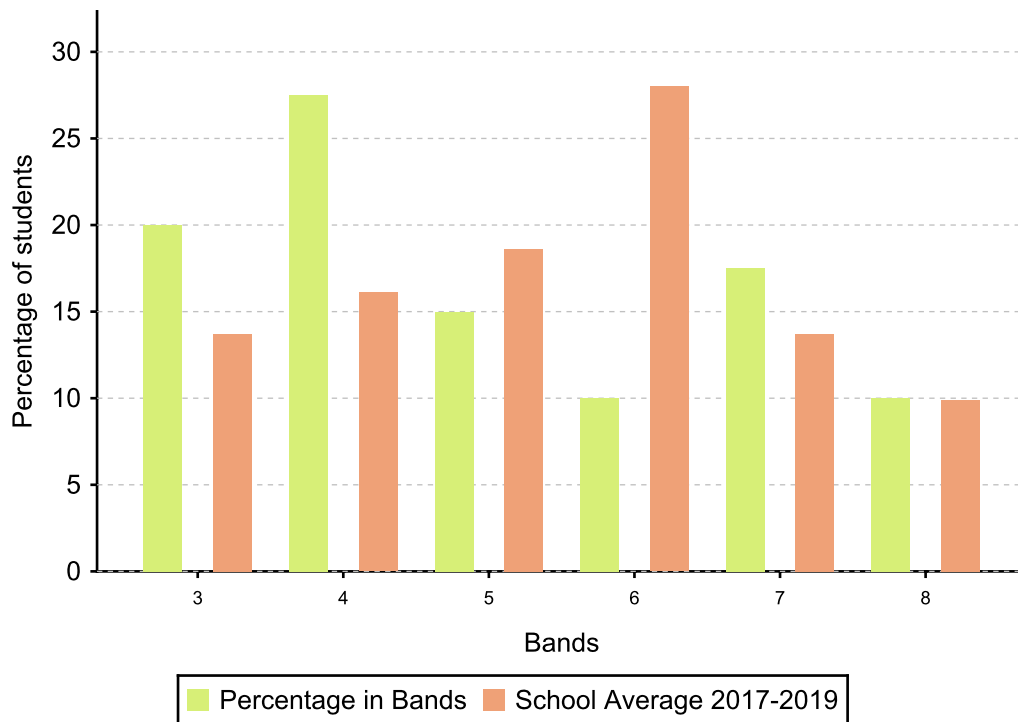
Band	1	2	3	4	5	6
Percentage of students	8.9	11.1	31.1	24.4	13.3	11.1
School avg -2019	7.9	12.6	27.6	27.6	15	9.4

Percentage in bands:
Year 3 Writing



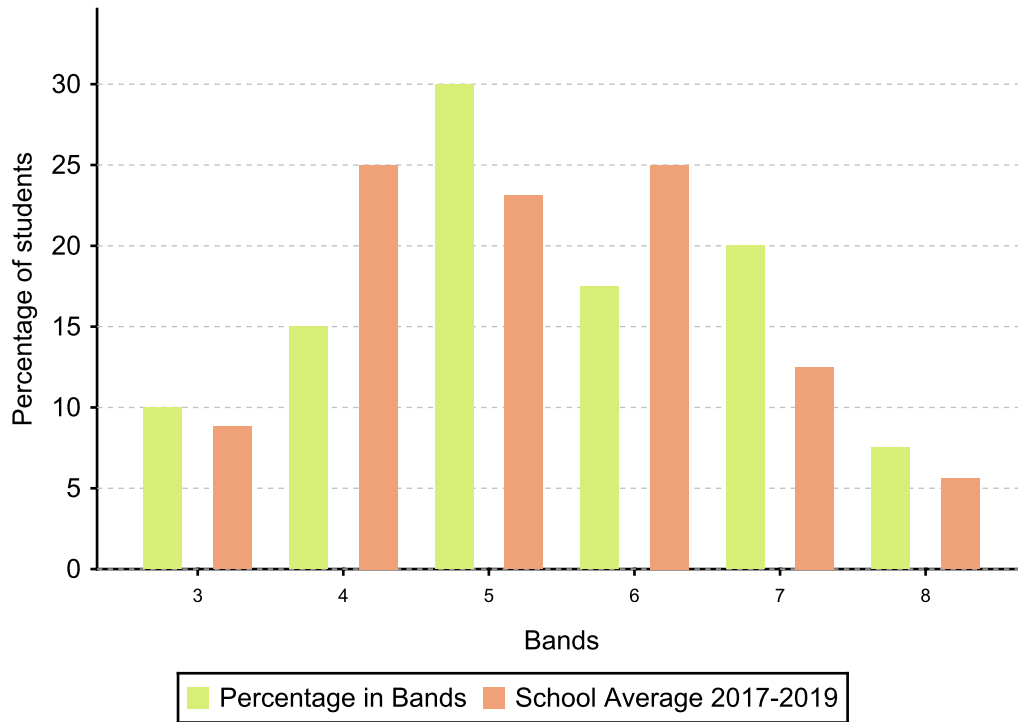
Band	1	2	3	4	5	6
Percentage of students	4.4	8.9	28.9	31.1	26.7	0.0
School avg -2019	4.7	7.1	33.1	33.1	18.9	3.1

Percentage in bands:
Year 5 Grammar & Punctuation



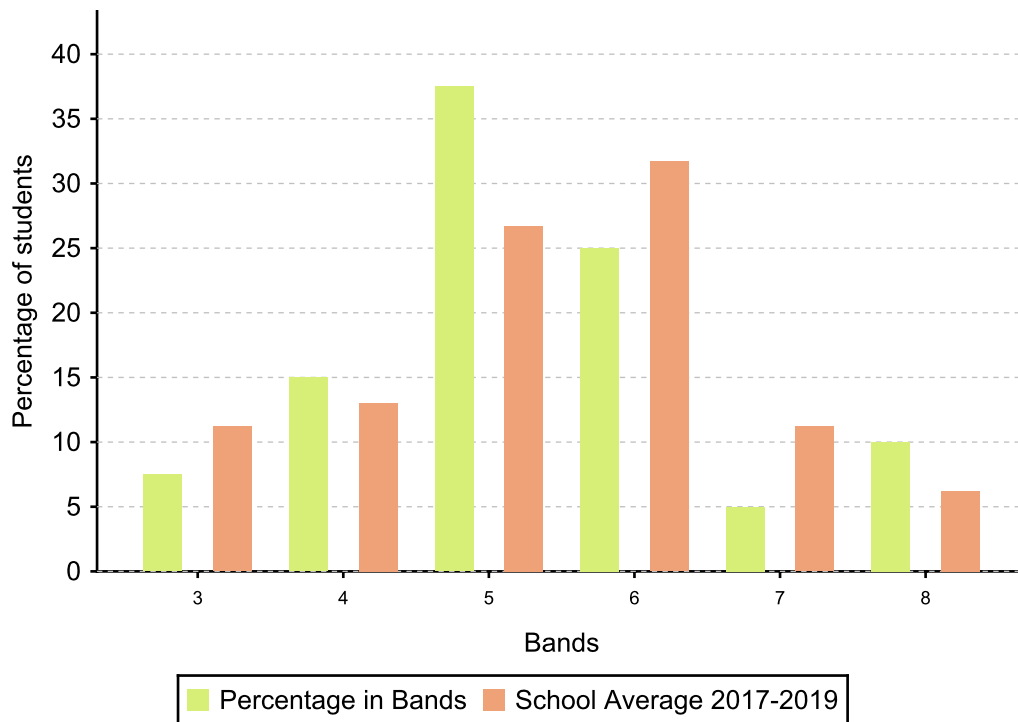
Band	3	4	5	6	7	8
Percentage of students	20.0	27.5	15.0	10.0	17.5	10.0
School avg -2019	13.7	16.1	18.6	28	13.7	9.9

**Percentage in bands:
Year 5 Reading**



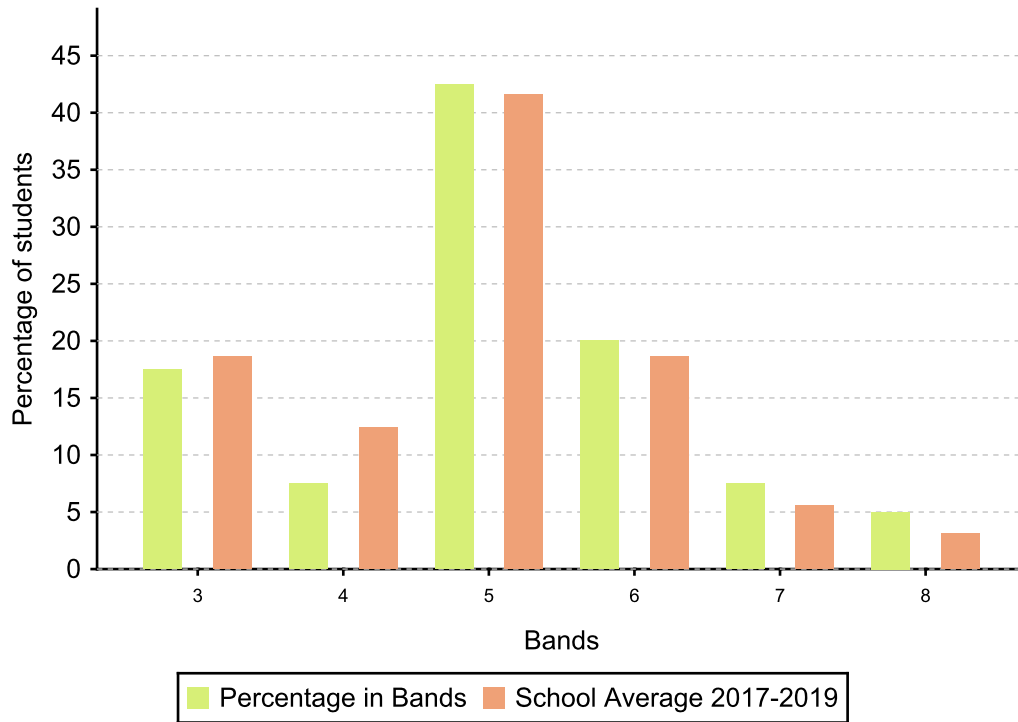
Band	3	4	5	6	7	8
Percentage of students	10.0	15.0	30.0	17.5	20.0	7.5
School avg -2019	8.8	25	23.1	25	12.5	5.6

**Percentage in bands:
Year 5 Spelling**



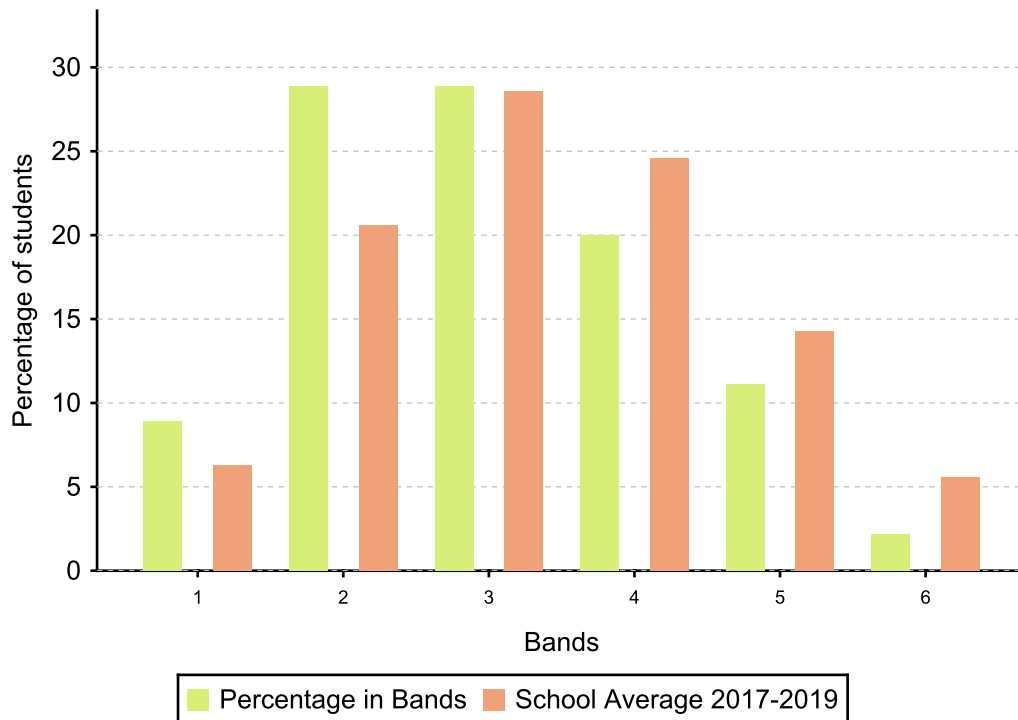
Band	3	4	5	6	7	8
Percentage of students	7.5	15.0	37.5	25.0	5.0	10.0
School avg -2019	11.2	13	26.7	31.7	11.2	6.2

Percentage in bands:
Year 5 Writing



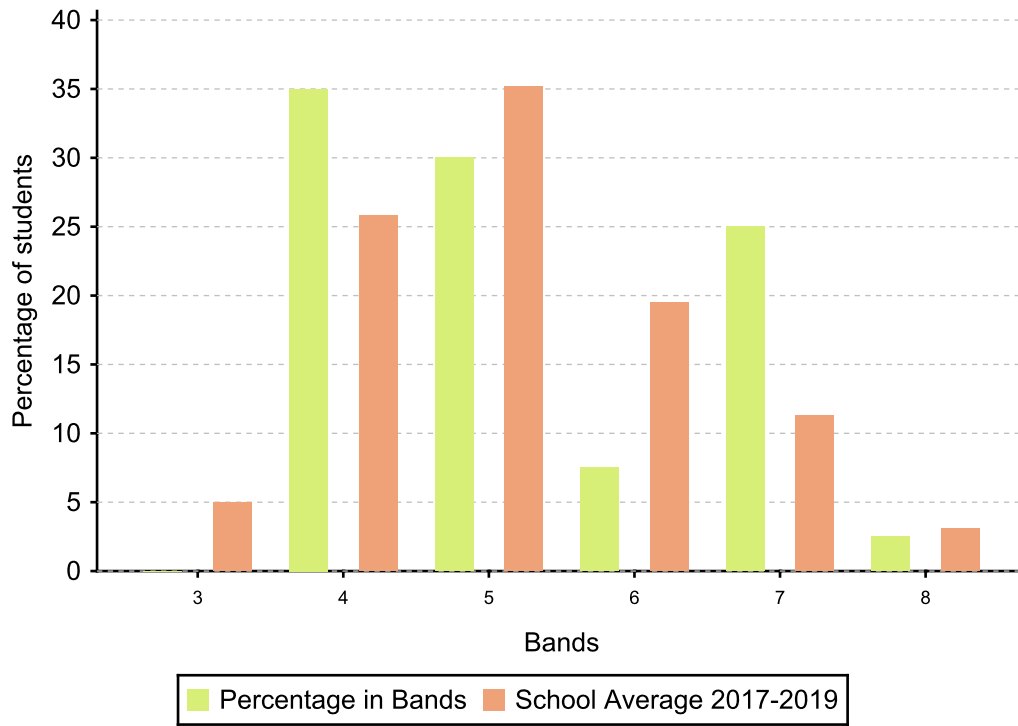
Band	3	4	5	6	7	8
Percentage of students	17.5	7.5	42.5	20.0	7.5	5.0
School avg -2019	18.6	12.4	41.6	18.6	5.6	3.1

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	8.9	28.9	28.9	20.0	11.1	2.2
School avg -2019	6.3	20.6	28.6	24.6	14.3	5.6

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	0.0	35.0	30.0	7.5	25.0	2.5
School avg -2019	5	25.8	35.2	19.5	11.3	3.1

Parent/caregiver, student, teacher satisfaction

This year we had a strong cohort of parents completing the Parent Survey. Generally we perform above the NSW Government Norm in the areas of parents being informed, parents supporting learning at home, the school supporting positive behaviour and the school being inclusive. Parents feel welcome when they visit the school and believe they can speak easily to their child's teacher. They believe reports on student progress are written in language they understand and that the class teacher would inform them if there were concerns about their child's behaviour at school. 91% of parents have had contact with their child's class teacher on more than 2 occasions and 95% have attended at least one meeting at school.

Our students are positive about social emotional outcomes with 87% suggesting that they have positive relationships at school and that behaviour at school is appropriate. Our Year 4 cohort are motivated and interested in school, but sadly this percentage drops rapidly despite our efforts to make learning in all grades engaging and appropriate for learning. The vast majority of students determined that classes are taught well and time is used wisely. They believe that classroom instruction is relevant to their lives and that classroom learning is well organised, has a clear purpose and that they get immediate feedback which helps with their learning. Results indicate that the amount of students subjected to bullying is below the state norm and that students believe they have someone at school who provides them encouragement and is responsive to their needs. The majority of our Aboriginal students feel good about their culture at school and believe that teachers have a good understanding of their culture. The vast majority of our students feel proud of their school.

Our teachers reported on the 8 drivers of student learning and results indicate an above NSW government norm in: Parent involvement, inclusivity, teaching strategies, data informing practice, and learning culture, while more could be done around the areas of collaborative practice, technology and leadership. Teachers report that assessments help them to identify where students are having difficulty and that they use this data to inform what or how they need to teach. Teachers believe they use a variety of teaching strategies which support the varied learning needs of students in their classes and that they strive to understand the learning needs of all 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.