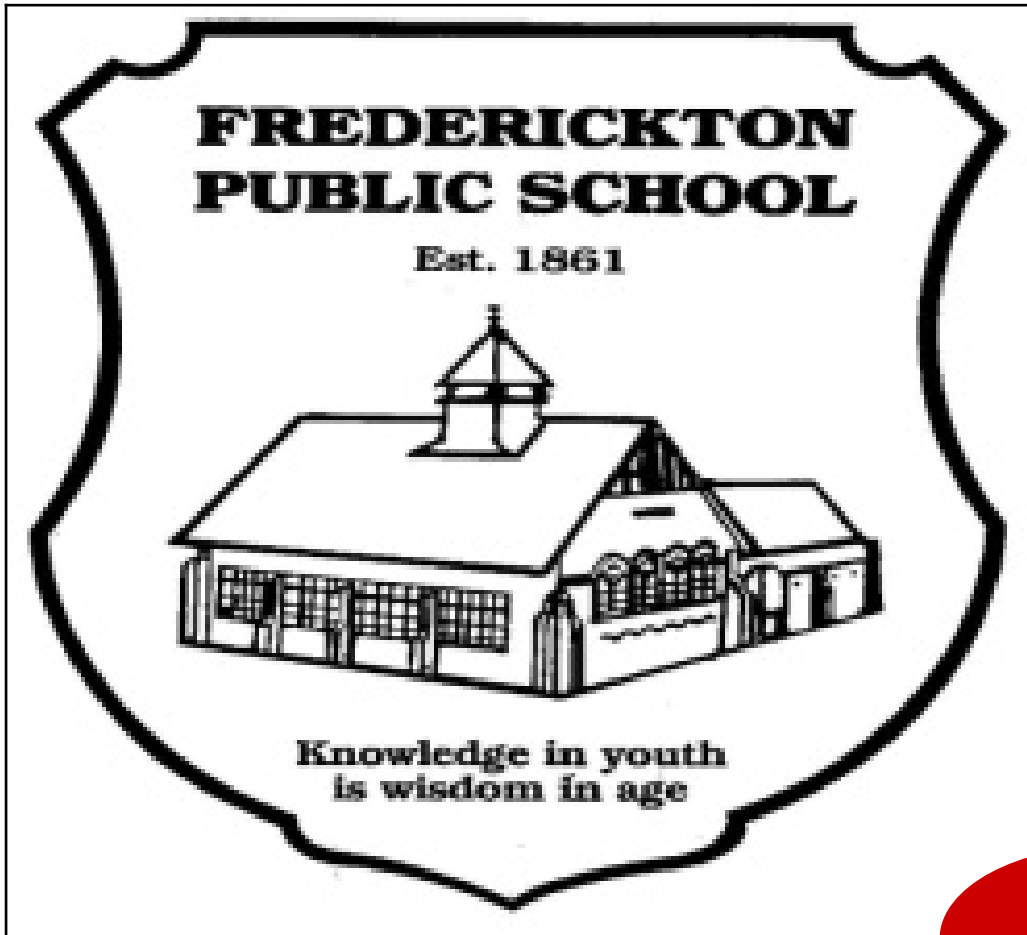


Frederickton Public School

Annual Report



2016



1943

Introduction

The Annual Report for 2016 is provided to the community of Frederickton 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.

Debbie Bradshaw

Principal

School contact details

Frederickton Public School

Great North Rd

Frederickton, 2440

www.frederick-p.schools.nsw.edu.au

frederick-p.School@det.nsw.edu.au

6566 8217

Message from the Principal

It has been a continued honour to have served as principal at Frederickton Public School throughout the 2016 school year.

Our students have had a year filled with a wealth of learning and extra-curricular opportunities. Student learning is what drives the decision-making at our school. We have seen improvements in student learning and achievement and this will be further demonstrated later in this report.

Professional learning for teachers is important at Frederickton PS. Our commitment to "Lifelong Learning" is demonstrated through this focus on professional learning and in turn impacts on the quality of learning opportunities for students.

We have felt well supported by our parent body and community which is evidenced by the strong attendance at regular school assemblies and other school special events.

School background

School vision statement

At Frederickton Public School, our vision is to enable all members of our learning community to be lifelong reflective learners who are responsible & respectful global citizens.

We strive to develop creative & adaptive skills required for a diverse and rapidly changing world.

School context

Frederickton Public School is a modern school with heritage buildings, airconditioned, well-resourced, modern classrooms & excellent facilities situated in an attractive rural setting. Our school is a friendly welcoming school which encourages community involvement. Frederickton Public School is proud to be part of the Macleay Public Schools (MPS).

The school has a FOEI of 130 & attracts additional Equity Funding for Low Socio- Economic Background, Aboriginal Background & Low Level Adjustment for Disability. We enthusiastically promote the positive values of respect, responsibility, safety & lifelong learning for all our students.

The school has dedicated, highly qualified & experienced teachers with a passion for lifelong learning, offering a wide range of learning opportunities for students. There is a balance between early career teachers & teachers approaching retirement. We have a mix of permanent staff and temporary staff. The majority of our teaching staff are Reading Recovery trained & our school implements the Reading Recovery Program & Language, Learning & Literacy Program (L3) in Kindergarten and in Stage 1. Our full time Learning & Support teacher provides additional support during literacy sessions & assists teachers to develop programs to meet the needs of students with additional learning needs.

Opportunities exist for all students to participate & excel in academic, cultural, the performing arts & sporting activities. The school boasts a long history of representation & success in sport. We have a K-6 performing & visual arts development program with a strong focus on choir & dance.

The school hall is widely utilized by school & community activities including Out Of School Hours (OOSH), vacation care & weekly school funded playgroup. The playgroup is an excellent transition program for future Kindergarten students but is also available for community members with young children.

There is an active School Representative Council which promotes leadership & fosters responsible citizenship through cooperative decision making. Our uniform policy is supported by students & parents & engenders a sense of pride in our school. We have, & will continue to promote an open, inclusive relationship with our community fostering a collaborative & productive partnership between the school & the wider community.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our school undertook 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.

Learning

There are 5 separate elements identified within the Learning Domain of the School Excellence Framework. Our school self-assessment of this domain judged our school as **"Delivering"** on most of the elements. Our staff understand that student engagement and learning are related and implement highly engaging learning activities for all students. Our staff demonstrate positive and respectful relationships between staff, students and members of the community. Students are taught to accept responsibility for their own behaviours as appropriate to their age and level of understanding.

Teaching

Within the domain of Teaching, our school self-assessment judged our school across the whole range of levels from Working Towards Delivering through to Excelling within this domain. We determined that there was a whole school need to improve our Data Skills and Use, therefore within 2016 a schedule of data deadlines was developed and maintained,

and data and its uses became a focal point in mentoring practices. Executive planning days were extended to include deep analysis of school achievement data. Within the element of Learning and Development our school complies with the Statement of Excellence which states that "in schools that excel, professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated."

Leading

There are 4 elements within the Leading Domain. Our school demonstrated a range from Delivering through to Excelling within this domain. Administrative practices effectively support school operations and the teaching and learning activity of the school and all school staff are supported to develop skills for the successful operation of administrative systems. Physical learning spaces are used flexibly and technology is available to staff and students. Leadership development is central to school capacity building. School resources are strategically used to achieve improved student learning outcomes

Our self-assessment process will assist our school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Culture of High Expectations

Purpose

To promote a culture of high expectations & excellence by enabling students & staff to utilise challenging & stimulating learning experiences & opportunities that enable all to explore & build on their gifts & talents.

To increase capability of staff & school leaders, to align quality teaching practices as evidenced by student achievement. Plan, systematically implement & flexibly structure support through professional learning to support teachers to implement differentiation.

To develop an ethos of continuous endeavour to be “the best you can be “ by promoting the setting of goals, celebrating the achievement of goals & then re-setting of new goals. We believe that the use of SMART goals leads to improved student outcomes & success.

To promote student well-being thereby preparing students for the responsibilities of becoming respectful & engaged global citizens

Overall summary of progress

A culture of high expectations has been continued to be developed during 2016 through continued engagement in the mentoring process which is well established within the school. Teachers engage in analytic, critical and change talk conversations with their mentor every two weeks. This process has enabled quality self-reflection and data analysis in collaboration with a colleague on a regular basis which has had direct impact on teacher practice. Teachers regularly analyse data and teaching practices to continuously reflect and improve on lessons with the focus on improving student outcomes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>100% of students can identify their current literacy goal</p> <p>Improved quality of students responses to the video survey asking “What makes a good student”</p> <p>NAPLAN scores reflect equivalent or better than state growth in literacy & numeracy</p> <p>100% of Aboriginal students have a PLP</p> <p>L3 achievement data reflects state</p> <p>All classes implement a Balanced Literacy & Numeracy program</p>	<ul style="list-style-type: none"> Teacher practice regarding students explicitly identifying and discussing literacy goals with their teachers is improving and is now evident in the majority of classrooms. 2016 video survey not conducted. Instead an action research project related to feedback was undertaken. Analysis of feedback data has demonstrated an improvement in learning feedback from 33% in April to 62% of teacher feedback to be learning feedback. Also incidence of "praise" has decreased from 33% to 12%. NAPLAN data reflects state equivalent growth 100% of Aboriginal students have a PLP developed in consultation with parents and students. These are discussed during half yearly parent teacher student interviews and are adjusted accordingly. Review meetings are also conducted in the latter half of the year with parents invited to attend an interview with the class teacher and the Learning and Support Teacher. L3 achievement data demonstrated best ever results for Kindergarten achievement in Reading. Balanced Literacy programs are being delivered within the majority of classrooms. Quality documentation regarding teacher observations is embedded into teacher practice 	<p>Employ extra staff member one day per week (Thursdays) to enable all staff to participate in mentoring 1hr per teacher per fortnight</p> <p>\$20,000</p>

Next Steps

- develop a systematic walkthrough practice that regularly surveys students ability to identify literacy learning goal.
- utilise whole school feedback data to develop whole school "motherhood" statements about the pedagogy that underpins our feedback practices.
- continue professional learning on feedback based on Hattie's Visible Learning pedagogies
- engage in effective analysis of NAPLAN data and develop whole school protocols for improved instruction to improve student results
- continued implementation of L3 and L3Stage 1 through Early Action For Success initiatives.
- continue to implement Teacher Observation Protcols as part of the Performance and Development processes.
- mandate reciprocal teaching as a signature strategy across years 3 to 6 in order to promote quality comprehension strategies and improved vocabulary development strategy for all primary students

Strategic Direction 2

Visible Teaching and Learning

Purpose

To understand the pedagogy which aligns beliefs with practices so that teachers utilise explicit learning intentions & success criteria based on individual or group needs.

To develop a culture of "assessment capable students". When students understand what & how they learn, engagement & student outcomes improve.

To develop reflective practice to inform future planning based on student needs & teacher practice.

To build students beliefs in their own capacities to learn successfully & their understanding of the relationship between effort & success.

To use school wide systematically collected data to guide & direct teaching & learning programs, communication with parents & allocation of resources. Using assessment & wellbeing data to align student progress to the continuum & stage appropriate syllabus outcomes.

Overall summary of progress

A continued focus on the research of John Hattie and Visible Learning within teacher professional learning has improved the quality of teacher feedback resulting in learning feedback improvement from 33% to 62%, and a deepening understanding of the different kinds of feedback: task, process and self-regulation. Interactions within instruction are more purposeful and have a higher quality. Actionable feedback related to learning intentions and success criteria is becoming more embedded in daily teacher practice.

A developing understanding of Growth Mindset across all stakeholders is changing how students view themselves as learners, how parents praise their children and how teachers promote and develop assessment capable students and students who are beginning to take greater responsibility of their own learning.

Collection of student achievement data has continued to improve in its consistency and is being effectively analysed on a regular basis at student, class and school level to impact on teacher practice, and whole school decision-making.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
PLAN data entered for every student each term PLAN data is used by Executive Staff to determine school priorities in Literacy and Numeracy and other KLAs PLAN data is used to inform teaching practices and within mentoring sessions Evidence of Visible Learning practices in every classroom	<ul style="list-style-type: none">• PLAN data is reviewed every 5 weeks and adjusted according to student achievement• PLAN data forms the basis for data discussions as part of the mentoring program operating at FPS.• Teachers use PLAN data to inform teaching sequences and programming.• An Executive meeting is scheduled once per term to analyse PLAN data at class level, stage level and school level. Information from this analysis is shared with school staff in scheduled team meetings and staff reflections, discussions and conclusions are taken into account in school decision-making.• Evidence of Visible Learning strategies within the classrooms in the form of Learning Intentions, Success Criteria, Significance (this is important because) statements, Individualised Student Goals and Data Walls are evident in teachers programs, classroom displays and student workbooks.	\$3000 Professional Learning Costs

Next Steps

- continue action research project on Feedback
- utilise Visible Learning For Literacy and Visible Learning for Numeracy as the basis for ongoing while school professional learning with a particular emphasis on Feedback
- continue to improve data skills and use ensuring that all staff collect data appropriately, update PLAN data as required, participate in the analysis of data and use student data to inform teaching decisions
- continue to develop Visible Learning strategies skills and practices across the entire school.

Strategic Direction 3

21st C Curriculum Delivery Through Innovative Practices

Purpose

To promote a collaborative, informed & consistent approach to deliver flexible, rigorous & cutting edge teaching & learning programs that enable academic & social progress.

To develop a culture of inquiry & innovation where creative exploration & independent learning are valued & aligned to the philosophy 21st century learning.

Overall summary of progress

Staff are demonstrating collaborative practice when discussing and analysing data and when working together to develop school implementation plans eg wellbeing, teacher observation protocols, feedback.

Staff engaged in professional learning related to social/emotional wellbeing of students eg Choice Theory and Reality Therapy (Judy Hatswell training), Future Learning (Tony Ryan) and Positive Partnerships. Choice Theory/Reality Therapy has provided a shared language and concepts for working with students to develop improved self awareness and greater control of behaviour choices. Through consistently implementing the Positive Outcomes Process when working with students with challenging behaviours we are assisting students to be more self controlled and responsible for their behaviour choices.

Staff are demonstrating a growing interest in STEM, and students are provided a wide range of extra curricular opportunities which improves student engagement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improved student engagement as measured by school surveys Innovative teaching practices implemented	Students participated in the Tell Them From Me Survey. Findings demonstrated: Teachers report an increase in use of innovative teaching practices. Genius Hour was utilised as part of the RFF/Library program and student's skills and levels of achievement related to research, collaborative working and presentation skills were impressively enhanced. The RFF program utilised the Primary Connections Science resources. There was a marked improvement in the quality of scientific achievement for all grades.	\$2360

Next Steps

- align Student Welfare Implementation Plan, Student Wellbeing Framework and Positive Behaviour for Learning practices and processes to continue to improve student behaviour
- staff to take responsibility for implementing the current Science Curriculum through their use of Primary Connections in their programming for Science
- computer coordinator to continue to participate in MPS Computer Coordinator Days and to share learning related to STEM. Students to participate in MPS STEM Gala Day during 2017.
- investigate and purchase resources that support a STEM program within the school.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Employment of Aboriginal SLSO to support transition to school. School based playgroup grew slightly during the year. A consistent small group of parents regularly attend. Parents state that it developed familiarity for potential kindergarten students and ensured a settled start to kindergarten.</p> <p>The same Aboriginal SLSO is employed to work in the Kindergarten classrooms supporting early literacy skills development. Having a familiar person who has an established rapport with students new to kindergarten has assisted with the early adoption of literacy practices in the kindergarten classroom.</p> <p>Development of PLPs in consultation with parents. 100% of Aboriginal students had a PLP developed in consultation with parents.</p>	\$22,733
Low level adjustment for disability	<p>The employment of an additional teacher 1 day per week to support the implementation of the Learning and Support Program has enabled us to timetable staff to assist in the implementation of L3 in ES1 & S1 classrooms resulting in the best ever results for Kindergarten in reading levels. All students in Kindergarten achieved expected Benchmark and 50% of Kindergarten students exceeded state expectations.</p> <p>We also utilised this funding to employ an additional School Learning Support Officer (SLSO) in classrooms to support students not receiving integration funds for 2 hours/day. This has enabled teachers to meet student needs more appropriately. It has also enabled us to provide SLSO support in the playground for students who have required this level of support.</p> <p>Through the implementation of the school developed Matrix and Learners Profile we have been able to gather quality information about students with a diagnosis of Autism Spectrum Disorder and other students with significant learning difficulties in order to more effectively make accommodations and adjustments to more effectively plan and program for these students which has resulted in improved outcomes both academically and socially for these students. One of the most significant achievements related to this was the appropriate scaffolding and support provided to a student that has seen him elected as a Student Representative Councillor for 2017.</p>	<p>\$17100 additional SLSO</p> <p>\$3500 to provide release for teachers to authentically engage in PLP process</p>
Quality Teaching, Successful Students (QTSS)	The small amount of staffing betterment provided by this initiative was incorporated into the teacher mentoring sessions.	This resource was as a staffing allocation of less than 20 minutes per week.
Socio-economic background	Funding under this initiative has been utilised to fund teacher professional learning for	\$31480 staff costs related to L3 training and ensuring

<p>Socio-economic background</p>	<p>teachers in L3 (2 teachers and 1 teacher Ongoing Professional Learning) and L3 Stage 1 for one teacher. Furthermore funds were utilised to provide additional teacher support to ensure that L3 and L3 St 1 programs were well staffed to ensure that students received high quality literacy instruction every day.</p> <p>A review of Student Welfare Policy & implementation of PBL strategies has been ongoing</p> <p>The implementation of Breakthrough days and star awards has improved student behaviour.</p> <p>High quality Professional Learning Opportunities were funded under this RAM funding which has lifted the professional skills of all staff.</p>	<p>advantageous staffing to ensure that L3 was successful for all students</p>
---	--	--

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	80	75	69	67
Girls	89	86	74	84

Historically our school has had an enrolment pattern where enrolments rise and fall over a 6 year period. However in 2016 we felt the impact of a large cohort of year 6 students progressing to high school at the end of 2015, and then a smaller kindergarten intake which has disrupted that historic pattern. Our student enrolments increased over the year and we completed the year with a larger population than in 2015, however it was still below the threshold and so has had an impact on the Executive structure of the school. We believe that we will consistently increase enrolments over the next few years.

Unfortunately due to the slower return to the higher end of our cycle, the staffing review resulted in the loss of one Assistant Principal.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.6	94.3	91.1	94.5
1	92.2	96.3	90.2	92.4
2	93.5	95.3	94.3	93.1
3	95.1	94.2	93.5	96.7
4	93.4	95.9	90.2	93.5
5	91.2	92.1	93.5	92.9
6	92.7	93.9	92.2	94.7
All Years	93.3	94.5	92.3	94.1
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Our overall attendance rate is consistent with the State attendance rate.

A small number of students were responsible for a large number of absences. These students were referred through the Learning and Support Team to the Home School Liaison Officer for intervention.

We utilise a range of the Department of Education strategies and resources to manage student non-attendance with a variety of success.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	4.55
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	1
Teacher Librarian	0.4
School Administration & Support Staff	1.91
Other Positions	0.35

*Full Time Equivalent

During 2016 our Executive staff consisted of 1 Principal, 2 school based Assistant Principals and 1 Assistant Principal, Learning Assistance, which is a regional resource based at our school.

We have 2 early career teachers, within their first 5 years of teaching and we had one teacher who retired during the year.

Our permanent class teachers have been at our school for a minimum of 8 years.

We are well supported by a group of hardworking School Learning Support Officers, one of whom is a permanent staff member.

Our hardworking School Administration Manager works full time and due to a decrease in student numbers this year, our School Administration Officer had her hours reduced and worked only 2 days per week.

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	17

Professional learning and teacher accreditation

All teaching staff are accredited to teach within the Department of Education. All teaching staff possess tertiary qualifications. During 2016, 2 of our teachers sought and achieved teacher accreditation through the Board of Studies.

Ongoing teacher professional learning is central to the capacity building of the workforce at Frederickton Public School. Our staff participated in a number of combined staff development days with other schools. We participated in the Macleay Public Schools SDD during term 3, and also attended a workshop with Tony Ryan on Future Schooling, and on Choice Theory, Reality Therapy with Judy Hatswell.

The majority of our school based professional learning, fortnightly whole school meetings, were focused on developing our knowledge and skills within Visible Learning (based on John Hattie's research) and Growth Mindset (based on Carol Dweck's work). We also spent significant time developing our understanding of the School Excellence Framework and engaging deeply within the self-assessment practices of this framework. We also collaboratively developed procedures and protocols for class observations as part of the Performance and Development Process.

Early Stage One and Stage One teachers engaged in ongoing quality professional learning within the L3 and L3 Stage 1 professional learning opportunity.

Leadership capacity building professional learning was provided through a range of opportunities including participation in Breaking The Cycle initiatives with Simon Breakspear's Change Academy, High Impact Instructional Leadership initiatives with Tina Doe at Southern Cross University, LEAP conference where John Hattie provided the keynote address, Communities of Practice opportunities, Principal Learning Group and other professional learning meetings.

The majority of the teacher professional learning is funded through the Low Socio-economic RAM funding.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30th November, 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	115 709.02
Global funds	126 254.16
Tied funds	187 027.58
School & community sources	47 223.75
Interest	2 884.10
Trust receipts	5 182.87
Canteen	0.00
Total income	484 281.48
Expenditure	
Teaching & learning	
Key learning areas	8 810.13
Excursions	21 141.43
Extracurricular dissections	16 734.57
Library	7 342.98
Training & development	0.00
Tied funds	213 415.65
Short term relief	11 512.67
Administration & office	26 349.83
School-operated canteen	0.00
Utilities	28 033.19
Maintenance	9 277.66
Trust accounts	4 946.37
Capital programs	8 065.00
Total expenditure	355 629.48
Balance carried forward	128 652.00

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.

Our staff collaboratively analyse the NAPLAN data to identify school trends, and to identify student's strengths and areas for support. We consult this data and the information it provides to make whole school decisions regarding school priorities.

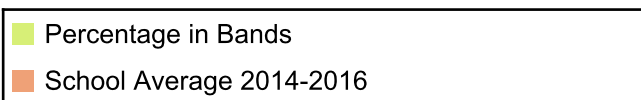
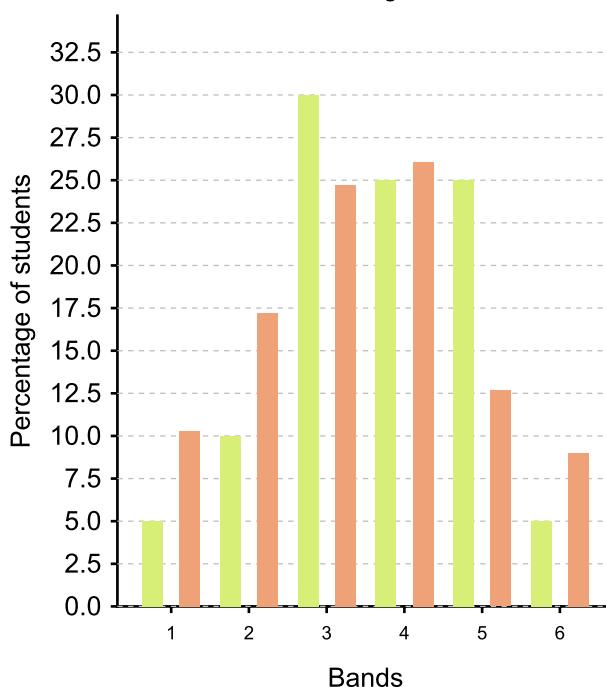
A snapshot of our school NAPLAN results are presented in the following tables.

In Literacy there are many opportunities for us to celebrate. Our Year 3 cohort of students are the students who were in Kindergarten in 2013, when we implemented whole school change with regard to how the Learning and Support Program was organised from April onwards. With new school leadership there was a change in the way support programs were organised, and a new focus of early intervention of support was introduced. This year's NAPLAN results belong to the students who received small group instruction and early intervention in literacy and a change in pedagogy since 2013.

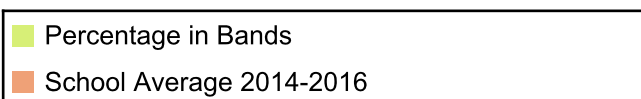
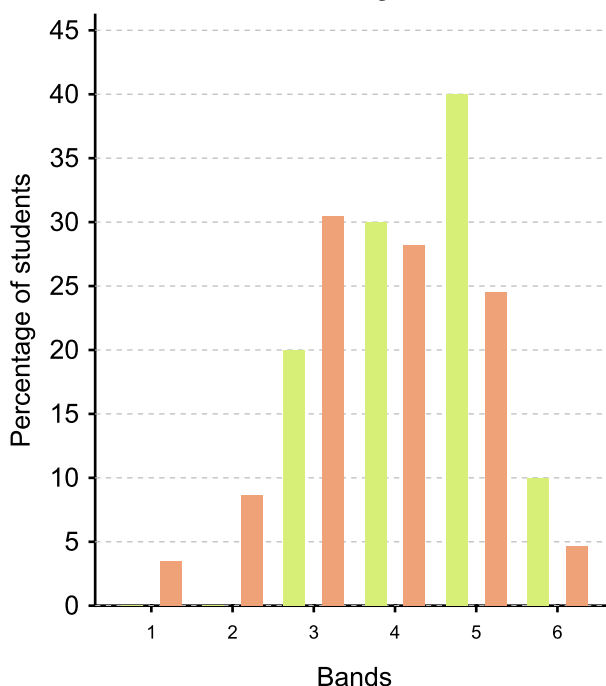
As a result of these changed practices, the results in Year 3 Reading demonstrate a decrease in the percentage of students achieving in the lowest 2 bands to 15% compared to a 3 year average of 27.5% in Bands 1 and 2 previously. Also 30% of our Year 3 students achieved in the top 2 bands (ie Bands 5 and 6) in comparison to a previous average of 17.5%.

Furthermore another point of celebration is that the majority of Year 3 students (60%) are in the top three achievement bands and no students this year are in the lowest 2 bands in the area of Writing.

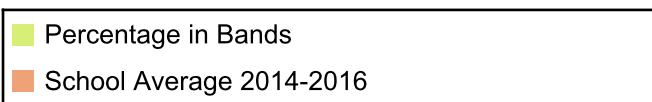
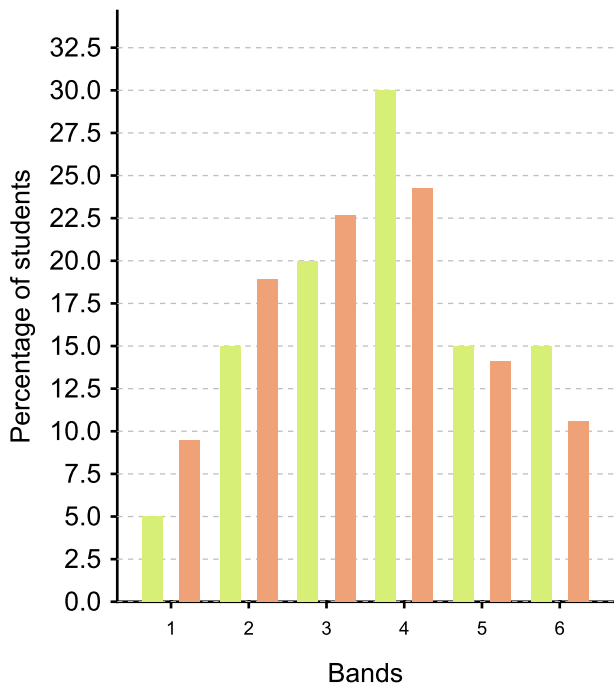
Percentage in bands:
Year 3 Reading



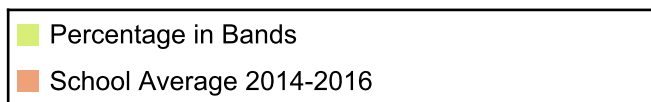
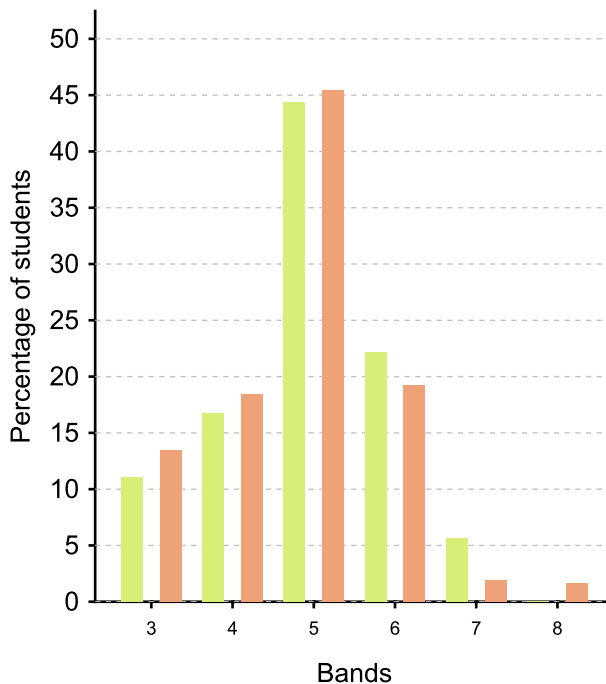
Percentage in bands:
Year 3 Writing



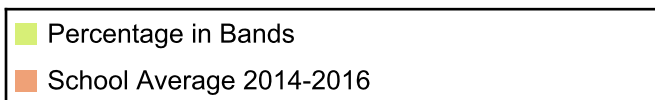
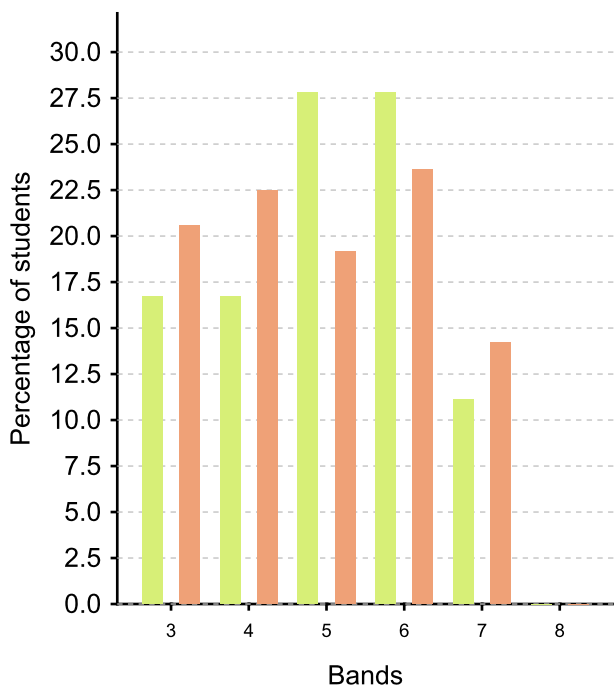
Percentage in bands:
Year 3 Grammar & Punctuation



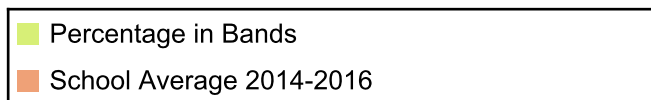
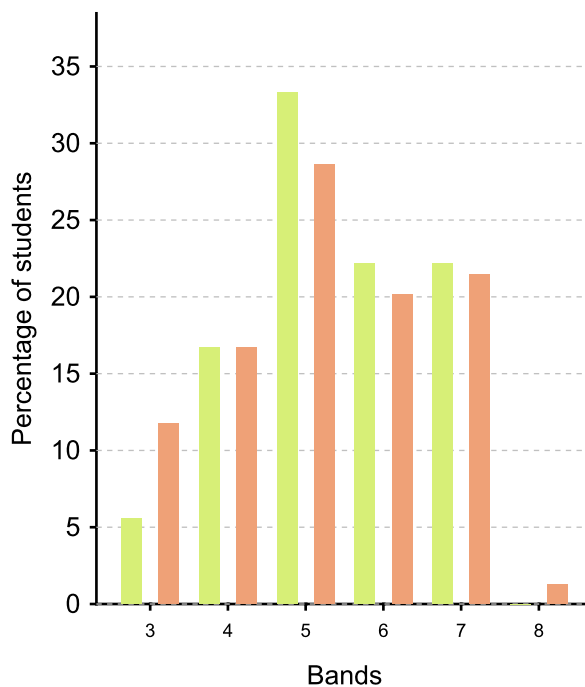
Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Grammar & Punctuation



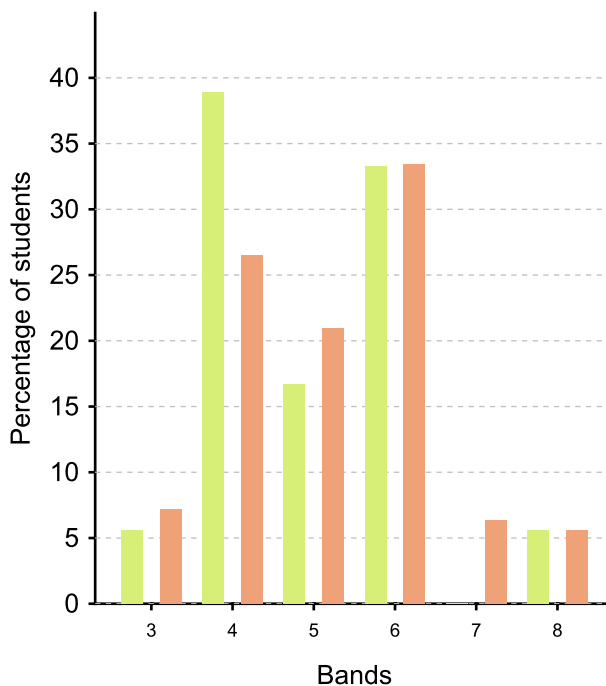
Both in Year 3 and 5 only one student did not achieve National Minimum Standard in Numeracy. In Year 3, 30% of the students achieved in Band 5 which was a pleasing result.

In Year 5 we have an over-representation of students achieving in Band 4 which the school intends to further investigate the data regarding this and seeks to

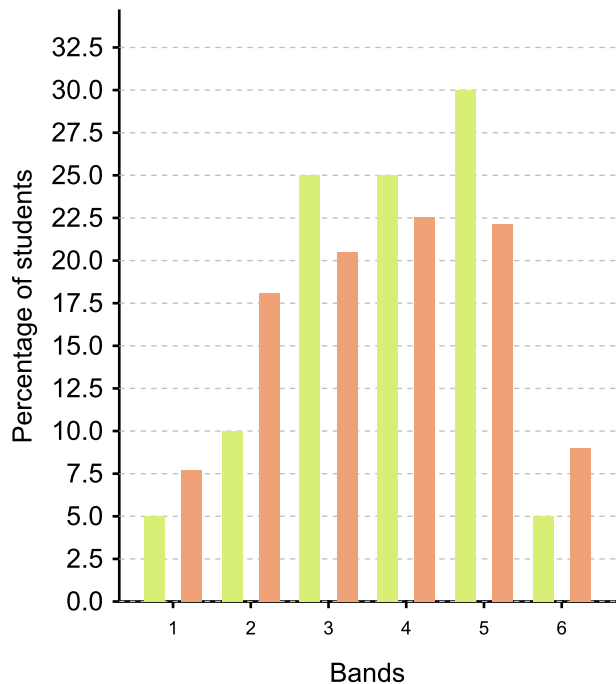
address this during 2017.

Our average growth data reflects state growth. Growth data for students in the lower bands in Numeracy in Year 5 is stronger than growth in the upper bands. This would indicate that teachers are addressing the needs of the students who were not achieving stage expected outcomes, however have not addressed the learning needs of our higher achieving students to the same extent.

Percentage in bands:
Year 5 Numeracy



Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands.

Our school structures and implementation of improved pedagogies in Literacy are beginning to demonstrate a strong improvement in Literacy results for students in the lower grades. Further professional learning in teaching literacy for years 3 to 6 and improved pedagogy with regard to explicit teaching across the entire school with teachers implementing Learning Intentions and Success Criteria to make learning more visible for students in order to improve outcomes.

During 2016 we implemented a "Masterclass" concept for Aboriginal students achieving in the lowest 2 bands in Literacy in 2014. Three students in Year 5 are represented within the data. Although these Aboriginal students are not achieving in the top 2 bands, they have recorded impressive growth. For example one Aboriginal student who engaged in the Masterclass has achieved the following impressive growth: Reading growth 231, State Average growth in Reading was 81.4; and Numeracy Growth achieved was 136 whereas State Average Growth was 92.6.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Their responses are presented below.

In 2016, parents participated in focus groups and their opinions were sought in relation to their level of satisfaction with the school.

Parents reported high levels of satisfaction with whole school events, such as the school spectacular, breakthrough days, and creative arts and cultural initiatives.

Parents were also provided with the opportunity to participate in the Tell them From Me suite of surveys. Elements where the parents indicated high levels of satisfaction were in the areas of the "School Supports Positive Behaviour" and "Teachers devote their time to extra-curricular activities" and "My child feels safe at school". Parent survey results indicated that parents feel welcomed in the school and they are kept informed about what is happening in the school.

We have consistently high numbers of parents who attend assemblies and school special events. In 2016 in response to parent request after a "Sold Out " Fredo Spectacular in 2015, we initiated a matinee performance which was well subscribed by parents and provided tickets for our local Retirement Village to attend.

Teachers were also surveyed during 2016 using the Tell Them From Me Survey. The areas that teachers recorded high responses were on monitoring of student progress, and that the school set high expectations for students. Teacher responses also indicated that teachers felt that the school culture was good and that an inclusive learning environment operated within the school.

Policy requirements

Aboriginal education

Aboriginal perspectives are included across the curriculum and Aboriginal culture and accomplishments are celebrated within the school.

The school continues to invest in new texts that celebrate Aboriginal perspectives and culture and trained teachers began to embed Stronger Smarter practices into classroom programs and teacher professional development.

Our annual NAIDOC day celebration included all students having the opportunity to assist with the painting of a large version of the student artworks that won the Aboriginal Art competition that was conducted in 2015. Oshiarna Madden, a young Dunghutti student now has her artwork proudly displayed at the front of the school, contributing to the Yarning Circle previously

established.

All Aboriginal students participated in the development of Personalised Learning Plans with 100% support from parents. These plans are discussed and updated periodically throughout the year.

Multicultural and anti-racism education

Racial tolerance and multicultural perspectives are embedded into learning across the curriculum.

We celebrate cultural diversity through Harmony Day. Our school community continues to grow in diversity as we continue to welcome students and families from a range of cultural backgrounds.

Mrs Henderson is our schools anti-racism officer and received comprehensive training in this role during 2016 through the Department of Education accredited course.

Our school's multicultural program includes opportunities for our students to share some of their own culture with other students through dance, art and song.