

# Kurrajong North Public School

## Annual Report



2016



2344

## Introduction

The Annual Report for **2016** is provided to the community of **Kurrajong North 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.

Rosemary Richardson

Principal

## School contact details

Kurrajong North Public School

Bells Line of Road

Kurrajong Hills, 2758

[www.kurrajongn-p.schools.nsw.edu.au](http://www.kurrajongn-p.schools.nsw.edu.au)

[kurrajongn-p.School@det.nsw.edu.au](mailto:kurrajongn-p.School@det.nsw.edu.au)

4567 7291

## Message from the Principal

The annual report for 2016 is provided to the community of Kurrajong North 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. Our school's success is underpinned by three key elements that promote quality teaching and learning programs for our students. Firstly, we have a highly dedicated staff who work together to provide an inclusive environment where all students are nurtured and encouraged to achieve their personal best in all that they do. Secondly, our students are a passionate and motivated group of young people who are keen to learn and participate in the range of educational opportunities provided for them at the school. Thirdly, Kurrajong North Public School enjoys tremendous support from our parent body and local community.

## Message from the school community

The first thing I would like to do is to acknowledge and thank all the P&C committee members and everyone who turns up to P&C every month. These parents give up their evenings once a month to listen, discuss and make plans to help our school and children thrive and move forward. Their enthusiasm is truly appreciated. I would also like to thank all of you who have put your name on a BBQ or raffle roster, helped out at a Mother's Day or Father's Day Stall or helped out in the canteen. Your contribution does not go unnoticed. Thank you to those of you who bought or sold chocolates, hot cross buns and raffle tickets. So in all our efforts how much have we actually raised this year; total of \$ 7859.39 . We also had a significant donation of \$5000 from the Bendigo Bank.

This is an outstanding effort and I believe our best fundraising year yet. We have reached the targeted amount for our sun shelter so the construction of this should be underway hopefully early in 2017. In true Kurrajong North spirit we have openly welcomed many new families into our community this year, however sadly we will say goodbye to some long term families and we wish them all well. A new P&C committee will be elected in 2017, unfortunately 4 out of the 6 committee members will not be available to take on positions next year. Playing a part in P&C is an important and very rewarding role, it is a great way to meet new people, know and understand what is going on in your school and also voice your opinion on issues. I encourage you all to attend our next meeting in February.

Finally, I would like to thank our Teachers for the wonderful work they have done this year with our children and the P&C Committee for their tireless contributions!

## School background

### School vision statement

At Kurrajong North Public School we believe in providing a relevant, comprehensive education in a caring and supportive environment. We strive to build on students' strengths and develop excellence by promoting the intellectual, physical, social, emotional and moral development of our students. We strive to engage parents in playing a leading role in their child's learning and to support the ethos of the school. We aim to create a strong partnership between home and school, which allows for open communication and invites their participation in policy making. Our vision is to provide equitable opportunities for all students to enable them to become engaged and self-driven life-long learners, to value the opinions and belief of others, to show respect and to develop the core values which will enable them to be productive, responsible and respectful citizens.

### School context

Kurrajong North Public School is a smaller primary school nestled in an escarpment of the Blue Mountains overlooking the Sydney Basin. Student enrolments have increased steadily over the last five years with a current enrolment of 104 students. At present 6% of our students identify as being Aboriginal and 17% from a non-English speaking background. Our school has four full-time teacher positions, a part time teacher who delivers the school's student support program as well as one permanent and one part-time administrative position. The school has an active P&C body which works alongside staff to support school initiatives and directions. We have a strong focus on academic excellence in literacy and numeracy and offer a comprehensive student support program in these areas based on ongoing assessments. The school offers a comprehensive extra-curricular program utilising the skills of accredited coaches to deliver programs in dance, athletics and gymnastics. Opportunities are also provided to enable students to develop their debating and public speaking skills as well as creative talents.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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

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.

Our self-assessment process will assist the 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>

### Learning Element

In the element of learning, Kurrajong North Public School shows sustainment and growth.

Learning Culture:

- There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities. Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning. Well-developed and current policies, programs and processes identify, address and monitor student learning needs.

Well Being:

- The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment. Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development. Students care for self, and contribute to the wellbeing of others and the wider community.

## Curriculum & Learning

- Curriculum provision is enhanced by learning alliances with other schools and organisations. The school actively collects and uses information to support students' successful transitions. Teachers involve students and parents in planning to support students as they progress through the stages of education. There are systematic policies, programs and processes to identify and address student learning needs.

## Assessment & Reporting

- The school has developed explicit processes to collect, analyse and report internal and external student and school performance data. Student reports contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents. Students use assessment and reporting processes to reflect on their learning. The school has analysed school performance data and a range of other contextual information and is aware of trends in student achievement levels. Parents have an understanding of what their children are learning and receive regular information to support progression to the next level.

### Student Performance Measures:

- The school achieves good value-added results, and/or - around 20 per cent of students achieve at high levels of performance on external performance measures. Students are showing higher than expected growth on internal school performance measures.

## Teaching Elements

In the element of teaching, Kurrajong North Public School shows overall sustainment and growth.

### Effective Classroom Practice:

- Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices. Teachers provide explicit, specific and timely formative feedback to students on how to improve.

### Data Skills and Use:

- Teachers incorporate data analysis in their planning for learning. Assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement. The school leadership team engages the school community in reflecting on student performance data.

### Collaborative Practice:

- Teachers work together to improve teaching and learning in their year groups, stages, faculties, or for particular student groups. Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice. Processes are in place to provide formal mentoring or coaching support to improve teaching and leadership practice. The school identifies expertise within its staff and draws on this to further develop its professional community.

## Learning and Development

- Teachers actively share learning from targeted professional development with others. There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas. Teachers are actively engaged in planning their own professional development to improve their performance

## Professional Standards

- All staff demonstrate personal responsibility for maintaining and developing their professional standards. Kurrajong North Public School excels in this area.

## Leading Elements

In the element of leading, Kurrajong North Public School shows overall sustainment and growth.

### Leadership:

- The school solicits and addresses feedback on school performance. Leadership development is central to school capacity building.

## School Planning, Implementation & Reporting

- There is broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community. Staff are committed to, and can articulate the purpose of, each strategic direction in the school plan. Monitoring, evaluation and review processes are embedded and undertaken routinely. Clear processes, with accompanying timelines and milestones, direct school activity towards effective implementation of the school plan.

#### School Resources:

- School staffing ensures that full curriculum implementation and delivery requirements are met. Systematic annual staff performance and development reviews are conducted. The school's financial and physical resources and facilities are well maintained, within the constraints of the school budget, and provide a safe environment that supports learning. School and other facilities are used creatively to meet a broad range of student learning interests and needs.

#### Management Practices and Processes:

- Practices and processes are responsive to school community feedback. Administrative practices provide explicit information about the school's functioning to promote ongoing improvement. Kurrajong North Public School excels in this area. Management systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members.

## Strategic Direction 1

### Quality Teaching and Learning

#### Purpose

To deliver quality teaching and learning programs that foster critical, innovative and reflective thinkers who are equipped to take advantage of opportunities and embrace the challenges of the future. Student progress will be tracked from Kindergarten to Year 6 allowing for the development of differentiated learning programs to meet student needs.

#### Overall summary of progress

School-wide focus on quality teaching and learning has enabled us to achieve significant progress in this strategic direction. Targeting learning support has enabled us to identify students with possible learning issues very early. There have been significant observable improvements in learning, most notably 100% of kindergarten students in 2016 progressing into Year 1 were either at or above the level suggested on both the literacy and numeracy continuums.

Links with our Small Schools Professional Learning network have enabled our staff to form strong connections with colleagues enabling the production of scopes and sequences for English, Mathematics, Science & Technology and History/Geography.

Numeracy & Literacy events have been promoted throughout the community thus strengthening the reporting of these areas to parents.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• All students will show positive growth in NAPLAN results</li><li>• At least 90% of all students will achieve cluster markers relative to their grade at each stage of their progress.</li></ul>	<p>All students in Kindergarten left the grade at or above benchmark.</p> <p>Grade 3 &amp; 5 NAPLAN results well above expected levels</p>	<p>Increased Learning and Support Teacher time purchased</p> <p>\$8400</p>

#### Next Steps

Continue to build on the improved Learning and Support processes and strengthen the support for not only struggling students but also Gifted and Talented students. Emphasise differentiation in the classroom and embed it in programming.

- Use Sena 1,2,3 & 4 to provide base data across whole school.
- Review and seek professional learning for Writing success
- Continue to review and update reporting to parents process.



## Strategic Direction 2

### Leadership Development

#### Purpose

To develop leadership density within the school, allowing staff members to maximise their professional learning, lead whole school growth in policy making and curriculum development and enhance their opportunities for leadership roles outside of their immediate school environment. To expand student leadership prospects with the development of a comprehensive whole school leadership program and to broaden the breadth and scope of community participation.

#### Overall summary of progress

Individual and collaborative leadership development to assist staff delivering school projects, monitoring effectiveness and communicating progress with stakeholders.

We developed strong leadership among the student body and provided them with opportunities to lead.

A revived P&C was born to energise our parent body. Fundraising was high and heavily supported.

The implementation of the new Performance Development Framework has led to staff engaging in a much deeper reflective process that is guiding the ongoing development of all staff, at an individual and collective level. Regular and effective monitoring and feedback processes are in place to discuss progress, support and to plan for growth.

Staff have engaged with the new strategic planning process and are routinely monitoring, evaluating and reviewing milestone implementation and impact. The engagement of the school community more generally in this process is ensuring a strong, positive and strategic approach to the progress of the school.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• 85% of staff assume responsibility for the development, management and evaluation of projects.</li><li>• 90 % of parents participate in surveys and questionnaires.</li><li>• 30% of students participate in leadership initiatives.</li></ul>	<p>Staff are taking ownership of curriculum areas specific to their area of interest.</p> <p>85% of parents completing surveys</p> <p>One student from every grade has taken a leadership role as well as 100% of year 6 students</p>	<p>Funding went towards major programs such as 'Picasso Cow' and Green Team Garden.</p> <p>Casual days purchased to allow staff off site for Professional Learning such as Stephanie Alexander School Garden Project.</p> <p>\$4200</p> <p>Stage 3 teacher taking on Leadership role including 1/5 days as Rel. Assistant Principal</p>

#### Next Steps

- Implement mentoring program allowing for more constructive peer observation for all staff members to promote outstanding collaboration, observation and professional sharing of evidence.
- School staff will have a performance development plan based on the new department policy. Staff members develop an understanding of how to best drive their own plans and to actively seek feedback and mentoring as an important part of their ongoing growth.

### Strategic Direction 3

#### Staff & Student Wellbeing

#### Purpose

We will foster a safe, nurturing and supportive environment where all staff and students can develop socially, emotionally and intellectually. Students and staff will be provided with opportunities to develop their leadership skills, social responsibility, resilience, confidence and self-esteem.

#### Overall summary of progress

Staff implemented programs which encourage and foster resilience in students. Anti Bullying forums gave students a voice to air concerns regarding their own well being. The school concentrated on its three key values of Respect, Resilience and Responsibility. These initiatives saw an improved 'tone' take place in our playground with little or no playground incidents being reported.

A focus on WHS responsibilities provided staff a solid base for understanding their roles and improved knowledge of WHS matters.

Improved parent communication and commitment to well being of all provided opportunities for all members of our school community to learn and succeed.

Introduction of facebook to parent body.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Positive feedback regarding school environment in Quality Of School Life Surveys</li><li>• More parental communication with school on a daily basis- Tiqbiz App use will increase. Improved communication opportunities for parents via technology using Tiqbiz App Statistics</li><li>• Parents and students responses from the "Tell them from me" surveys reveal an improving culture within the school</li><li>• Reduction in the number of welfare incidents related to peer conflict.</li><li>• Increased parental involvement in classroom based activities</li></ul>	<p>Introduction of school Facebook page.</p> <p>Tell Them From Me surveys completed by staff, students and parents.</p> <p>Parent contribution across school increased.</p>	<p>Teacher days purchased for organisational purposes. \$4200</p> <p>(Survey of parents regarding Facebook).</p>

#### Next Steps

Continuation of Anti Bullying forums with introduction of Celebrations, Cares & Concerns

Implement Life Skills Professional Development for Students and staff.



Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>Strategic Direction 1 –Quality Teaching and Learning. All aboriginal students have an individual learning plan (ILP) and are making progress across the literacy and numeracy continuums. Aboriginal students are demonstrating higher average levels of progress than non-Aboriginal students. Cultural significance is included in all ILPs</p> <p>All students exposed to Indigenous artefacts</p>	\$2718
<b>Low level adjustment for disability</b>	<p>Strategic Direction 1 –Quality Teaching and Learning . All students requiring adjustments and learning support were catered for within class programs and other whole school strategies. Students were referred for learning support. Additional Learning and Support time purchased</p>	\$25883
<b>Socio-economic background</b>	<p>Strategic Direction 1 –Quality Teaching and Learning – purchase of class set of ipads has enabled technology for those students without access</p>	\$2958
<b>Location Loading</b>	<p>This funding was absorbed by general school expenses such as cultural excursions</p>	\$1498
<b>Teacher Professional Learning</b>	<p>Strategic Direction 1 –Quality Teaching and Learning</p> <p>Professional learning for staff on creative and critical thinking</p>	\$5627
<b>Computer Coordinator</b>	NIL	NIL

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	39	47	47	49
Girls	36	45	51	53

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	97.3	98.3	97.8	96.6
1	96.5	95.8	97.6	94
2	97.1	97.5	95.6	95.8
3	96.8	95.7	97.3	96.1
4	94.3	96.7	96	96.9
5	97.2	91.2	96.5	97.1
6	96.8	97.1	95.6	95.2
All Years	96.6	96.4	96.7	96
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

On return to school a note is sent home to parents requesting a reason for the student absence . If a student is away from school for 3 or more days without parent contact a phone call is made by teachers to the parent/s. Our School Administration Manager checks our class rolls on a regular basis to ensure attendance K-6 is monitored. Once a term the Home School Liaison Officer checks overall attendance.

### Class sizes

Class	Total
KINDERGARTEN	17
1B	17
2/3S	23
4H	18
5/6M	27

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	4.41
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration & Support Staff	1.71
Other Positions	0.04

Reporting of information for all staff must be consistent with privacy and personal information policies.

Kurrajong North Public school is a small school and as such has a teaching principal. A relieving assistant principal was appointed this year due to our enrolment numbers reaching 104.

Kurrajong North Public school staff are very experienced and most have been employed at the school for many years.

### Workforce retention

Early in Term One this year a long term classroom teacher took extended leave. This position is now covered by a temporary teacher.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	20

## Professional learning and teacher accreditation

Significant amounts of professional learning were undertaken by the staff of Kurrajong North Public School in 2016. With the release of a different funding model and research supporting teacher quality being the single largest indicator of student success, this was a focus area for us.

The implementation of the Learning Model Business Reform (LMBR) saw a great deal of our budget spent on professional learning for the School Administrative Officer as well as the principal.

Staff regularly undertook professional learning to enhance their skills and knowledge.

Activities undertaken included:

- Child Protection
- Anaphylaxis
- Financial Management
- Aboriginal Education
- Accreditation at Highly Accomplished & Lead Teacher
- First Aid/CPR
- Autism Spectrum Disorder
- Creative and Critical Thinking in the Classroom
- Anti Racism
- iPads in the classroom
- Live Life Well@School

Teachers have also participated in School Development Day activities. Activities covered on these days have included:

- Plotting Literacy & Numeracy Software
- Student Management EBs4

All staff members have taken a leadership role in the delivery of training and the development of associated plans.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
<b>Balance brought forward</b>	<b>56 716.00</b>
Global funds	99 305.00
Tied funds	83 076.00
School & community sources	36 374.00
Interest	1 039.00
Trust receipts	22 173.00
Canteen	0.00
Total income	298 686.00
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	5 953.00
Excursions	13 858.00
Extracurricular dissections	17 080.00
Library	395.00
Training & development	90.00
Tied funds	41 261.00
Short term relief	14 555.00
Administration & office	36 057.00
School-operated canteen	0.00
Utilities	9 571.00
Maintenance	3 337.00
Trust accounts	26 261.00
Capital programs	0.00
Total expenditure	168 422.00
<b>Balance carried forward</b>	<b>130 263.00</b>

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	157 534
(2a) Appropriation	140 117
(2b) Sale of Goods and Services	144
(2c) Grants and Contributions	17 003
(2e) Gain and Loss	0
(2f) Other Revenue	0
(2d) Investment Income	269
<b>Expenses</b>	-83 169
Recurrent Expenses	-83 169
(3a) Employee Related	-39 513
(3b) Operating Expenses	-43 656
Capital Expenses	0
(3c) Employee Related	0
(3d) Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	74 364
<b>Balance Carried Forward</b>	74 364

During Term 3 of 2016 the school moved from OASIS finance to LMBR or SAP Finance. This process was undertaken extremely professional by the SAM, Mrs Gayle Cobcroft.

The school has allocated \$25,000 towards a purpose built COLA which will provide students with a shelter from the weather.

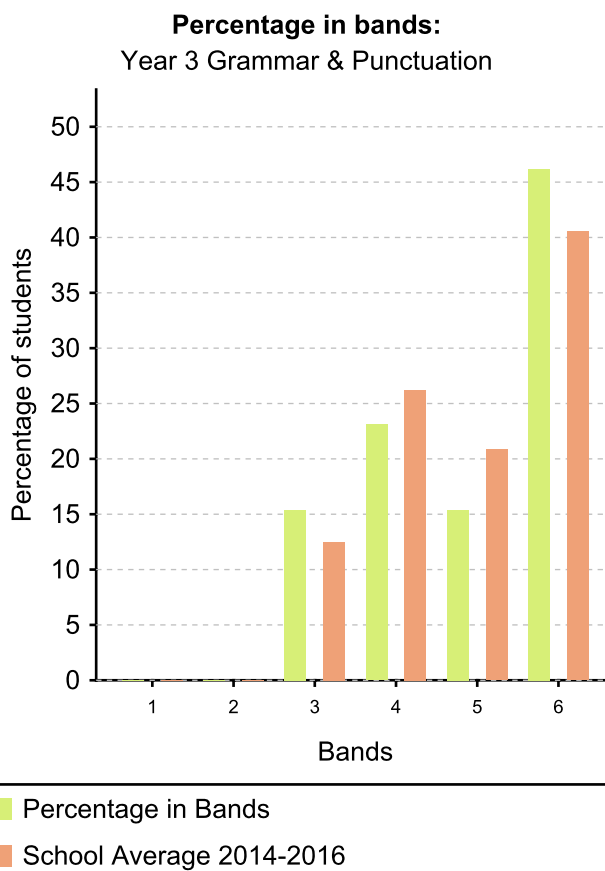
	2016 <b>Actual</b> (\$)
<b>Base Total</b>	824 175
Base Per Capita	5 269
Base Location	1 498
Other Base	817 407
<b>Equity Total</b>	31 558
Equity Aboriginal	2 717
Equity Socio economic	2 957
Equity Language	0
Equity Disability	25 883
<b>Targeted Total</b>	20 790
<b>Other Total</b>	33 842
<b>Grand Total</b>	910 366

## School performance

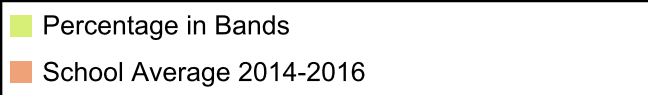
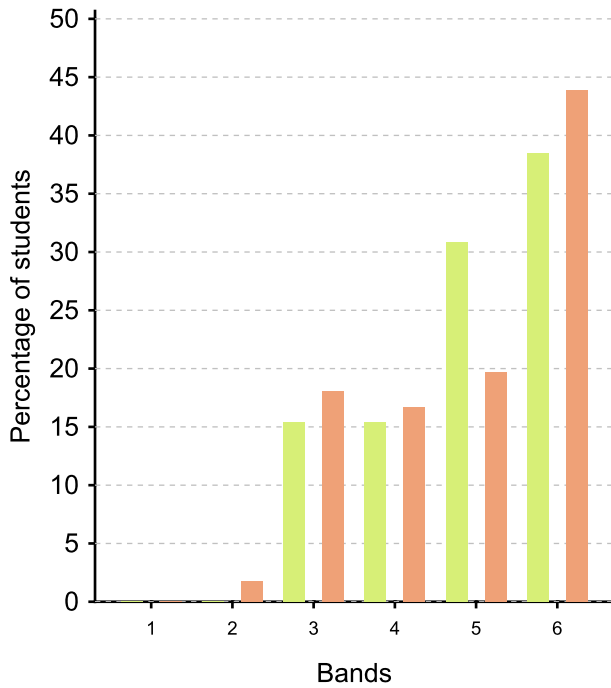
### NAPLAN

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.

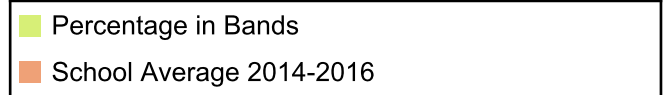
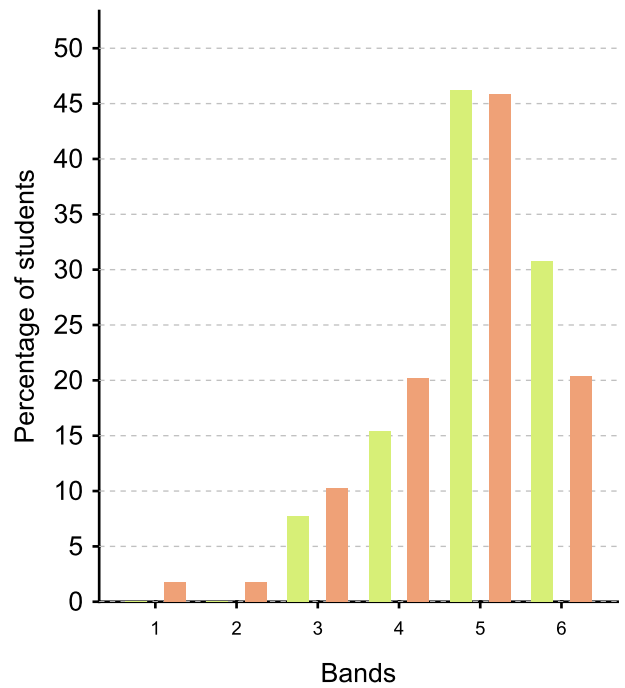
In the area of Literacy students in Year 3 and Year 5 performed either above state averages or within them. Overall this is an outstanding result. Drilling into the results further however revealed that Year 5 Boys are experiencing difficulties in writing.



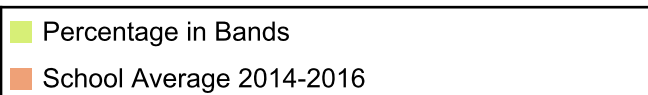
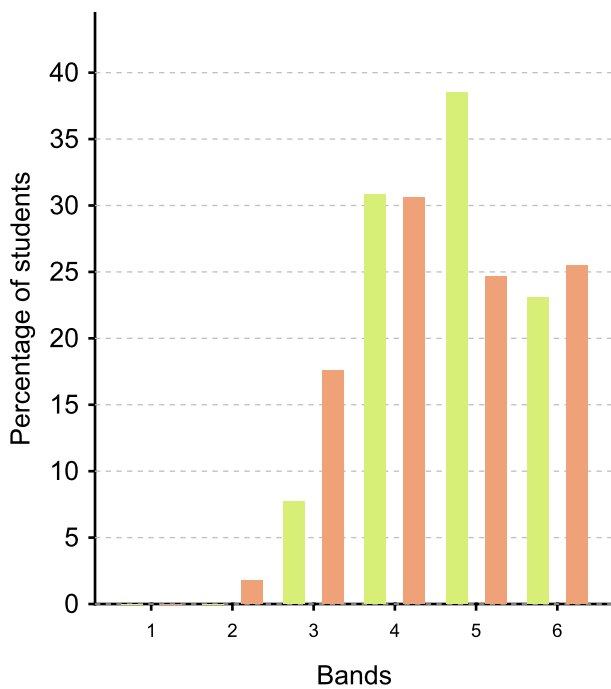
**Percentage in bands:**  
Year 3 Reading



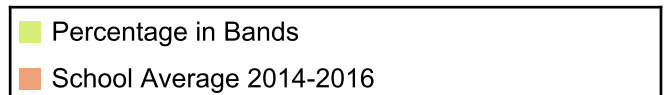
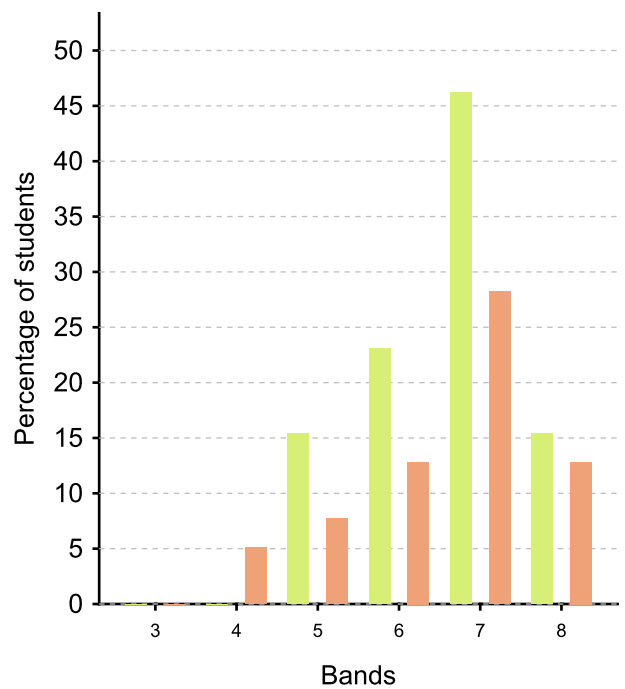
**Percentage in bands:**  
Year 3 Writing



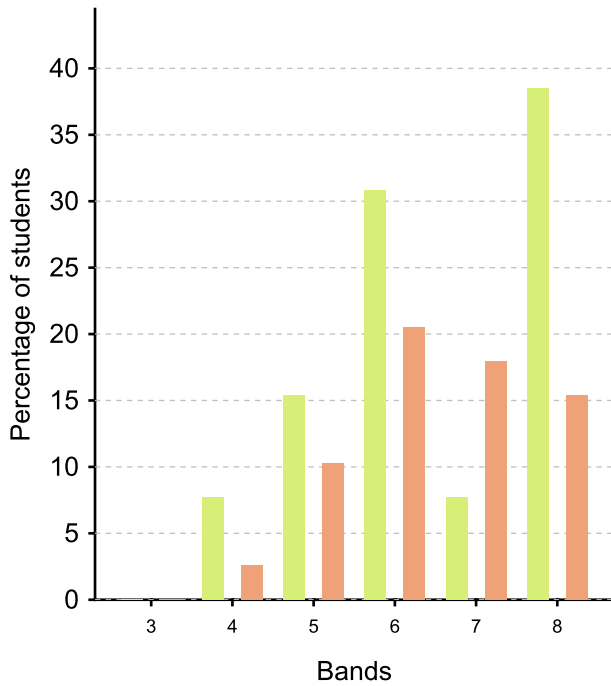
**Percentage in bands:**  
Year 3 Spelling



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

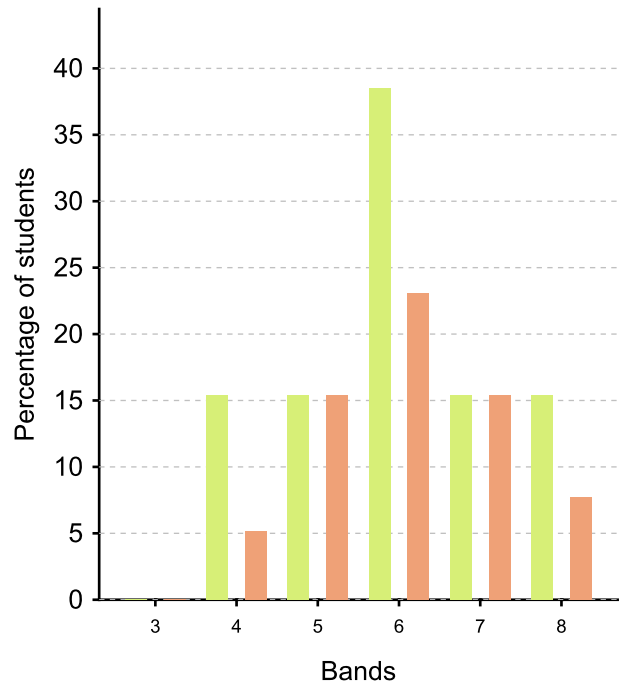


**Percentage in bands:**  
Year 5 Reading



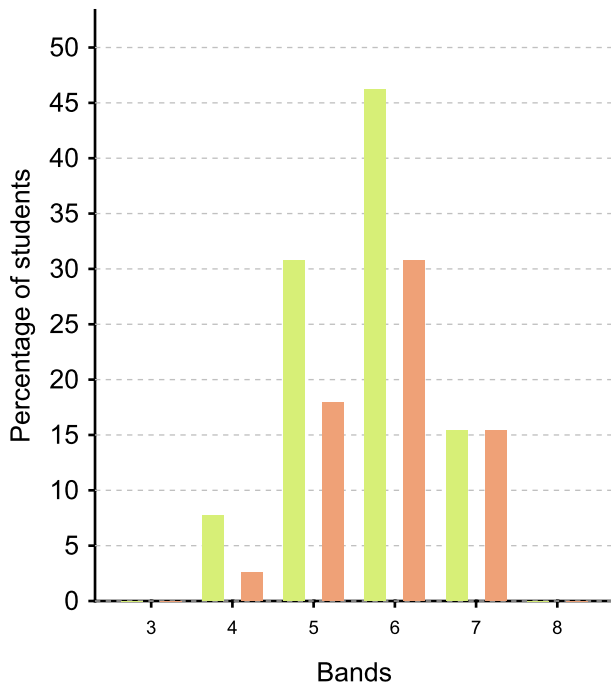
Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 5 Spelling



Percentage in Bands  
School Average 2014-2016

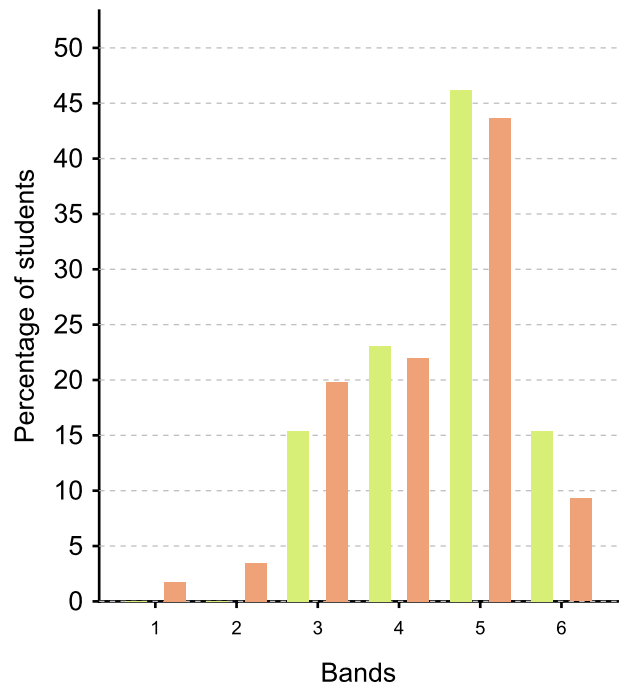
**Percentage in bands:**  
Year 5 Writing



Percentage in Bands  
School Average 2014-2016

In the area of Numeracy students in Year 3 and Year 5 performed either above state averages or within them. Overall this is an outstanding result.

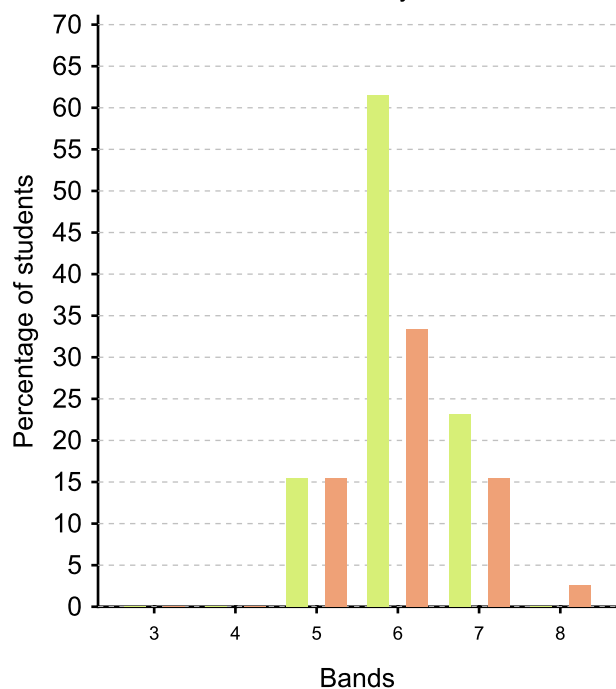
**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2014-2016



**Percentage in bands:**  
Year 5 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.

## 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.

Parents were surveyed using Survey Monkey on a number of aspects relating to school life. 80% of parents chose to respond to the survey. Of the 80 %, the following information was garnered:

55% of parents meet with their child's teacher at least weekly or monthly

75% felt extremely confident or quite confident in helping their child develop good friendships

99% felt that they put a lot of effort into helping their child learn to do things for themselves

70% of parents discuss the school and its performance with other parents on a weekly or monthly basis

45% frequently help their children to understand the content taught at school

43% of our parents help out at school on a weekly or monthly basis with 21% never coming to school to help.

81% believe that our school's approach to discipline works extremely or quite well

100% felt that their child experienced a sense of 'belonging' to their school

85% of parents feel that our school prepares their child well for the next academic year

Students from Kurrajong North Public School completed the *Tell Them From Me* survey which included nine measures of student engagement alongside the five drivers of student outcomes. This report summarises the results. 95% of students in Kurrajong North Public School were socially engaged in outside activities such as sport compared with NSW Govt norms of 80% the year levels assessed in this survey. 85% of students at the school experienced a sense of 'belonging' and 95% of students felt that they were positively engaged with their school. Students play sports with an instructor at school, other than in a gym class - 94% of students in this school had a high rate of Participation in Sports. The NSW Govt norm for these years is 83%. 100% of the girls and 87% of the boys in this school had a high rate of Participation in Sports.

Students take part in art, drama, or music groups; extracurricular school activities; or a school committee.- 55% of students in this school had a high rate of Participation in Extracurricular activities. The NSW Govt norm for these years is 55%. 88% of the girls and 20% of the boys in this school had a high rate of

Participation in Extracurricular activities. The NSW Govt norm for girls is 66% and for boys is 44%.

Students feel accepted and valued by their peers and by others at their school.- 79% of students in this school had a high sense of belonging. The NSW Govt norm for these years is 81%. - 88% of the girls and 71% of the boys in this school had a high sense of belonging. The NSW Govt norm for girls is 81% and for boys is 81%.

Students have friends at school they can trust and who encourage them to make positive choices. In this school, 83% of students had positive relationships. The NSW Govt norm for these years is 85%. 100% of the girls and 67% of the boys in this school had positive relationships. The NSW Govt norm for girls is 88% and for boys is 83%.

Students believe that education will benefit them personally and economically, and will have a strong bearing on their future. 86% of students in this school valued School Outcomes. The NSW Govt norm for these years is 96%.- 100% of the girls and 72% of the boys in this school valued School Outcomes. The NSW Govt norm for girls is 97% and for boys is 94%.

Students do homework for their classes with a positive attitude and in a timely manner. In this school, 57% of students had positive homework behaviours. The NSW Govt norm for these years is 63%.- 59% of the girls and 56% of the boys in this school had positive homework behaviours. The NSW Govt norm for girls is 72% and for boys is 54%.

Students that do not get in trouble at school for disruptive or inappropriate behaviour. · In this school, 94% of students had positive behaviour. The NSW Govt norm for these years is 83%. 100% of the girls and 89% of the boys in this school with positive student behaviour at school. The NSW Govt norm for girls is 91% and for boys is 75%.

Students are interested and motivated in their learning. · 76% of students in this school were interested and motivated. The NSW Govt norm for these years is 78%.- 88% of the girls and 65% of the boys in this school were

interested and motivated. The NSW Govt norm for girls is 83% and for boys is 73%.

Students are subjected to physical, social, or verbal bullying, or are bullied over the Internet. 9% of students in this school were victims of moderate to severe Bullying in the previous month. The NSW Govt norm for these years is 36%. 0% of the girls and 17% of the boys in this school were victims of moderate to severe Bullying in the previous month. The NSW Govt norm for girls is 32% and for boys is 41%.

Students feel they have someone at school who consistently provides encouragement and can be turned to for advice. In this school, students rated advocacy at school 7.9 out of 10. The NSW Govt norm for these years is 7.7. In this school, advocacy at school was rated 8.9 out of 10 by girls and 7 out of 10

by boys. The NSW Govt norm for girls is 7.8 and for boys is 7.5.

Students feel teachers are responsive to their needs, and encourage independence with a democratic approach. In this school, Positive Teacher-Student Relations were rated 8.8 out of 10. The NSW Govt norm for these years is 8.4.· In this school, Positive Teacher-Student Relations were rated 9.4 out of 10 by girls and 8.2 out of 10 by boys. The NSW Govt norm for girls is 8.6 and for boys is 8.2.

Teachers at the school were also surveyed using Tell Them From Me and the following outcomes were found:

100% of teachers felt that School leaders have helped them create new learning opportunities for students. 97% felt that School leaders helped them establish challenging and visible learning goals for students.

97% of teachers have given helpful feedback about teaching to colleagues. Teachers in our school share their lesson plans and other materials with each other and discuss learning problems of particular students with other teachers.

94% of teachers feel that students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts.

100% felt they made an effort to include students with special learning needs in class activities.

# Policy requirements

## Aboriginal education

Our students have had the opportunity to appreciate the contributions Aboriginal heritage has made in shaping our Australian identity.

During 2016 all students of Aboriginal background had a personal learning plan developed with parents, teachers and students working together on common goals.

During NAIDOC week many cultural activities were organised and aspect of Aboriginal culture are embedded in all teaching and learning programs

Our school on a daily basis continues to fly the Australian and Aboriginal flags. Our Friday assemblies include an acknowledgement of country.

## Multicultural and anti-racism education

The school has maintained a focus on multicultural education in all areas of the curriculum by providing programs, which develop the knowledge, skills and attitudes required for a culturally diverse society.

Our school celebrated and embraced Harmony Day again this year. A variety of classroom, stage and whole school activities occurred throughout the week leading up to this very special day to acknowledge that we are grateful and accepting of the cultural diversity that not only exists within our school but also the greater community.

Our teachers continue to undertake professional learning in anti-racism.