

Tomaree Public School

Annual Report



2016



2723

Introduction

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

Christene King

Principal

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Message from the Principal

It was a very exciting year in my first year of the role of Principal at Tomaree Public School. Any move to a new school always brings new challenges and directions, and I was supported by the wonderful executive staff, teachers and support personnel as I settled into the role. Over the course of the year changes were made to simple things such as the newsletter and to how parents were contacted regarding absences to ensure the school followed the policy as set down by the Department of Education. The SMS system has enabled parents to reply quickly, without needing to remember notes when their children return to school. Changes were also made to the times, frequency and structure of the K–6 assemblies, with the introduction of how awards were presented, the introduction of the Principal's award and the reward afternoon tea with the principal each term. The introduction of Student Led Conferences were a huge success, with positive feedback provided by 148 parents from a total of 151 responses. These processes will now be refined for future years. The Positive Behaviour for Learning (PBL) team was established and worked tirelessly to ensure the school had the support and knowledge structures set up to implement the launch in 2017. Congratulations to the staff involved with this program for your enthusiasm in getting the school prepared for this important change. The school continued to embed Literacy programs such as L3 and Focus on Reading in order to maintain consistency in learning programs and expectations and will look towards the implementation of numeracy programs in 2017. Our Aboriginal and Torres Strait Islander students were involved in cultural workshops and the Write it Right program, as ways of developing culture and pride in our students. Cultural talks by local Aboriginal elders gave students an increasing awareness of the Aboriginal way of life. The end of the year saw a Cultural event that the entire school participated in, promoting cultural awareness for all students. Staff awareness was also built by the implementation of 8 Ways of Learning and a staff development afternoon that looked at the delivery of Aboriginal perspectives in teaching and learning programs and activities. Our small but wonderful P&C supported the school by ensuring their presence at functions and events and were able to work hand in hand with teachers, students and the community. This year the school also went through External Validation which has enabled us clear directions for the next 5 years. The staff at Tomaree work side by side with students, parents, caregivers and community members to create lifelong learners, instilled with positive values, a sense of self-worth and a feeling of belonging. As Principal at Tomaree Public School, not only was I supported by teachers, SLSOs, SASS and General Assistants, dedicated to making our school a wonderful place to be, but also by the students and school community who have assisted and supported the school in so many ways.

Thank you.

Christene King

Principal.

School background

School vision statement

At Tomaree Public School we believe that if we work in meaningful partnerships within and beyond the school community we will inspire the development of lifelong learners who strive to reach their full potential. We believe that developing confident, creative and engaged students is reliant upon maximising every individual's opportunity to participate. We believe that engaged students who have strong relationships, are motivated and independent learners, have the capacity to become active, informed and responsible citizens.

School context

School Context

Tomaree Public School is located in Port Stephens at Salamander Bay. Tomaree Public School is an integral part of the Tomaree Education Centre, with Tomaree High School and the Hunter Institute of TAFE. The three entities work in a unique partnership to enhance learning opportunities for students across the Tomaree Peninsula, utilising shared resources and facilities to be an effective provider of high quality education in the 21st Century.

Our school has a non-teaching principal, five assistant principals, 15 classroom teachers including 3 special education classes, a full time learning and support teacher, a full time Teacher Librarian and two various support teachers who specialise in music, drama and art. We are heavily supported by a SAM and SAO and a GA who all work tirelessly

to support our vision.

The school population of 384 includes 25 Aboriginal students, 47 students of Defence force families and a small number of students with language backgrounds other than English. Our population is very transient and we have regular deployment of Defence families so we have a mobility rate which is high. Tomaree Public School caters for a wide range of activities, including performing arts, sporting, cultural, leadership, environmental and academic pursuits to ensure our students have a rich and varied education.

Tomaree Public School has a percentage of students not reaching expected growth in all areas of NAPLAN. Improving this result will be a strong focus for programs of improvement during the next three years.

Tomaree Public School is supported by an active P&C and has strong community links and developing partnerships. We work together to maintain a school environment that is safe, pleasant, well maintained and rich in learning opportunities.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For schools participating in external validation processes:

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated

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.

WellBeing:

The school consistently implements a whole school approach to wellbeing that has clearly defined behavioural expectations and creates positive teaching and learning environment. Quality teaching and professional practice are evident in all learning environments, 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 and 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. There are systematic policies, programs and processes to identify and address student learning needs.

Assessment and 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.

Student Performance Measures:

The school achieves value-added results. Students are showing expected growth on internal school performance measures.

Effective Classroom Practice:

Teachers regularly review and revise teaching and learning programs. Teachers routinely review previous content and preview the learning planned for students in class. All classrooms are well managed, with well planned teaching taking place, so that students can engage in learning productively, with minimal disruption.

Data Skills and Use:

Teachers analyse and use student assessment data to understand the learning needs of students. The school's professional learning builds teacher skills in the analysis, interpretation and use of student performance data. Data analysis informs the school's learning goals and monitors progress towards them. School analysis of student performance data is provided to the community on a regular basis. The school leadership team regularly uses data to inform key decisions. Assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement.

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:

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. Teachers work beyond their classrooms to contribute to broader school programs.

Leadership:

The school solicits and addresses feedback on school performance. Leadership development is central to school capacity building. The school has productive relationships with external agencies such as universities, business, industry and community organisations to improve educational opportunities for students.

School Planning, Implementation and Reporting:

There is broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community. Clear processes, with accompanying timelines and milestones, direct school activity towards effective implementation of the school plan.

School Resources:

Workforce planning supports curriculum provision and the recruitment of high quality staff. Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan. Physical learning spaces are used flexibly, and technology is accessible to staff and students.

Management Practices and Processes:

There are opportunities for students and the community to provide constructive feedback on school practices and procedures. Streamlined, flexible processes exist to deliver services and information and strengthen parental engagement.

Our self-assessment and the external validation 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>

Strategic Direction 1

Performance – Students and staff reach their potential as leaders and strive for continual improvement.

Purpose

Purpose: To sustain a culture in which;

Students achieve to their potential and strive for success, leading to optimum outcomes.

Students and staff gain the skills, knowledge and attributes which will enable success in their work.

Staff deliver quality educational programs using consistent, high standard professional practices.

Staff monitor data regularly and student progress will be tracked to drive continual improvement.

Overall summary of progress

Individual Education Plans were written and implemented for students. Measurement was taught weekly to provide an opportunity for improvement and regular reviewing of the skills in measurement. Currently investigating the implementation of TEN and TOWN Mathematics programs to ensure consistency across the school. PLAT for assessment in 2017 as a targeted consistent whole school approach. Daily problem solving was implemented with varying degrees of commitment. A further focus on this area, under the supervision of the stage leader via the program checklist. Maths resource boxes were replenished after feedback from the staff. L3 – all current ES1 and S1 teachers have completed their second year of L3 training(OPL). As a result of this OPL end of year data has significantly improved learning outcomes for K–2 students.

In Focus on Reading, a total of 12 yrs 3–6 staff have been trained in Phase 1, including RFF and Teacher Librarian. As a result a school teaching sequence prepared for the explicit metacognitive skills to take place in Term 1. Teaching & learning and assessment activities are being developed.

Debating: 14 Year 5 students and 8 Year 4 students participated in lessons where the skills of debating were explicitly taught.

Enrichment Program Numeracy: Stage 1 – 13 students: all students showed improvement in problem solving techniques. The students who had stronger skills in number were able to achieve higher ordered skills. Data shows an improvement in the metacognitive understanding of the language of problem solving. ES1 –11 students were provided with enrichment, with all students showed growth. Stage 2 and 3 Year 6 participated in problem solving & applying maths skills to real life situations.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
85% of students in Years 3, 5 & 7 achieve state average growth over a rolling three year average. (Baseline eg averaged growth over 2012, 13&14)	Kinder: Percentages of students working in Cluster 4 or beyond. Reading = 100%, Comprehension = 95%, Writing = 93%	\$20000 (Socio-economic and Aboriginal Background Funding) \$21000 (ESES)
85% of all students reach grade appropriate continuum clusters in literacy and numeracy and students in K–2 meet L3 Benchmark targets.	Year 1 : Percentages working in Cluster 6 or beyond Reading = 89%, Comprehension = 78%, Writing = 60% Year 2: Percentages working in Cluster 8 or beyond. Reading = 74%, Comprehension = 66%, Writing = 54%	

Next Steps

Continuation of on going professional learning in L3 and Focus on Reading. Introduction of TEN and TOWN to ensure consistency across Numeracy. Evaluate NAPLAN program to determine future goals.

Strategic Direction 2

Participation – Students and staff are supported, engaged and participate fully in all learning opportunities.

Purpose

Purpose: To sustain a culture in which;

Students participate in learning that is goal oriented, relevant, differentiated, holistic and supported, leading to engaged and self-motivated learners.

Staff are part of a professional learning community which focuses on; building capacity through professional learning, goal setting and maximising student outcomes.

Overall summary of progress

All meetings for OOHC and ATSI students were completed and educational goals were planned for all students. MGoals were introduced for ATSI students as part of their personalised learning plan. These goals were revised each term to ensure relevancy.

Professional learning was conducted on the use of profiles and the writing of IEPs using the 5 week Smart goal plan at the beginning of the year. Profiles were written for all students with additional learning needs and relevant adjustments were made to support these students in accessing the curriculum. Parent/ carer contact and consultation was an integral part of these profiles. Differentiated programs allowed all students to participate at their level of learning. For those students who needed specific individualised instruction, IEPs were written in consultation with parents and carers. All goals set were based on a 5 week Smart goal plan, reviewed at the end of the 5 week period and modified for the next 5 weeks of learning. Data was collected from all class teachers and support teachers at the end of each term and analysed to ensure relevant student support and provide data for the strategic use of Learning and Support teachers and SLSOs. Reviews were held for all support unit and funded students and goals were planned. Behaviour management plans and health care plans were written, revised and modified throughout the year. Profiles and plans were stored in a central spot on the common drive to allow ease of access of information and tracking of students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Effective Education Plans that are authentic, fluid, ongoing and regularly reviewed. Staff have Professional Learning Plans that reflect the schools strategic directions and their own personal learning goals. Reduction in student referrals for behaviour issues as recorded in SENTRAL (Baseline 2014)	2016 staff consolidated the practices of curriculum differentiation through the use of profiles, IEPs and class programming. The 5 week SMART goal program became more widely used within the school to support students with additional needs and data was used to inform practice. 5 weekly reviews of plans and programming allowed more strategic and directed support of students. The practice of storing plans and profiles in a central location allowed for ease of student tracking and information accessibility. Students had a variety of opportunities for growth, development and wellbeing, including the introduction and planning for the PBL launch in 2017, the ToPS program, the Newcastle Young Leadership Day, ValuesDay and mindfulness programs. PDPs were completed and analysed in order to provide relevant professional learning opportunities. Professional learning was held on a variety of topics including mindfulness, calmer classrooms, NDIS and OOHC. Staff were trained in Kidsmatter Module 3 and facilitators were trained in Module 4, which will be delivered in 2017.	\$18000

Next Steps

Kidmatter Module 4 will be delivered at Professional Learning sessions for all staff. PDPs will continue to be refined and developed to ensure staff development. Continue with SMART goals and ensure that these are implemented and reviewed.

Strategic Direction 3

Partnership– Students and staff develop strong connections within and beyond the school community.

Purpose

Purpose: To sustain a culture in which;

Students and staff work collaboratively with each other, families and the wider community to support and enhance participation and performance at school.

Students forge connections within their community which will support them in becoming active and informed citizens in the global world.

Overall summary of progress

Student Press Club active at various events and producing powerpoints for assemblies. Significant changes to newsletter format with positive feedback from P&C. Facebook page commenced and has increasing number of followers. Events and notes are advertised on FB, Skoolbag, website and electronic sign.

Stage/class parent info sessions held with parents attending in all Stages. Office 365 session held with small attendance. Volunteer reading program continued with reduced sessions. BARK reading with local library and PSC. Student led conferences successful and popular with parents and students with 148 positive responses from 151 surveys. Parental involvement at Ed week, Blokes' BBQ, Science Week, Book Week, K–2 Performance nights and MADD night.

Some staff meetings on Stronger Smarter concepts and the Aboriginal Education team established. PLPs were completed for all ATSI students, which were then transferred to MGoals. Professional Learning in Speaking in Colour and 8 Ways enabled staff a clear understanding of Aboriginal Perspectives in teaching and learning activities and teacher programs. Four staff attended Connecting to Country. NAIDOC week events with HRHS and Murrook. Successfully applied for grant to fund 'Write It Right'.

Outdoor Maintenance Group (OMG) and Green Team continue. Vegetable gardens continue. Recycled art project completed.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>* Parent / community participation in learning partnerships and decision making processes will show a growth of 50% as evidenced by increased number of parent helpers and involvement in parent workshops.(Baseline 2014)</p> <p>* A cohesive and productive staff, highly engaged students and supportive parents as evidenced by high level ratings in the TTFM survey.</p>	<p>In 2016 the school and community partnerships were promoted through staged and regular events. Parents, carers and the community were involved in Education Week activities and the Tomaree Learning Community Education Week Awards, the Blokes' BBQ, Student Led Conferences, Grandfriends' Day and others. The high levels of attendance and involvement demonstrate the support and value of learning at TPS. Stronger Smarter and Connecting to Country programs have supported aspirations and priorities for Aboriginal students.</p> <p>Staff collegial Planning Days were organised to allow for consistency in teacher judgement, programming and assessment across Stages.</p>	\$23000

Next Steps

Expand MGoals to include all students. Continue to build upon the professional learning by sending 2 staff to Connecting to Country. Continue to expand on opportunities for parents to attend activities at the school. Collect data from parent activities and survey parent/carers satisfaction. Design new stationary and incorporate the PBL logo into it. Sensory garden will be looked at further in 2017.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Our ATSI students have been engaged in a literacy program; 'Write it Right' to improve literacy outcomes, specifically concentrating on writing. Whole school involvement in a Cultural Day enabled all students further understanding of Aboriginal culture. Speaking in Colour workshop assisted teachers in their understanding of Aboriginal Perspectives and this, linked to the workshops on 8 Ways of Learning, has seen changes in all staff teaching and learning programs. PLPs completed for all ATSI students in Semester 1. These were later modified and reviewed using MGoals in Semester 2.	<p>RAM Equity ATSI Total \$12053.56</p> <p>Grant for Write it Right Program from Port Stephens Council = \$ 4585</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$12 053.56) • Port Stephens Council Grant (\$4 585.00)
English language proficiency	Support for EALD students provided to ensure access to the curriculum. Teachers were able to collaboratively plan, assess and review student learning needs and provide explicit programs which were delivered with SLSO support in the classroom.	<p>\$1369.00</p> <ul style="list-style-type: none"> • English language proficiency (\$1 369.00)
Low level adjustment for disability	Teachers were able to prepare and support Out Of Home Care students through organised meetings with carers and relevant organisations to ensure IEPs and PLPs were completed. Review Meetings for students in the Multi-categorical classes were held regularly to ensure student needs were being met. IEP Meetings for students with additional needs and Year 6 Review meetings were conducted to review learning needs and plan for future learning.	<p>\$35661</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$35 661.00)
Quality Teaching, Successful Students (QTSS)	<p>Quality Teaching Successful Student allocation in Semester 1 was .17. This was used to provide support for teachers in the classroom.</p> <p>In Semester 2 the allocation increased to .319. This allowed teachers and executive members of staff to collegially discuss goals and plan for their implementation. The time was also used to allow staff to work collaboratively on External Validation.</p>	<p>Semester 1 allocation = .17 Semester 2 allocation = .319</p> <p>\$18486.00</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$0.00)
Socio-economic background	<p>Teachers were able to work collaboratively in organised Planning Days to plan, assess and review student learning needs in order to provide differentiated and explicit programs for students.</p> <p>Extension programs were provided in Semester 2 and remedial programs were put in place across the school with additional Learning and Support.</p>	<p>\$32138.00</p> <ul style="list-style-type: none"> • Socio-economic background (\$0.00)
Support for beginning teachers	Current funds for Beginning Teacher Support held in tied account awaiting the teacher's return to the school.	<p>\$10134.00</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$10 134.00)

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	242	241	210	194
Girls	226	224	205	205

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.8	95.4	95.1	96.4
1	95.3	96.1	91.5	96
2	95.3	95.5	92.9	93.2
3	95.6	96.4	94.1	93
4	94.6	95	94.3	92.5
5	93.6	93.1	92.5	93.8
6	94.2	94.7	93	92.1
All Years	94.9	95.1	93.3	93.6
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

Tomaree Public School introduced a SMS system in order to notify parents of student absence and to allow them to respond to messages with an explanation for their child's absence. The school works closely with the Home School Liaison Officer (HSLO) in identifying and assisting students with attendance concerns.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	5
Classroom Teacher(s)	13.48
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.8
School Counsellor	1
School Administration & Support Staff	6.02
Other Positions	0

*Full Time Equivalent

At Tomaree Public School in 2016, there are no staff members who identify as Aboriginal or Torres Strait Islander descent.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	80
Postgraduate degree	20

Professional learning and teacher accreditation

By the end of 2016, 3 staff members were Proficient, nil Highly Accomplished and nil Lead. The remainder of the cohort were pre 2004 staff members. Total school expenditure on Teacher Professional Learning was \$22558

Professional Learning has included, but was not limited to, Stronger Smarter, Connecting to Country, Librarian training (Oliver), Literacy focus for L3 and FoR, whole school emergency care, , 8 Ways of Learning, Primary Executive Network Conference, The Art of Leadership, Positive Behaviour for Learning (PBL), eT4L, Inquiry Based Learning, Science and History Syllabus documents and IEPs – Smart Goals. Staff Development Days included anaphylaxis and CPR training, Speaking in Colour (Aboriginal Perspectives), KidsMatter (Module 3) and all the required whole school mandatory courses.

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

Financial information

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

Income	\$
Balance brought forward	365 993.71
Global funds	299 298.91
Tied funds	261 671.39
School & community sources	138 357.53
Interest	8 181.21
Trust receipts	122 174.40
Canteen	0.00
Total income	1 195 677.15
Expenditure	
Teaching & learning	
Key learning areas	71 059.19
Excursions	46 722.69
Extracurricular dissections	67 179.86
Library	5 035.61
Training & development	7 475.55
Tied funds	293 084.41
Short term relief	115 631.36
Administration & office	50 275.32
School-operated canteen	0.00
Utilities	28 796.11
Maintenance	35 298.18
Trust accounts	85 877.21
Capital programs	0.00
Total expenditure	806 435.49
Balance carried forward	389 241.66

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.

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

Tomaree Public School used the Tell Them From Me student surveys to measure 20 indicators based on the most recent research on school and classroom effectiveness. This report provides highlights based on data from 158 students in this school that participated in the survey between 8 Sep. 2016 and 20 Oct. 2016. The number of students by year level is: Year 4: 48 Year 5: 55 Year 6: 55.

Some key results are as follows:

Students: Social–Emotional Outcomes

Percentage of students that try hard to succeed in their learning 88% . (NSW Govt norm 88%.)

Percentage of students with positive behaviour at school 85%. (NSW Govt norm 83%.)

Students: Drivers of Student Outcomes

Students find classroom instruction relevant to their everyday lives. In this school, students rated Relevance 81%. (NSW Govt norm 79%)

Student: Advocacy at school

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 78%. (NSW Govt norm 77%)

Positive teacher–student relations

Students feel teachers are responsive to their needs, and encourage independence with a democratic approach. In this school, Positive Teacher–Student Relations were rated 84% (NSW Govt norm 84%)

Parent survey

The Partners in Learning Parent Survey is based on a comprehensive questionnaire covering several

aspects of parents' perceptions of their children's experiences at home and school.

95% of parents who took part in the survey participate in meetings at school.

70% of parents who took part in the survey support learning at home compared to NSW average of 65%

81% of parents who took part in the survey believe that the school supports positive behavior compared to NSW average of 80%

75% of parents who took part in the survey feel welcome at school which equals NSW average of 75%

33% of parents who took part in the survey are involved in school committees.

Policy requirements

Aboriginal education

In order to improve educational outcomes for our Aboriginal students we have implemented a number of initiatives throughout the school year. The school is always represented at the local AECG meetings. The group advocates respect, cultural affirmation and the pursuit of equity for Aboriginal people and aims to strengthen educational networks between school and the local community. Personal Learning Plans were developed for all students identified with Aboriginal heritage/background. Goals were identified and implemented in class programs. These were later modified and reviewed using MGoals in Semester 2. Our ATSI students have been engaged in a literacy program; 'Write it Right' to improve literacy outcomes, specifically concentrating on writing. Whole school involvement in a Cultural Day enabled all students further understanding of Aboriginal culture. Speaking in Colour workshop assisted teachers in their understanding of Aboriginal Perspectives and this, linked to the workshops on 8 Ways of Learning, has seen changes in all staff teaching and learning programs.

Multicultural and anti-racism education

Our school promotes understanding and tolerance in our society across all key learning areas. HSIE (history and Geography) units play an important role in highlighting and exposing students to many different cultures, identity and belief systems. This ensures all students are given opportunities to share cultural diversity and embrace new cultures that move into the wider community. Students from non-English speaking backgrounds are also given additional support to acquire essential literacy and numeracy skills.

A fully trained ARCO (Anti-Racism Contact Officer) is also present within the school, providing support and guidance where necessary.