

St Marys North Public School Annual Report



2016



4205

Introduction

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

Elise Berwick

Relieving Principal

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School background

School vision statement

A community with expectations of achievement and success.

Our school vision statement was developed after lengthy consultation with all community stakeholders, several years ago. It is widely published and visually evident throughout the school.

School context

St Marys North Public School is situated on Darug land and works in partnership with its supportive low socio economic community. The school provides a comprehensive quality education and genuine care for our students and the wider school community. We hold high expectations of achievement and success.

Parents, staff and students work together in partnership to achieve a cohesive, focused, optimal learning environment that provides enhanced educational opportunities for all students. Participation in sport, dance, student leadership and environmental education is actively encouraged and embraced.

The involvement of our highly motivated Aboriginal community is supported by our Aboriginal Education Officer. Over 26% of our school identifies as Aboriginal. All students participate in a cultural program taught by an Aboriginal community member.

With over 20% of the school population from language backgrounds other than English, the school maintains an inclusive, multicultural learning and working environment.

The school environment is friendly, calm, warm and welcoming. We have adopted the PBL approach, focusing on responsible, respectful, safe learners. We expect high standards of behaviour, application and integrity of each child and feature many wellbeing programs to ensure that St Marys North Public School is a safe and respectful place of learning.

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 school leadership team used the School Excellence Framework to evaluate our improvement processes and to reflect on the evidence of our impact.

In the domain of Learning, our processes have focused mainly on the learning elements of 'Curriculum and Learning' and 'Assessment and Reporting'. The school is working on developing a culture of 'successful, engaged learners', ensuring teachers are collecting and using performance data to inform planning for teaching and learning. A key component of this process has been involving students by making learning visible, using learning goals, learning intentions and success criteria. Student performance measures indicate our school achieves good value-added results (the amount of growth achieved by students between stages), particularly between Year 3 and Year 5. Also, the majority of our students perform on external measures at or above national minimum standards. We believe we are working at a Delivering level for all elements of the Learning domain but at the higher Sustaining and Growing level for the element of 'Assessment and Reporting'. We have identified our school needs to further develop our learning culture, particularly focusing on continuing to promote student wellbeing and ensuring good conditions for learning. We also need to improve our use of feedback to students to support learning improvement.

In the domain of Teaching, our processes have been strongly focused on the elements of 'Collaborative Practice' and 'Learning and Development'. Teachers engaged in various forms of regular professional learning, working collegially in stage teams and school teams to improve teaching practice. A key feature of the professional learning program this year has been the Learning Walks, where all teachers engaged in observing, discussing and providing feedback about visible learning strategies being used by their colleagues from classes across the school. Stage team meetings, teacher mentor support and instructional leadership have focused heavily on improving teaching practice and student achievement in the areas of literacy and numeracy. We believe we are working at a Delivering level for all elements of the Teaching domain but at the higher Sustaining and Growing level for the element of 'Collaborative Practice'. We have identified that our school needs to further develop our consistency of curriculum delivery and of teacher judgement across stages. We also need to improve our engagement with the school community in relation to student learning.

In the domain of Leading, our processes focused on the elements of 'Leadership' and 'School Planning, Implementation and Reporting'. The leadership team utilised the school plan to identify priority areas for action, and monitored and reviewed these regularly each term. Staff school-wide have been committed to involving parents in student learning. A key feature of this process was the introduction of student-led conferences, which were rated highly by the student and parent participants. The school continued to welcome parents and community members to be part of important school events, through face-to-face involvement and social media posts. We believe we are working at a Delivering level for most elements of the Leading domain but at the lower level of Working Towards Delivering for the element of 'Management Practices and Processes'. To improve in this element, we have identified that our school needs to develop a more consistent understanding of and approach from the leadership team towards accountability practices and organisational structures.

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

Strategic Direction 1

Successful, Engaged Learners

Purpose

To develop confident, creative and critical problem solving learners who demonstrate resilience and independence to pursue their potential as lifelong learners, leaders and informed global citizens.

Overall summary of progress

Implementation of the Early Action for Success and Continued Action for Success initiatives involved regular collection and analysis of student learning data, and the use of this information to design literacy and numeracy learning programs aimed at meeting the needs of all students. The provision of Instructional Leaders and intervention teachers has supported this process. Across the year, students engaged in setting and evaluating learning goals in reading, writing and numeracy (K–2) and in writing (Years 3–6). Other actions implemented successfully include student-led conferences, and developing and using rubrics as success criteria. A key focus in building the school's culture of learning success has been on the establishment of our Positive Behaviour for Learning (PBL) approach.

Progress towards achieving improvement measures

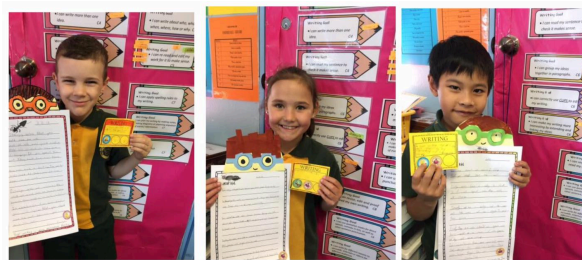
Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
90% of students from Kindergarten, Year 1 and Year 2 achieve school EAfS benchmarks	PLAN data indicates: <ul style="list-style-type: none">• majority of Kindergarten students met the EAfS benchmarks in writing (55%), forward number sequences (84%) and early arithmetic strategies (57%)• majority of Year 1 students met the EAfS benchmarks in reading (79%), comprehension (57%), forward number sequences (73%) and early arithmetic strategies (76%)• majority of Year 2 students met the EAfS benchmarks in reading (61%), forward number sequences (63%) and backward number sequences (57%)• significant percentage of Year 1 students are working beyond EAfS benchmarks in reading (51%)• significant percentage of Kindergarten students are working beyond EAfS benchmarks in forward number sequences (50%)	\$210,000 (EAfS)
An increased percentage of all students perform in the top two bands of NAPLAN, based on 2014 data levels	NAPLAN data indicates: <ul style="list-style-type: none">• 45% of Year 3 students performed in the top two bands in writing, compared to 19% in 2015• 33% of Year 3 students performed in the top two bands for spelling, compared to 11% in 2015• increased percentages of Year 5 students performed in the top two bands for reading, writing, spelling and numeracy, compared to 2015 data	\$190,000 (CAfS)
100% of students from Year 3 to Year 5 exhibit positive growth in the value added component of NAPLAN	NAPLAN data indicates: <ul style="list-style-type: none">• 89% of students showed positive growth in reading between Year 3 & 5• 97% of students showed positive growth in numeracy between Year 3 and 5• between Year 3 and 5, students at our school showed growth in reading and numeracy which matches the average of other students in NSW• between Year 5 and 7, students at our school showed less than average growth in reading and numeracy compared to other students in NSW	CAfS as above

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
An increased percentage of Aboriginal students perform in the top two bands of NAPLAN for reading and numeracy, based on 2014 data levels	<p>NAPLAN data indicates:</p> <ul style="list-style-type: none"> • 8% of Year 5 Aboriginal students performed in the second highest band in writing and numeracy, which is greater than the state average • zero Year 5 Aboriginal students performed in the top band • 13% of Year 3 Aboriginal students performed in the top two bands in reading, compared to 7% in 2015 • 31% of Year 3 Aboriginal students performed in the top two bands in writing, which is greater than the state average (24%) • zero Aboriginal students performed in the top two bands for numeracy 	CAfS as above
75% of students from Year 3–6 achieve expected clusters in PLAN data for reading and comprehension.	<p>PLAN data indicates:</p> <ul style="list-style-type: none"> • 60% of Year 3 students, 82% of Year 4 students, 77% of Year 5 students and 42% of Year 6 students achieved state benchmarks for performance in reading • 50% of Year 3 students, 75% of Year 4 students, 60% of Year 5 students and 40% of Year 6 students achieved state benchmarks for performance in comprehension 	CAfS as above

Next Steps

- extend L3 program to Year 2
- continue using *Focus on Reading* program strategies in Years 3–6
- extend goal setting in Years 3–6 to include reading and numeracy
- extend goal setting in K–2 to include speaking, comprehension and counting
- collect samples as evidence of student progress in meeting learning goals
- use 'walls that teach' as displays of success criteria
- implement PBL expectations and support systems



Strategic Direction 2

Inspired Teaching

Purpose

To develop a dynamic school-wide professional team of teachers and leaders who have personal and collective efficacy and responsibility for the educational outcomes and wellbeing of all students. Staff will undertake targeted, explicit and innovative professional learning to improve our collective capacity to meet our students individualised learning, social and emotional needs. We seek to ensure inspired, quality teaching and learning is delivered to every student, every day.

Overall summary of progress

Implementation of the Early Action for Success and Continued Action for Success initiatives involved regular opportunities for teachers to undertake professional learning in relation to school priority areas. All teachers engaged in learning walks and data conversations aimed at improving their use of evidence-based teaching and Visible Learning strategies. Teachers are supported to develop and monitor learning programs which are differentiated for a range of student needs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff have individual professional development plans that demonstrate reflective teaching practice, are linked to the Australian professional teaching standards and guides their professional learning, practice and capacity to improve student learning	<ul style="list-style-type: none">• 89% of teaching staff have professional development plans which reflect school priority areas – quality teaching, Visible Learning, personalised learning and student wellbeing• 100% of teacher's professional development plans showed reference to the Australian Professional Standards for Teachers• professional learning records show evidence of training for teachers which reflect school priority areas – literacy, numeracy and student wellbeing.	\$122,500
Data informed, differentiated and personalised learning experiences are highly visible in all staff teaching and learning programs	<ul style="list-style-type: none">• students requiring supplementary or substantial adjustments to learning have documented appropriate personalised learning strategies in place• updated school procedures in place for storing and accessing student learning profiles for those with disability or additional needs• programming format developed and implemented K–6 for target literacy and numeracy groups• plans for individualised support programs developed collaboratively with class teachers	\$6,000

Next Steps

- refine use of Individual Education Plans (IEPs) across the school
- hold information sharing meetings between Learning and Support Teachers and class teachers at the start of the year
- refine delivery of Learning and Support programs, ensuring they are evidence-based
- extend L3 training to Year 2 teachers and train new teachers in L3 Kindergarten
- continue *Focus on Reading* professional learning program for Year 3–6 teachers
- continue to engage all teachers in learning walks and data conversations as part of ongoing professional learning
- utilise Instructional Leaders in K–2 and Year 3–6 to provide a consistent approach in the development and implementation of professional learning across the school
- introduce cross-stage and inter-school opportunities for professional learning

Strategic Direction 3

Productive Partnerships

Purpose

To create, enhance and maintain productive school and community partnerships which are dynamic, equitable and sustainable. By developing strong, school-wide partnerships the work of the school will be enhanced through effective resource management, promotion of school-wide wellbeing and creation of an inclusive, harmonious, and cohesive school ethos and culture.

Overall summary of progress

Implementation of the Community Partnerships and Parental Participation Strategy initiatives involved holding regular opportunities for informal parent and community involvement. These opportunities were extended to include more formal involvement through the P&C committee, student-led conferences and event organising teams. The Transition initiatives aimed to address needs for students as they enter schooling and as they move onto high school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
An increased number of parents participating in all school activities representing, and inclusive of, all school community cultural groups	<ul style="list-style-type: none">• observations of attendance at school celebration events showed high levels of participation (more than 270 present at the Christmas Concert; more than 250 present at the Book Parade and the Community Breakfasts)• most students had a family member visit their classroom on Education Week Open Day• Fun Day and NAIDOC Day were well attended by parents, siblings and extended family members• numbers of participants in Kids Matter 'Mix and Mingle' and in P&C meetings remained stable• interested parents were part of committees to organise important school events, such as Fun Day and NAIDOC Day	\$43,000
Increased parent and community engagement in student learning identified through surveys, data and attendance at educational meetings	<ul style="list-style-type: none">• majority of Year 6 students (55%) transitioned to Year 7 at our local high school• the average reach of posts on the school Facebook page increased from 111 at the beginning of the year to 373 at the end of the year• Facebook page posts with the highest reach shared videos or pictures about important whole school events or messages communicating significant safety concerns• 29% of families participated in student-led conferences for the first time this year, with 95% of them indicating they had a better understanding of how their child learns and that the conference was valuable and informative	\$550

Next Steps

- engage increased numbers of students and parents in student-led conferences, as an opportunity for students to lead discussion about their learning at school
- conduct official counts of event participants to ensure accurate data collection
- complete Community Consultation project, acting on preferences indicated by parents to develop activities to support parents and students in completing homework
- provide an opportunity for interested parents to be part of the Positive Behaviour for Learning (PBL) committee

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Funding was used to employ an Aboriginal Education Worker to support targeted Year 3–6 Aboriginal students in literacy and numeracy.</p> <ul style="list-style-type: none"> • NAPLAN data indicates no significant difference between the performance of our Year 5 Aboriginal and non–Aboriginal students in reading and numeracy • Attendance data indicates no significant difference between the rate of attendance for Aboriginal and non–Aboriginal students 	\$52,000
English language proficiency	<p>Funding was used to employ an additional EAL/D teacher to implement language support programs for targeted students in Years 3–6. NAPLAN data indicates:</p> <ul style="list-style-type: none"> • Year 3 EAL/D students performing in the bottom two bands for reading decreased from 16% to zero • Year 3 EAL/D students performing in the top two bands for reading increased from zero to 45% and for writing increased from 25% to 73% • Year 5 EAL/D students performing in the bottom two bands for reading decreased from 78% to 23% and for writing decreased from 33% to 23% 	\$40,000
Low level adjustment for disability	<p>Funding was used to employ a School Learning Support Officer to assist teachers with the implementation of individualised learning programs for students with disabilities.</p>	\$53,000
Quality Teaching, Successful Students (QTSS)	<p>This staffing allocation was utilised to provide additional release time to temporary teachers in the early years of their career, incorporating mentor sessions.</p>	\$17,000
Socio–economic background	<p>Funding was used to employ additional staff to support student learning and parent engagement.</p> <ul style="list-style-type: none"> • class sizes across the school were reduced by increasing the number of classes formed from our entitlement of 17, to 19 classes • class teachers were supported by Instructional Leaders in their development of quality teaching and learning programs • class teachers and students were supported by intervention teachers • students with disabilities were supported in the classroom and playground by a team of School Learning and Support Officers • our Community Liasion Officer conducted various activities to support development of positive relationships between parents and the school • school office efficiency was enhanced through employment of additional School Administration Officers 	\$835,000
Support for beginning teachers	<p>One teacher in the early years of their career was provided with additional release time, incorporating mentor sessions, equivalent to 1–2 hours per week.</p>	\$23,000

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	214	220	216	219
Girls	206	227	216	204

Student attendance profile

School				
Year	2013	2014	2015	2016
K	92.9	93	93.6	90.3
1	90.5	92.3	90.3	91.6
2	93.4	93	90.5	89.9
3	92.7	93.8	90.2	91.6
4	90.9	93	90	88.7
5	92.3	93.8	91	91.1
6	92.4	93.3	88	90.5
All Years	92.3	93.2	90.6	90.5
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

Class sizes

Class	Total
KT	20
KR	21
KJ	20
1C	21
1R	19
1LM	21
2J	21
2C	21
2RW	23
3P	22
3G	23
3/4M	24
4B	24
4R	24
5M	26
5D	24
5/6B	24
6S	25
6A	24

Workforce information

Workforce composition

Position	FTE*
Principal	2
Assistant Principal(s)	4
Classroom Teacher(s)	14.41
Teacher of Reading Recovery	0.71
Learning and Support Teacher(s)	1.7
Teacher Librarian	0.8
Teacher of ESL	0.4
School Counsellor	0
School Administration & Support Staff	4.32
Other Positions	0.77

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

In 2016, 5% of our teaching and administration staff identified as Aboriginal.

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	36

Professional learning and teacher accreditation

Currently, 21% of teachers have achieved accreditation at proficient level through the Board of Studies Teaching and Education Standards NSW. Another 21% of teachers have a provisional status, meaning they have accreditation at graduate level and are working towards achieving proficient level. The remaining 58% are not yet required to obtain accreditation.

A significant proportion of teacher professional learning focused on improving teaching practice in literacy, numeracy and curriculum areas with new syllabus requirements, such as History and Geography. Staff developed knowledge and skills in using a 'Visible Learning' approach to teaching and on understanding best practice for supporting student wellbeing. In addition, staff completed mandatory compliance training in areas such as Code of Conduct, Child Protection, Cardio Pulmonary Resuscitation (CPR) and responding to anaphylaxis. Professional learning opportunities were varied in their nature, including face-to-face whole school sessions, online training, group sessions, individual discussions and learning walks.

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.

The school has retained a large amount of income due to involvement in targeted programs over previous years, which provided significant funds to the school that were not always fully expended. The intention for spending these funds relate to capital works, which requires significant planning and involvement from Asset Management Unit. The initial planning stages for this work has begun. The majority of expenditure for teaching and learning, including staff professional learning, was funded through tied funds.

Income	\$
Balance brought forward	1 086 554.01
Global funds	265 868.36
Tied funds	1 125 091.99
School & community sources	88 385.46
Interest	16 291.02
Trust receipts	4 056.35
Canteen	14 698.35
Total income	1 086 554.01
Expenditure	
Teaching & learning	
Key learning areas	921.88
Excursions	1 578.00
Extracurricular dissections	27 752.29
Library	12 694.53
Training & development	310.00
Tied funds	803 717.71
Short term relief	56 470.14
Administration & office	61 547.48
School-operated canteen	8 971.77
Utilities	43 364.56
Maintenance	41 454.34
Trust accounts	7 728.13
Capital programs	2 965.00
Total expenditure	1 069 475.83
Balance carried forward	17 078.18

The information provided in the financial summary includes reporting from 5 September 2016 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	1 603 284.68
(2a) Appropriation	1 562 338.06
(2b) Sale of Goods and Services	13 572.74
(2c) Grants and Contributions	25 227.37
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	2 146.51
Expenses	-527 934.19
Recurrent Expenses	-527 934.19
(3a) Employee Related	-392 641.66
(3b) Operating Expenses	-135 292.53
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	1 075 350.49
Balance Carried Forward	1 075 350.49

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial management is aligned to the School Plan with the majority of expenditure focused on achieving the three strategic directions.

Income figures and planned expenditure were transparent, regularly discussed at executive, staff and P&C meetings. Information was shared with the wider parent group through school newsletter articles. Annual Reports and Annual Financial Statements were formally presented at P&C meetings and made available to the school community through the office and on the school's website.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	2 734 845.19
Base Per Capita	23 285.40
Base Location	0.00
Other Base	2 711 559.79
Equity Total	1 150 009.65
Equity Aboriginal	120 946.23
Equity Socio economic	731 326.94
Equity Language	59 697.97
Equity Disability	238 038.50
Targeted Total	710.87
Other Total	92 520.37
Grand Total	3 978 086.08

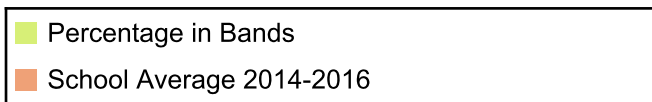
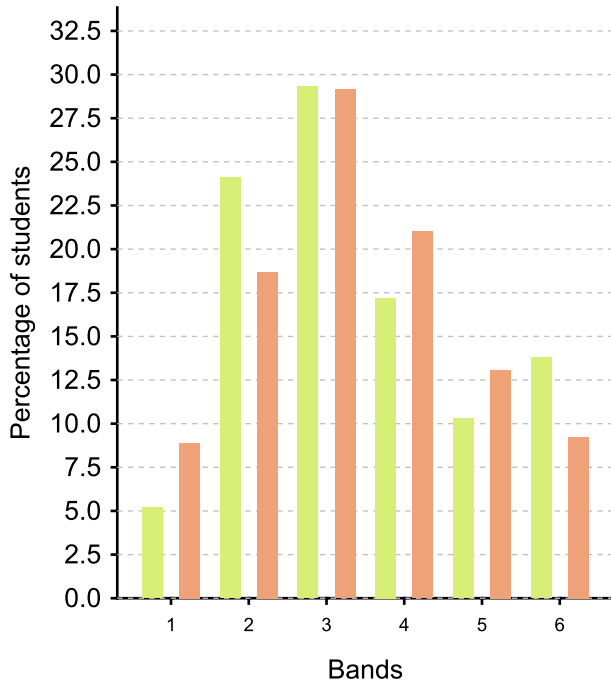
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

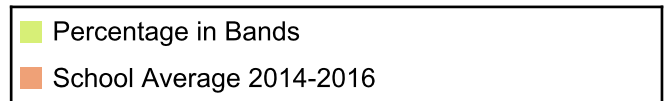
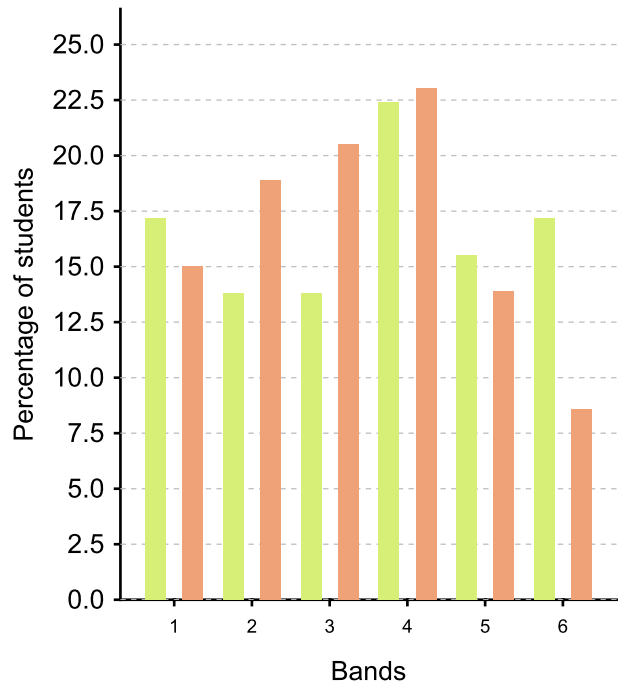
NAPLAN

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.

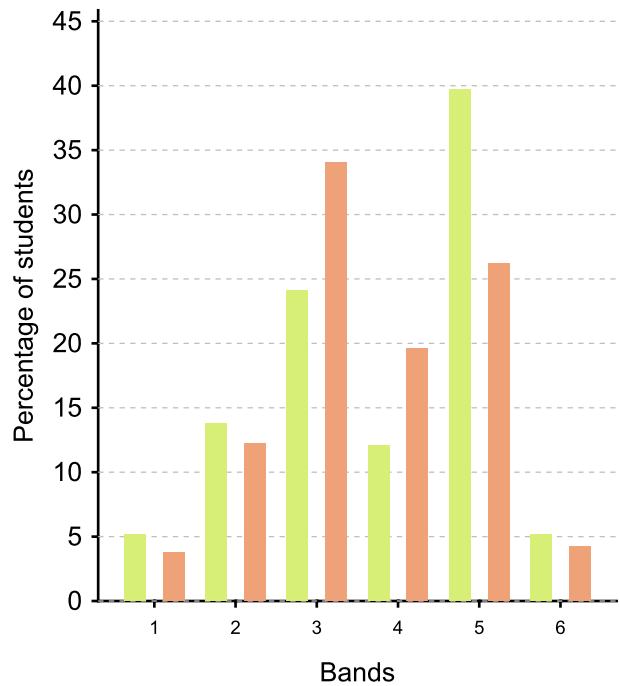
Percentage in bands:
Year 3 Reading



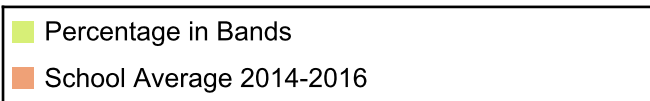
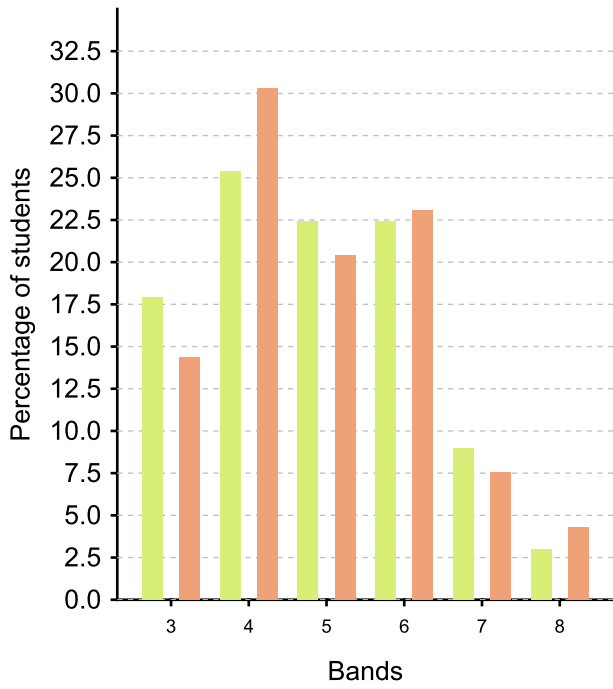
Percentage in bands:
Year 3 Spelling



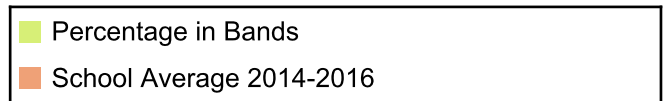
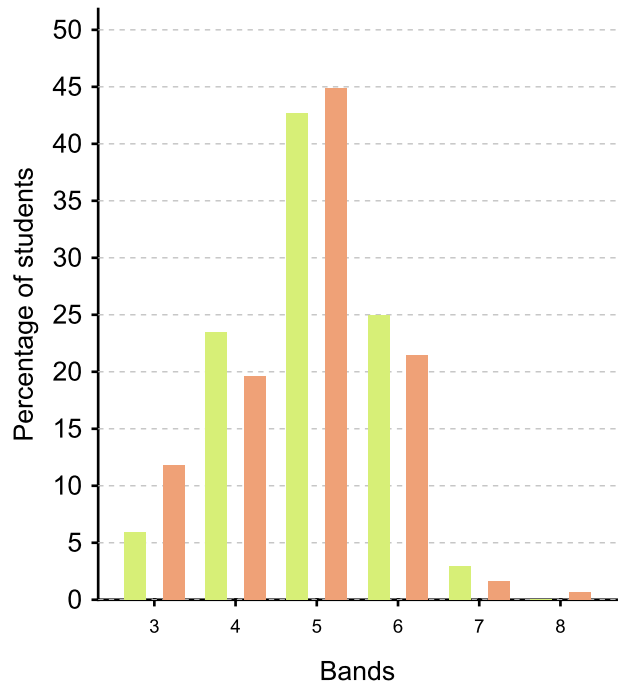
Percentage in bands:
Year 3 Writing



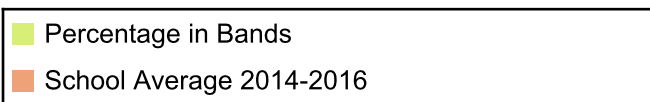
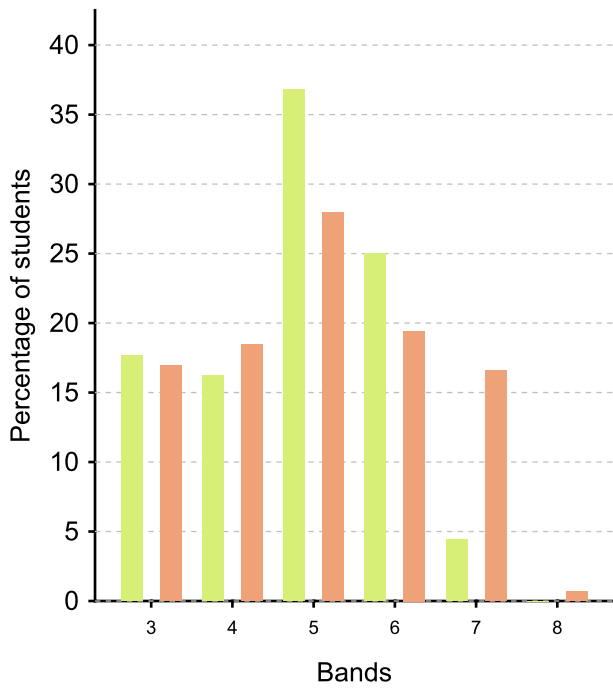
Percentage in bands:
Year 5 Reading



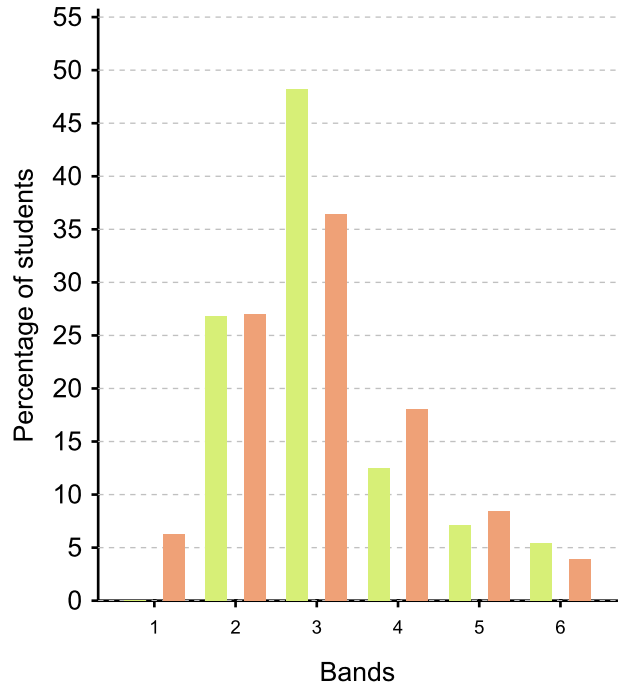
Percentage in bands:
Year 5 Writing



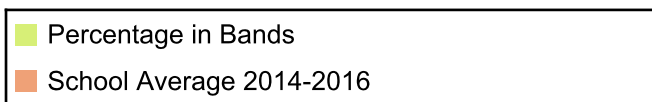
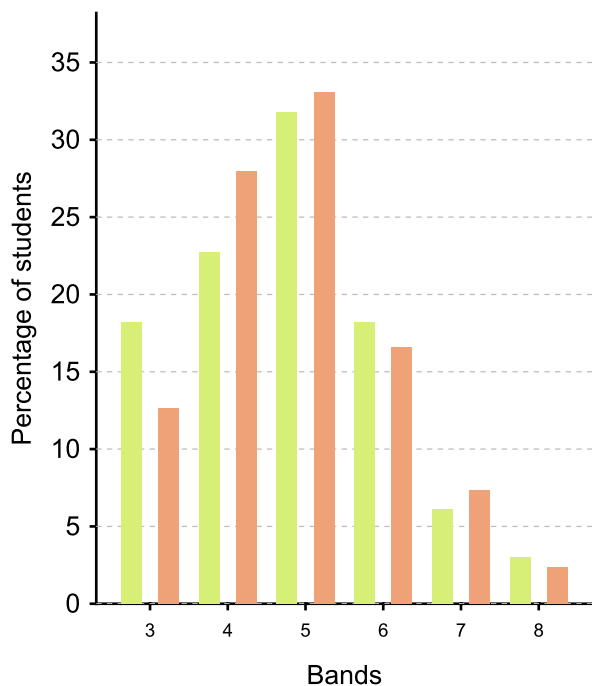
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



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

Teachers K–6 were surveyed about their satisfaction with the professional learning involved in our Early Action for Success and Continued Action for Success initiatives. Survey data indicates:

- 71% of Years 3–6 teachers were confident in teaching using Accelerated Literacy pedagogy
- 88% of Years 3–6 teachers were confident explicitly teaching the Super 6 comprehension strategies
- 88% of K–6 teachers were confident teaching guided reading
- 71% of K–2 teachers and 94% of Years 3–6 teachers were confident teaching writing
- 88% of K–2 teachers and 53% of Years 3–6 teachers believe they use data effectively to tailor learning experiences for individual students
- 100% K–2 teachers and 82% Years 3–6 teachers believe they use data effectively to tailor learning experiences for a targeted group of students

Teachers across the school were invited to complete the 'Focus on Learning' Teacher Survey. Survey data indicates:

- 88% of teachers believe school leaders clearly communicate their strategic vision and values for our school

- 92% of teachers believe their involvement in school-based professional learning has led to positive changes in their teaching
- Teachers believe the strongest driver of student learning is being an inclusive school, particularly establishing clear expectations for classroom behaviour and striving to understand the special learning needs of students
- Teachers believe the next strongest driver of student learning is leadership, particularly that school leaders help teachers to create new learning experiences for students and that provide guidance for monitoring student progress

Teachers, students and parents were invited to evaluate a new initiative – student-led conferences. Evaluation data indicates:

- 100% of teachers agreed the student-led conferences were a valuable experience for students and parents
- 94% of parents agreed they had a better understanding of how their child learns after the conference
- 98% of parents agreed they enjoyed participating in the conference
- 87% of students felt comfortable talking about their learning at the student-led conference
- 97% of students thought their parents were happy about their learning after the conference

Students in Years 4–6 were invited to complete the 'Tell Them From Me' Student Survey. Survey data indicates:

- 84% of students had a high sense of belonging, feeling valued and accepted by their peers and by others, at school, which exceeded the NSW Government norm
- 95% of students value schooling outcomes, believing that education will benefit them personally and economically in the future
- 82% of students were interested and motivated in their learning, which exceeded the NSW Government norm
- 89% of Aboriginal students agreed their teachers have a good understanding of their culture
- 98% of Aboriginal students agreed they feel good about their culture when at school
- Students believe the strongest driver of student learning is expectations of success, particularly that school staff emphasise academic skills and hold high expectations for all students to succeed
- Students believe the next strongest driver of student learning is positive teacher-student relations, particularly that teachers are responsive to student needs and encourage independence with a democratic approach

Policy requirements

Aboriginal education

The school has ensured our Aboriginal Education programs reflect the *Aboriginal Education and Training Policy* by focusing on:

- providing all students with opportunities to develop deeper understandings of Aboriginal histories and cultures through Aboriginal studies and cross-curriculum content
- encouraging Aboriginal students to pursue personal excellence and a strong commitment to learning

The Aboriginal Education Officer taught 'Culture Class', in collaboration with class teachers to all students K–6. This program aimed to develop knowledge of Aboriginal culture and history. The program was approved by the local AECG. In addition, class teachers taught key understandings about Aboriginal history and culture relevant to various syllabus outcomes and cross-curriculum content. Through NAIDOC Day celebrations, students experienced a range of activities which further supported their development of knowledge about Aboriginal culture. Aboriginal community members were involved in organising this special event and leading the activities with students and teachers.

All Aboriginal students had a Personalised Learning Pathway (PLP), developed in consultation with the student, their teacher and many parents. These PLPs were linked to the whole school priority of literacy and numeracy growth for all students.



Multicultural and anti-racism education

The school has ensured our practices and programs reflect the *Multicultural Education Policy* and *Anti-Racism Policy* by focusing on:

- providing teaching and learning programs that develop intercultural understanding
- completing the annual language survey to provide accurate information to the Department of Education for resourcing purposes
- providing programs to support students learning English as an additional language or dialect

(EAL/D) to develop their English language and literacy skills

Teachers address intercultural understanding as part of the learning across the curriculum content outlined in syllabus documents and incorporated in learning experiences. Our school held its annual Harmony Day celebrations, where students showed support for cultural harmony by wearing orange and participating in a range of activities aimed at developing understanding of diversity and tolerance. Our school has a trained Anti-Racism Contact Officer (ARCO) who is used to respond to specific incidents of racism between students within our school.

The EAL/D teachers undertook regular student assessments and worked closely with families to compile accurate data about all students learning English as another language or dialect. Our school utilised experienced EAL/D teachers to implement language support programs for targeted students across K–6. Programs focused on school priority areas of literacy and numeracy, as well as on student wellbeing needs in Years 3–6.