

# Ellalong Public School

## Annual Report



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## Introduction

The Annual Report for **2017** is provided to the community of **Ellalong 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.

Paul Gaden

Relieving Principal

## School contact details

Ellalong Public School

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## Message from the Principal

Thank you for reading the 2017 Annual Report. 2017 has been a busy and challenging year for Ellalong Public School, however the caring and hard working staff have met every challenge with professionalism and commitment, providing high quality learning environments and wonderful extra-curricular opportunities.

In 2017, Ellalong Public School was included in the Early Action For Success program. This entitled the school to some additional funding and an Instructional Leader (IL) position for two days a week, with Anna O'Brien taking on the IL role of building K–2 teachers capacity in literacy and numeracy teaching and intervention strategies, providing professional development and in class support, and monitoring student achievement in the early years of schooling. A focus on differentiated quality teaching in literacy and numeracy and targeted intervention strategies has had a great impact on K–2 students' learning this year.

Mrs Sue Sims took leave prior to retirement and will be sadly missed by Ellalong School and community after her years of excellent service to the school. Student numbers entitled the school to a 6th classroom teacher again this year and the school welcomed Miss Abby Lance to the team at the beginning of Term 2. All other positions remained steady.

The school enjoyed the support of an active and generous Parents and Citizens Association, with the purchase of outdoor table/seating and an interactive panel, as well as contributing to the costs of excursions, sporting programs, and visiting performances. Community support and partnerships continued to grow.

We continue on our improvement journey in 2018, and look forward to building on the successes of 2017. Thank you to our dedicated staff, our hard working P&C, the students and the community for their contributions towards excellence at Ellalong Public School.

## School background

### School vision statement

Our vision is for all Ellalong PS students to become:

- successful learners
- confident and creative individuals
- active and informed citizens.

We strive to provide a supportive learning environment where students are challenged to reach their academic, civic and social potential.

Our core PBL (Positive Behaviour for Learning) values of being 'Safe, Respectful, Learners' and our goals of promoting equity and excellence underpin our strategic directions developed by staff, community and students.

### School context

Ellalong Public School, a small rural school, has a dedicated staff committed to providing quality learning programs and opportunities that meet the diverse needs of our students.

Our school population has remained steady at 130 students, 10% identifying as Aboriginal. The staff consists of a teaching Principal, qualified classroom teachers for each of our 6 classes, part-time Librarian and Learning and Support Teacher (LaST), 3 School Learning Support Officers, a Senior Administration Manager and a part-time School Administration Officer. The School Counsellor attends 1 morning per week..

Our focus is on delivering quality learning programs, with explicit teaching of numeracy and literacy being a high priority across all curriculum areas. A strong emphasis is also placed on integrating relevant technology into the classroom.

We demonstrate a strong commitment to student wellbeing. We value and encourage self-discipline, mutual respect and a sense of responsibility through the PBL program (Positive Behaviour for Learning). Participation in a variety of student leadership opportunities, the Kindergarten buddy program and our structured Peer Support program fosters respect for others and the development of responsible citizens. Promoting a healthy lifestyle and participating in a range of sports are also key features of our programs.

The school is an active member of the Cessnock Community of Great Public Schools where, in a partnership of fifteen local public schools, we promote the values of public education, collaborate to meet shared needs and provide a wider range of learning opportunities for students and staff. Our successful transition programs to both Kindergarten and high school utilise the links established in this alliance.

All staff are committed to delivery of an engaging and differentiated curriculum in all classrooms to ensure success for every student.

## 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.

The results of self-evaluation in the School Excellence Framework domain of Learning indicated that Ellalong Public School provides a happy, safe learning environment and a positive learning culture for all students. The staff promote positive wellbeing initiatives through Peer Support and PBL, whilst there is opportunity to develop further skills in school attendance and student social resilience measures. With the introduction of the Early Action for Success (EaFS) program, the highly committed teaching staff have engaged in professional development which has further enhanced

their skills in assessment techniques and differentiated curriculum delivery. Mrs Couper's music and choir program continued and students were able to participate in many sporting events. Our school is currently 'delivering' in value added results. 2017 Year 3 NAPLAN analysis demonstrates improving results in most areas, with Reading almost reaching State DoE Average. Year 5 NAPLAN data has continued to remain steady, with more students achieving expected growth being a focus for the future.

The results of self evaluation in the School Excellence Framework domain of Teaching, indicates our teachers regularly enter and use student performance data to inform their teaching and learning programs. Through EAFS, research and analysis of effective evidence based practices has enabled teachers to improve their own teaching and leadership skills to provide quality programs K–6, with particular emphasis on literacy and numeracy. Data skills and use has been identified as 'sustaining and growing' up from 'delivering' in 2016 reflecting the development of data driven practices within the school. PLAN and NAPLAN data analysis has driven the implementation of Targeted Early Numeracy (TEN) and K–6 writing initiative. Collaborative practice around consistency of teacher judgement has also enhanced teachers' skills and confidence, with the teachers collaborating in an effective and professional manner. In class interventions and the QuickSmart program also assisted teachers to cater for the range of learners in the classroom.

The results of self evaluation in the School Excellence Framework domain of Leading, indicates our school is well regarded by the school community and that they feel involved in school operations. Instructional leadership has developed throughout the year. Staff development processes were less formal and led to the rating of 'delivering' in Performance Management Development. Tell Them from Me student, parent and teacher surveys, as well as a phone survey, were rigorously analysed in Term 4 to inform future planning, resources allocation and professional learning. With the implementation on LMBR and SAP Finance, the schools financial resources were preserved somewhat during the change-over period, resulting in a balance carried forward for 2018 operations. The leadership team communicates effectively to ensure the organisational structures continue to function effectively and meet student needs, legislative requirements and obligations.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## Strategic Direction 1

Deliver quality teaching and learning programs to equip students with necessary skills to be successful 21st century learners

## Purpose

To provide students with differentiated, engaging and multimodal learning programs and experiences to support them in achieving success in literacy and numeracy.

## Overall summary of progress

Throughout 2017 staff professional learning focussed around delivering quality teaching through the use of formative assessment linked to the continuums to monitor and track student progress. Collaborative data meetings occurred with K–3 staff in five weekly intervals to ensure Consistency of Teacher Judgment (CTJ), and data was recognised as more accurate than previous years. Teaching staff developed skills in using continuum data to guide differentiated teaching and targeted interventions for students with identified learning needs. Teachers are seeking and responding to the assessment data of their class. The staff were given a brief opportunity to explore the Learning Progressions.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• Growth for all students in NAPLAN results from Year 3 to Year 5.</li></ul>	SLSO 16hrs pw to deliver programs.	Numeracy: All Year 5 students experienced growth, however only 37% experienced expected growth.  Writing: 55% students achieved expected growth or above. 65% students achieved expected growth or above in Grammar and Punctuation.
<ul style="list-style-type: none"><li>• All students achieving at least 1 year's growth on the literacy and numeracy continuum each year.</li></ul>	<ul style="list-style-type: none"><li>• Low level adjustment disability (\$15000)</li><li>• Integration funding (\$60000)</li></ul>	100% of K & Yr1 students achieved expected cluster or beyond in EAS, plus 91% of Year 2 students.  84% (K), 70% (Yr1) and 82% (Yr2) of students achieved expected cluster or beyond in Reading Texts.  58% (K), 47% (Yr1) and 37% (Yr2) students achieved expected cluster or beyond in Writing.  The % of students achieving state average growth in Numeracy Year 3–5 moved closer to the state average.

## Next Steps

The school will continue to invest in professional learning developing and enhancing the capacity of staff to collect and use data effectively to support quality teaching practices. School-wide (K–6) data collection systems will be explored (SENA and Reading Levels) and systems that target support towards areas of need. The success of the Instructional Leadership model implemented in 2017 will be expanded upon in the 2018–2020 school plan to include another interventionist in classrooms every morning. The implementation of Learning Progressions will require professional learning and collaboration for consistency of teacher judgement and staff familiarity with PLAN2 software.



## Strategic Direction 2

Develop and enhance quality teaching and leadership

### Purpose

To promote, build and sustain professional learning of all teachers and leaders through accessing current pedagogy and collegial consultation and feedback.

To develop each teacher's skills to promote and ensure high quality, effective teacher performance that improves student learning outcomes.

### Overall summary of progress

As a result of professional learning, K–2 teachers are supported by the Instructional Leader to use five weekly data collection meetings to collaboratively determine student learning priorities, gauge success of teaching, and therefore the professional learning goals of each individual staff member. This has formed part of the performance development processes in place for all staff. Teachers have engaged in professional learning in Targeted Early Numeracy (TEN), formative assessment and research informed pedagogy. End of year K–2 continuum data indicates a higher level of achievement in 2017 when compared to 2016 data.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• The school leadership team demonstrates instructional leadership, promoting and modelling effective, evidence-based practice.</li><li>• Professional dialogue, programs, assessment tasks and rubrics reflect changes to pedagogy and curriculum</li></ul>	<ul style="list-style-type: none"><li>• Instructional Leadership (EAfS funded) 2 days a week.</li><li>• Interventionist 2 days per week (0.4 Teacher RAM Funded)</li><li>• QTSS 0.084</li></ul>	<ul style="list-style-type: none"><li>• Student reports are written in language consistent with continuum data and syllabus outcomes.</li><li>• Data is collegially collected to ensure accuracy and agreed methods for data collection occur K–3.</li><li>• Data informs priorities and teaching in the classroom.</li></ul>

### Next Steps

The school will continue to invest in professional learning that builds teacher capacity to achieve the improvement measures in the 2018–2020 School Plan. The Professional Development Plan process will become more formalised, with a greater emphasis being placed on the measurable impact on student results achieved by the teacher. Emphasis will initially be placed on developing staff familiarity in the use of PLAN2 and Learning Progressions.

### Strategic Direction 3

Develop strategic community learning partnerships

#### Purpose

To improve community engagement that builds and enhances a positive school culture resulting in effective communication and partnerships.

#### Overall summary of progress

During 2017 community partnerships continued to grow and be a focus for Ellalong Public School leaders and staff. Gathering and acting on feedback from the community through the Tell Them From Me surveys and school based Customer Satisfaction Survey led to improved school to home communication methods. Advanced notice of events and community support led to significant numbers attending school events. Survey results also indicated a high level 'sense of community' within the school. Community involvement in school events and P&C fundraisers / events remained strong, whilst community involvement in school decision making continues to be a focus. School Assessment Tool results indicated growth from 'developing' to 'building' in the domains of communication, connecting learning at home, and building community and identity.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• School rating improves to 'building' or 'sustaining' on all seven dimensions of the School Assessment Tool – Reflection Matrix</li><li>• Increased number of parents attending parent/teacher interviews, P&amp;C, assembly and community events/fundraisers.</li></ul>	SAO support in office x2 days per week.	<ul style="list-style-type: none"><li>• School Assessment Tool – Reflection Matrix ratings indicated growth from 'developing' to 'building' in the domains of 'communication', 'connecting learning at home', and 'building community and identity'.</li><li>• Community attendance at school based events was observed to be approximately steady to slightly better than previous years.</li><li>• Community support of school fundraisers and P&amp;C initiatives remained strong.</li></ul>

#### Next Steps

In 2018 the school will seek to develop teacher / parent relationships by creating opportunities for staff to connect with parents in formal and informal settings earlier in the year. Staff will seek to regularly ensure that parents are kept informed of their child's academic, social and emotional progress through clearly written reports. PLAN 2 software reporting functions will be investigated.

The school will also seek to develop school / home partnerships by proactively seeking and responding to feedback from the community to improve school programs and events. The use of Facebook will be expanded and the school will investigate engaging ways of sharing the schools news, always seeking to embed positive school messaging. The P&C will elect parent representatives to become involved in planning and evaluation on a regular basis.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$15303  In class support 2 days x 10 weeks  Cultural infusion performance and workshop \$2000	<ul style="list-style-type: none"> <li>• In-class support to Aboriginal students 2 days per week for 10 weeks had no notable improvement on students achievement.</li> <li>• Cultural infusion was well received by the school and community who reported a willingness to participate in other performances into the future.</li> </ul>
<b>English language proficiency</b>	N/A	
<b>Low level adjustment for disability</b>	<ul style="list-style-type: none"> <li>• \$41 446</li> <li>• Interventionist support 2 days per week for the year.</li> <li>• SLSO 18 hours per week QuickSmart Intervention program.</li> </ul>	<ul style="list-style-type: none"> <li>• Data analysed and used for future planning, including classroom teaching and targeted interventions.</li> <li>• 8 students completed the QuickSmart program throughout the year.</li> </ul>
<b>Quality Teaching, Successful Students (QTSS)</b>	0.084 FTE Allocation	Teachers were supported by leaders to analyse data to inform differentiated teaching practices.
<b>Socio-economic background</b>	\$109 677  0.4 RAM Teacher Interventionist  0.2 Teacher Music	<ul style="list-style-type: none"> <li>• Releasing executive and Instructional leader to develop and deliver quality professional learning and demonstrate best-practice instruction has resulted in raising student achievement in writing and staff skills in data analysis.</li> <li>• Teacher surveys confirm a deeper knowledge and understanding of differentiated and data informed teaching practices.</li> <li>• Student progress on continuums is monitored.</li> <li>• Improvement in student engagement–anecdotal,</li> </ul>
<b>Support for beginning teachers</b>	\$13377 Beginning Teachers Support Funding	<ul style="list-style-type: none"> <li>• Beginning Teachers Support Funding provided additional release, allowing mentoring support and providing time to meet accreditation requirements.</li> </ul>



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	56	61	54	59
Girls	48	55	64	73

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	93.2	92	94.6	93.1
1	93.3	91.7	90.7	92.1
2	93.6	91.6	93.9	92.7
3	94.8	92.4	91	90.5
4	93.3	94.1	91.4	92.2
5	92.6	91.3	94.3	93.9
6	94.8	91.1	92.1	94
All Years	93.5	91.9	92.4	92.6
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

Student absences are tracked using Sentral Attendance, with a weekly upload into EBS. Notes explaining absence, or a phone call to the school office, are required on return to school. Students who have unexplained absences are sent an SMS on the day of absence and have reminder letters sent home the day they return to school. In cases of repeated absences or regular lateness the principal may contact parents by phone or request an interview. The Home School Liaison Officer (HSLO) helps monitor and manage absences.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	4.59
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.3
Teacher Librarian	0.2
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.61
Other Positions	0

\*Full Time Equivalent

There were no Indigenous staff members in 2017.

### 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	0

### Professional learning and teacher accreditation

At Ellalong School, all staff demonstrate personal responsibility and commitment for maintaining and developing their professional standards and accreditation. Aligning with the school's strategic goals, a significant amount of professional learning was undertaken by staff in 2017. All teachers were trained in Targeted Early Numeracy (TEN) and attended in school professional training on continuums and data informed practice. Teachers also engaged in additional individual learning from their Performance and Development Plan which identified personal professional learning goals.

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

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

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

Receipts	\$
<b>Balance brought forward</b>	<b>102,326</b>
Global funds	75,494
Tied funds	135,277
School & community sources	43,800
Interest	1,559
Trust receipts	7,435
Canteen	0
<b>Total Receipts</b>	<b>263,565</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	13,993
Excursions	14,695
Extracurricular dissections	5,916
Library	2,335
Training & Development	4,380
Tied Funds Payments	112,085
Short Term Relief	6,145
Administration & Office	27,594
Canteen Payments	0
Utilities	12,398
Maintenance	3,733
Trust Payments	7,435
Capital Programs	46,085
<b>Total Payments</b>	<b>256,793</b>
<b>Balance carried forward</b>	<b>109,098</b>

	2017 Actual (\$)
<b>Opening Balance</b>	<b>0</b>
<b>Revenue</b>	<b>291,738</b>
Appropriation	277,733
Sale of Goods and Services	0
Grants and Contributions	13,860
Gain and Loss	0
Other Revenue	0
Investment Income	145
<b>Expenses</b>	<b>-162,272</b>
Recurrent Expenses	-162,272
Employee Related	-114,195
Operating Expenses	-48,078
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	<b>129,466</b>
<b>Balance Carried Forward</b>	<b>129,466</b>

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

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

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

## Financial summary equity funding

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

	2017 Actual (\$)
<b>Base Total</b>	<b>874,742</b>
Base Per Capita	18,034
Base Location	3,660
Other Base	853,049
<b>Equity Total</b>	<b>166,426</b>
Equity Aboriginal	15,303
Equity Socio economic	109,677
Equity Language	0
Equity Disability	41,446
<b>Targeted Total</b>	<b>73,790</b>
<b>Other Total</b>	<b>72,277</b>
<b>Grand Total</b>	<b>1,187,235</b>

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

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

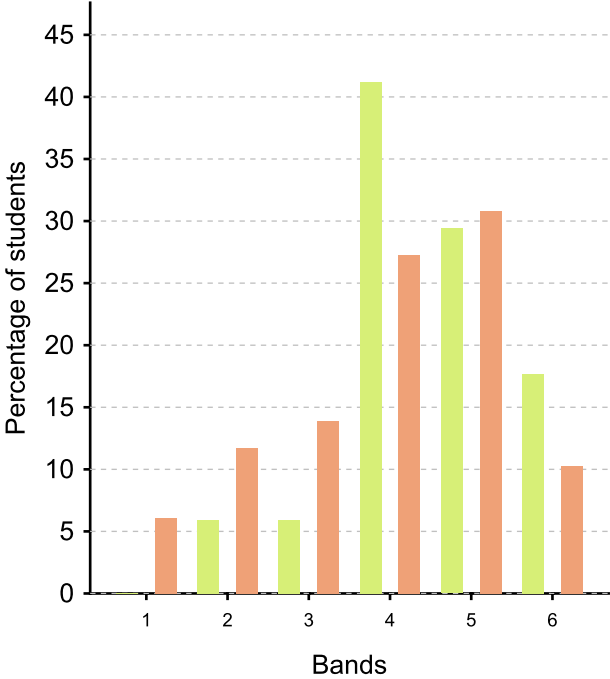
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

At Ellalong PS in Year 3 in 2017 no students were below the NMS (national minimum standard) for reading, writing or spelling, which is the same as 2016 and an improvement from the previous 2 years (18%). Year 3 Reading data indicated above DoE State Average achievement. Year 3 Writing data indicated improvement towards State Average and an upwards trend. Year 5 Reading results were slightly down on

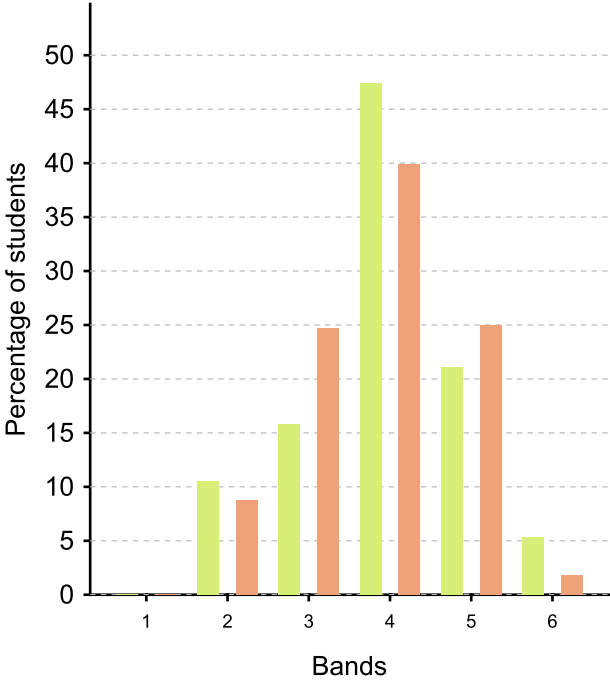
2016 data, whilst Year 5 Writing results were slightly up compared to 2016 results.

Percentage in bands:  
Year 3 Reading



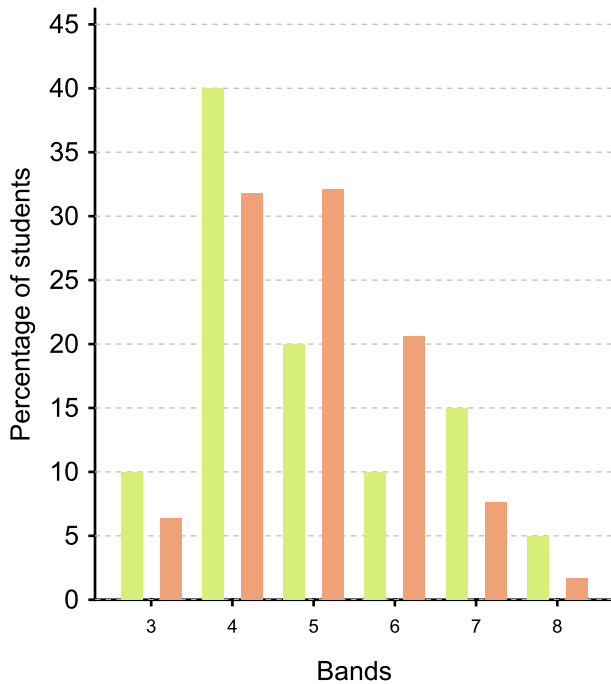
Percentage in Bands  
School Average 2015-2017

Percentage in bands:  
Year 3 Writing



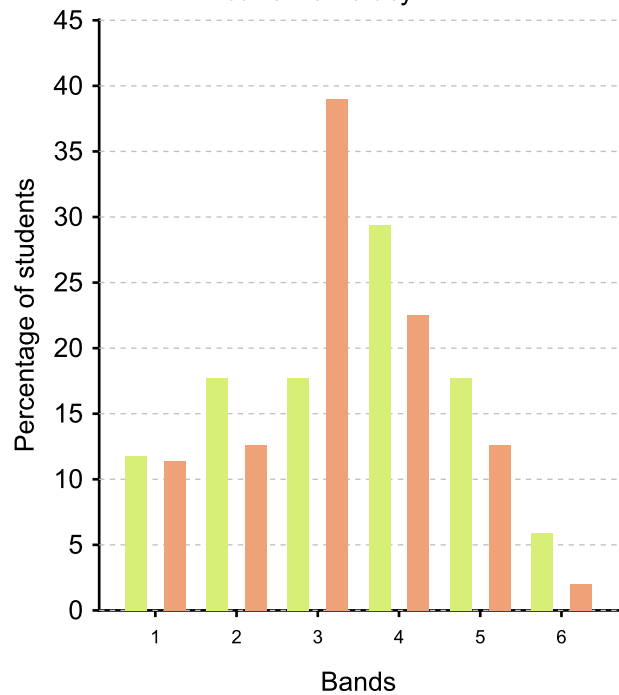
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 5 Reading



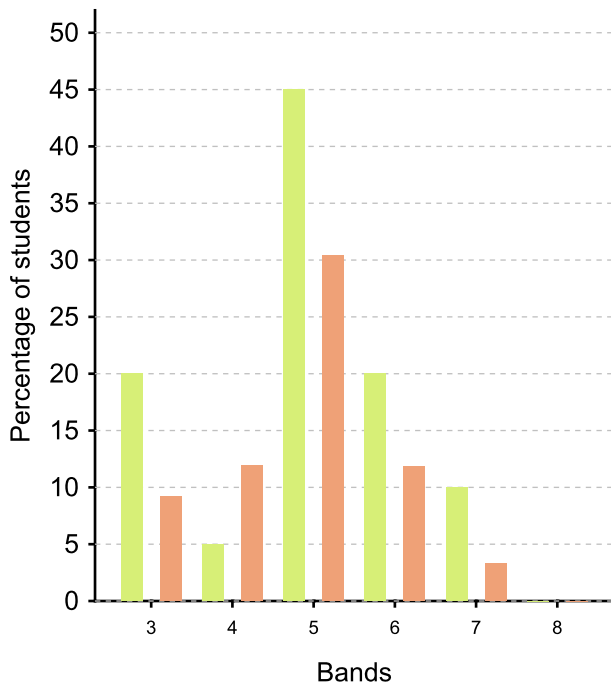
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 3 Numeracy



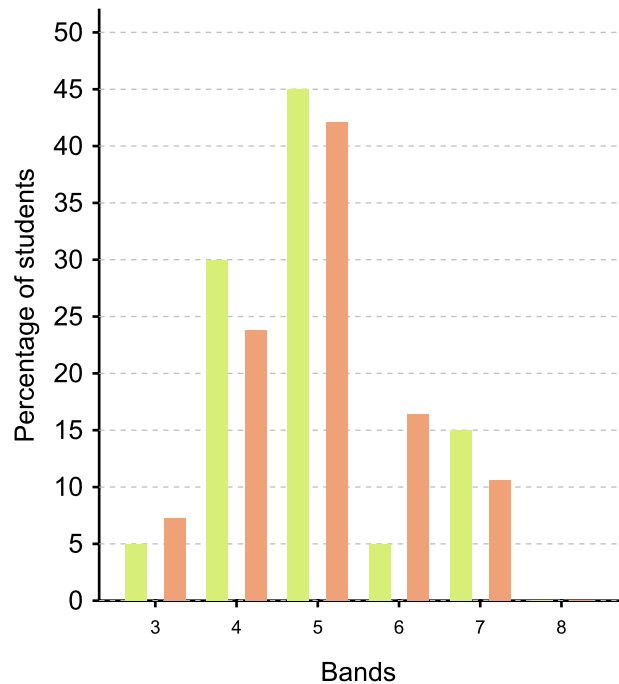
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 5 Writing



Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2015-2017

At Ellalong PS in Year 3 Numeracy, 12% scored below the NMS. In Year 5, 10% were below NMS for reading and 5% for numeracy. Year 3 Numeracy data indicated improvement towards State Average and an upwards trend. Year 3 Numeracy results indicated improvement on 2016 results, however the gap between school and State achievement remained the same. Year 5 Numeracy results declined on 2016 results.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

In accordance with the **Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes**, schools are required to report their student performance for the top two NAPLAN bands in reading and numeracy.

In 2017, 47% of Year 3 students achieved results in the top 2 bands in reading. This continues an upward trend in Year 3 results over the last three years.

In Year 3 numeracy 23.5% achieved proficiency (top 2 bands) which is an improvement from 2016.

In Year 5, 20% of students scored in the top 2 bands in reading. 15% achieved proficiency in numeracy.

There were 4 Indigenous Year 3 students and 2 Indigenous Year 5 students who sat NAPLAN in 2017.

## Parent/caregiver, student, teacher satisfaction

Parent surveys indicated the following strengths.

- Accessibility of teachers / principal to speak with.
- School communications are in plain language.
- Teachers encourage children to do their best.
- There are clear rules for behaviour and expectations.
- Children feel safe at school.
- The school provides formal and informal opportunities to discuss children's needs.
- Communicating school news through social media and newsletters.
- The school has created a positive environments / atmosphere.
- Students are generally positive, helpful and respectful.
- The school has a good name in the community.

Parent surveys indicated the following opportunities.

- Being informed by the teacher about their child's behaviour / progress / social emotional development / opportunities.
- Additional extra curricular activities.
- Dealing with behaviour issues and bullying in a timely manner and implementing preventative strategies.
- Fostering positive friendships between students.
- Reporting on student progress / achievement in a regular way.

Student survey indicated the following results.

- We are at (girls) and 10% above (boys) the state responses for participation in sports.
- We are 12% below state participation in extra curricular activities.
- Boys indicated a 'sense of belonging' equivalent to the state norm, whilst girls were 5% below.
- Students have friends at school they can trust and who encourage them to make positive choices. (15% below state norm)
- Students believe that schooling is useful in their everyday life and will have a strong bearing on their future. (19% below state norm boys only)

- Students do homework for their classes with a positive attitude and in a timely manner. (16% below state norm girls, 41% boys)
- Students are interested and motivated in their learning. (8% below girls, 40% below boys)
- Students are subjected to physical, social, or verbal bullying, or are bullied over the internet. (girls on average, boys 22% below average – good thing)
- Students feel they have someone at school who consistently provides encouragement and can be turned to for advice. (Moderately above average)
- Students feel teachers are responsive to their needs, and encourage independence with a democratic approach. (Moderately above average)
- The school staff emphasises academic skills and hold high expectations for all students to succeed. (Just above average)

Staff survey indicated the following strengths:

- School leaders have helped me establish learning goals, monitor student progress and create a safe and orderly school environment.
- Working with other teachers on common learning opportunities / strategies to increase student engagement / learning problems of particular students.
- Other teachers sharing their student learning goals with me and giving feedback on my teaching.
- Monitor the progress of students / set high expectations / discuss lesson learning goals / students become engaged.
- Assessments help me understand where students are having difficulty / concepts need to be taught again.
- Linking knowledge to previously mastered skills and knowledge and identifying unproductive learning strategies.
- Clear behavioural expectations and understanding / including special needs students.

Opportunities:

- School leaders have taken the time to observe my teaching.
- Other teachers sharing their student learning goals with me and giving feedback on my teaching.
- Giving written feedback on their work.
- Provide graded work samples / providing feedback on how to improve their performance on formal assessment tasks.
- Setting challenging learning goals and being clear about what they are expected to learn.
- Students use of technology
- The use of IEP's for students with special learning needs / helping low performing students plan assignments / providing specific feedback.
- Strategies to engage parents in their child's learning / share and review their child's work / regularly inform parents of their child's

# Policy requirements

## Aboriginal education

The Hunter Valley is home to a number of sites significant to Aboriginal heritage testimony to a rich local Aboriginal history. The whole school celebrated NAIDOC week with art, storytelling and writing activities.

We are committed to providing an Aboriginal perspective across the curriculum. In Human Society and Its Environment (HSIE) units, activities include traditional stories, art and history with an Aboriginal perspective. PLPs (personal learning plans) are developed for all Aboriginal students.

Hearing and health screenings for Aboriginal students was carried out by Wonai Wareya, Hunter New England Health.

The original custodians of the land are acknowledged at all formal assemblies and community events.

## Multicultural and anti-racism education

On Harmony Day students participated in a number of activities celebrating the diverse nature of the Australian people. Activities aimed at raising awareness of other cultures and the benefits of living in a multicultural society. Studies about other lands, cultures and beliefs were undertaken by classes in different stages. The school has an Anti-Racism Coordinator who is trained to support students in the event of any race oriented issues. There were no complaints in 2017. Our strong values, culture and programs that are embedded in our day to day school life continue to support our students in being respectful, inclusive and tolerant citizens.