

Blayney Public School

Annual Report



2018



1260

Introduction

The Annual Report for 2018 is provided to the community of Blayney 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.

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Principal

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School background

School vision statement

Blayney Public School is a reflective and responsive school offering a diverse range of educational opportunities that promote the development of confident, well equipped citizens who have a positive attitude towards continued learning and an active concern for the world.

School context

Blayney Public School, with an enrolment of 312 students, is located in the central west of NSW.

Our school is a growing school community which currently has 39 ATSI students and 7 students from multicultural backgrounds. Blayney Public School had a relatively transient school population, with a high turnover of students between Kindergarten and Year 6 but despite this maintains a fairly stable enrolment of students.

The school has a very supportive community. Employment opportunities in the area have resulted in large number of parents who are shift workers.

Blayney Public has a highly motivated staff dedicated to providing quality educational opportunities to our students. The school prides itself on the wide range of activities in which students are able to take part. The school is committed to delivering progressive education through innovative programs in literacy and numeracy and the continuous implementation of state-of-the-art technology.

Blayney Public School is a proud member of the Heritage Country Schools and an active member of the pre2 learning community.

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 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 that the school was consistent with evidence presented against the School Excellence Framework, with the school being validated in the External Validation process across the three domains and consistent with evidence presented and validated using the School Excellence Framework in thirteen of the fourteen elements.

Blayney Public School prides itself on its strong community ties and the importance of sharing our success. The current school plan (2018– 2020) was devised in consultation with staff, parents and community via staff meetings, parent surveys and Parent Club meetings. In focus groups, staff reflected on the School Excellence Framework to complete the self-evaluation process.

Using suggested evidence from the self-evaluation process, the executive team developed seven key programs to demonstrate Blayney Public School's commitment to Teaching, Learning and Leading. The seven programs include; Quality Literacy, Quality Numeracy, Wellbeing, Student Co-curricular Programs, Community Engagement, Professional Learning Communities and School Systems. Staff identified data sources that best related to the elements and descriptors of the School Excellence Framework. The leadership team appraised data sources using a graphic organiser in order to categorise evidence into appropriate programs. The staff provided feedback to the leadership team offering additional sources of school-based evidence.

In the domain of **Learning** in the School Excellence Framework, the results of the self-evaluation process indicate Blayney Public School is Sustaining and Growing. Across five of the six elements we were rated as Sustaining and Growing. Student Performance Measures rated as Delivering.

The strong performance of the school in creating a positive and productive learning culture amongst staff and students

has been a feature of our progress. There is a school-wide collective responsibility for student learning with high engagement from students, staff and parents. The fundamental importance of wellbeing is providing an outstanding way to build a culture of trust, respect and valuing of each other. The results have been evident in the way that students are relating to each other and, importantly, in the increased engagement of students in learning. Attention to individual learning needs has been another component of our progress throughout the year. Students with high learning needs are being identified early and their parents are increasingly involved in planning and supporting the learning directions for them. We have also successfully provided for the strong participation and contribution of our Aboriginal community in learning at the school. The school is developing explicit processes to collect, analyse and report internal and external student and school performance data and is aware of trends in students' achievement levels. The school's value added results have shown considerable improvement over the last three years.

Staff have recognised that further improvement can be achieved in the element Assessment and Reporting in the Learning Domain. Further sharing of student performance data with community and actively engaging parents more openly to support improvements in learning will be a target. Planning for 2019 will include a more current, rigorous assessment cycle that regularly monitors and tracks student learning with greater transparency. Staff will be trained to use internal and external data sources for deeper analysis. A focus on students using feedback to reflect on their learning will also be included. Student learning goals will link to progressions and technology will be embedded in our learning culture and integrated across all Key Learning Areas.

Overall, in the domain of **Teaching** in the School Excellence Framework, the results of the self-evaluation process indicate Blayney Public School is Sustaining and Growing. Across all of the four elements we were rated as Sustaining and Growing.

Our major focus in the domain of **Teaching** has been on high quality teaching and leadership. With the recent appointment through merit selection of two permanent Assistant Principals an important opportunity has been provided to staff members in relation to planning teaching and growing as a team in each of our stages and across the local network of schools. The use of technology for learning, the importance of data analysis to inform decision-making, the growing of teaching practice through the introduction of classroom observations, reflections and feedback, and the development of expertise in vital literacy and numeracy programs and in new syllabuses, all highlight a teaching culture that is moving student learning to a new level. Importantly, staff are developing our own evidence based practice through their reflections and evaluations of our collective work.

Staff have recognised that further improvement can be achieved particularly in the element *Data Skills and use and Learning and Development* stated in the Teaching Domain. We feel a more explicit understanding of data literacy concepts coupled with assessment for learning strategies will be a relevant target for improvement in teaching. Teachers will undertake professional learning in collecting and analysing data to evaluate the effectiveness of their own teaching practices and student improvement. The focus on evidence based research utilising documents like "What Works Best: Evidence Based practices to Help Improve NSW Student Performance" and "Collaborative Expertise" and "Authentic Collaboration" will also be a focus.

A strong connection with the Pre 2 and the Heritage Network will ensure that teachers collaborate with staff in other schools to share and embed good practice.

Overall, in the domain of **Leading** in the School Excellence Framework, the results of the self-evaluation process indicate Blayney Public School is Sustaining and Growing. Three of the four elements we rated ourselves as Sustaining and Growing whilst a self-evaluation of the element, Management Practices and Processes proved that we were Excelling in this area.

In the domain of **Leading**, strong, strategic and effective leadership has enabled a school wide culture of shared responsibility and high expectations. The consistency and effectiveness of implementation of our key strategic directions throughout the past three years has been due to a strong foundation of leadership capacity building across the school and our Community of Schools. This approach recognises that leadership development is central to the achievement of school excellence. The leadership team has been successful in leading the initiatives outlined in this submission and our School Plan as well as recognising and building the capabilities of all staff to create a dynamic school learning culture within our school community.

Staff have recognised that further improvement can be achieved in the element School Planning, Implementation and Reporting and Management Practices and Processes stated in the Leading Domain. We plan to use research, evidence based strategies and innovative thinking when designing our next School Plan. Staff will work collaboratively to help address our strategic directions and meet agreed improvement measures. School Plan priorities and practices will be embraced by students, staff and community with progress regularly communicated. We aim to continue to strengthen our community partnerships by utilising the knowledge, skills and expertise within our Indigenous community.

The leadership team at Blayney Public School is strong and will continue to focus on continuous improvement of teaching and learning to ensure students are taught by high performing teachers that are recognised through the accreditation process.

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

Quality Learning

Purpose

To extend each students potential in the areas of literacy and numeracy and equip them with the necessary skills to make informed contributions as responsible, respectful citizens and leaders. Teachers work in partnership with parents in understanding every child's individual capabilities to plan meaningful, rich and engaging learning experiences.

Quality learning experiences, along with positive, respectful and caring relationships will contribute to an inclusive learning culture that supports all aspects of student wellbeing.

Overall summary of progress

Throughout 2018 all staff have engaged in Professional Learning and conversations, shared learning, skills, knowledge and understanding from targeted professional development with others. There has been a particular focus on improving teaching methods in Literacy and Numeracy as stated in our School Plan. Focus on reading introduced and reinforced strategies for developing comprehension skills (Super 6 Strategies) identified in NAPLAN and PAT testing as restricting student reading and learning across all KLAS. Vocabulary and communication has been identified in school data as an area for future development across the school. Focus On Reading Stage 2 and 3 and L3 in Stage 1 developed skills and strategies for staff to use to improve vocabulary understanding, in written and visual texts facilitating improvement across all areas of Literacy. Seven Steps Writing professional learning and implementation showed not only an improvement in writing skills across the school but also an increased engagement and enthusiasm in staff and students. Early Stage 1 and Stage 1 staff and students benefited from Instructional Rounds or the implementation of TEN. The evidence from L3 demonstrates that teachers share learning, skills, knowledge and understanding from targeted professional development with others. It conveys our particular focus on improving teaching methods through professional development as stated in our School Plan. Our professional learning agendas and activities are focused on building teachers' understandings of effective teaching strategies and improving outcomes for students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the proportion of students achieving at or above state level in Literacy and Numeracy.	Stage meetings	The proportion of students achieving at or above state levels improved slightly during 2018, however engagement and enthusiasm for writing and comprehension improved greatly due to programs such as Seven Steps Writing and Instructional Rounds that fully engaged both staff and students.
Raise expectations and students opportunities in curricula and extra curricula activities.	Allocation of playground duties to support extra activities. e.g. choir, dance and sporting teams. Support funding of Band.	Enrich Them" Stage 2/3, Ten ES1 and S1 maths, shared programming, Student engagement increased and assessments showed improved outcomes for students selected to monitor. A wide variety of extra curriculum activities were available to all students.
Increase instances of positive behaviours.	Coaching and Professional training \$7,500 Program implementation \$3,000 Socio Economic \$1,320	Student positive behaviour has been increased through The whole school introduction of the PBL program (True Blue), Professional learning related to positive behaviour by all staff, Structured lessons based on data collected through Prep, assembly awards, principal's awards and tracking on Sentral. Support coaching between staff members. Prep

Next Steps

To develop and deliver quality student centred and self-regulated learning experiences which enable students to understand how they learn and to set and achieve SMART goals. Seven Steps Writing will continue to develop teacher confidence in the teaching of writing, whilst Instructional Rounds will focus on developing Thinking Skills and questioning to allow students to understand how they learn and develop new learning skills. Blayney Public School has sought evidence and opinions of students and teachers via a variety of tools including surveys and focus groups to assess

student engagement in Literacy and Numeracy.

To continue opportunities made available in 2018 and add to these through consultation with staff, students and parents for 2019

To follow through with PBL training for all new staff and add to skills and programs through following and extending the Training process for PBL in 2019

Strategic Direction 2

Quality Teaching

Purpose

Teachers demonstrate personal responsibility for improving their pedagogical practice both collaboratively and individually. Staff demonstrate high levels of professionalism and commitment to provide engaging opportunities for students that are evidence based. Teachers show an individual and shared responsibility for students and staff improvement.

Overall summary of progress

Teachers have demonstrated personal responsibility for improving their pedagogical practice both collaboratively and individually. They demonstrated high levels of professionalism and commitment to provide engaging opportunities for students that are evidence based, using L3, Seven Steps of Writing and Instructional Rounds. Staff showed an individual and shared responsibility for students and staff improvement. They familiarised themselves with student progress in writing on the continuum and collected baseline data in Literacy and Math to calculate cluster percentages.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased use of evidence-informed practice by all teachers.	Seven Steps of Writing \$8000 L3 Training \$6012	Clusters percentages and work samples are showing student growth in writing areas. All students have demonstrated an understanding of the focus areas, some working on Instructional Rounds goals of Got It Plus goals. There is evidence of evaluative thinking in classrooms during observations and stage meeting discussions.
Improved collaboration and learning culture.	Instructional Rounds Start Up \$18,000	Work collaboratively to maintain accurate records, documentation and assessment data in order to evaluate and adjust their teaching strategies, to maximise impact on student learning.
Staff to monitor and be responsive to data to inform learning.	Instructional Rounds Release \$25,000	Staff have tracking systems in place to monitor student growth; documentation of LaST data; professional learning plans established and maintained; evaluative feedback through anecdotal evidence and surveys; NAPLAN data (term 3); PLAN data (every 5 weeks); teacher, parent and student TTFM surveys/Internal surveys ; lesson plans/teaching programs (each term) ; classroom observation data ; teacher reflection

Next Steps

Evidence based teaching practices are continually refined through collaboration in order to improve literacy and numeracy results. The use of data collection and collaborative evaluation is an embedded practice to inform decisions, interventions and initiatives in literacy and numeracy. The structures are in place and there are regular meetings and opportunities to collaboratively plan, reflect, improve and deliver evidence informed pedagogy. Systems are embedded where teachers make informed and consistent judgements about students growth based on deep knowledge and understanding of the learning progressions.

Strategic Direction 3

Real World Connections

Purpose

Promoting and nurturing a culture of excellence by providing supportive, challenging and engaging learning experiences in partnership with our parents/carers and local community in order for our students to become active, informed citizens.

Overall summary of progress

We have continued to promote and nurture a culture of excellence by providing supportive, challenging and engaging learning experiences in partnership with our parents/carers and local community in order for our students to become active, informed citizens. Students were provided additional opportunities through our 'Extend Them' program which focused on coding and virtual reality. Our SRC continued to grow and build leadership within our students, through our Leaders Conference, school responsibilities and enabling a strong student voice.

Parents and community workshops on literacy, positive parenting and cyber bullying, as well as open classrooms, continued to build a supportive and strong relationship to improve student outcomes.

Our strong transition program with local child care centres and preschools, ensured that students and parents were familiar with our school and enabled a supportive transition.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased student opportunities or participation of community in school learning.	Teacher 1 day/week Tms 2–4 Teacher – 2 days (Preparation & Workshops)	Extend them Parent workshops Executive attending Parent Club meeting
Improved student attendance rates.		100% attendance awards Individual attendance plans implemented as required
Increase levels of student engagement.	\$20000	Technology – 5 laptops per class Choir – Heritage Schools workshops Band – Heritage School Workshops Increased leadership opportunities in particular for SRC

Next Steps

Continue to provide parent workshops that address areas identified in the parent survey.

Continue to extend student opportunities and build current practices.

Build communication strategies within the community

Promote and extend the Parent Club to increase information, including building knowledge of learning within the meeting, sharing data and policies.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$28773	<p>All students have personalised Learning Plan (PLP) and are making progress across the literacy and numeracy continuums.</p> <p>The development of Individual student programs, their implementation and employment of support staff.</p>
English language proficiency	\$2019	<p>Employment of staff to provide individual programs.</p>
Low level adjustment for disability	0.9 Staffing \$38018	<p>Students with low level support needs have been supported within the classroom by employed SLSO's to support small group and individual programs.</p> <p>Teachers have been supported in personalising learning and using accommodations and adjustments to improve student outcomes.</p> <p>The school used the Nationally Consistent Collection of Data (NCCD) to engage teachers in meaningful professional dialogue about how to cater for the varied needs of students in their classes.</p> <p>Individual Learning Plans developed in consultation with parents, students and teachers.</p> <p>A speech pathologist has been employed and individual programs implemented to support identified students.</p>
Quality Teaching, Successful Students (QTSS)	\$55284	<p>Teacher mentoring, lesson observations and team planning opportunities to enable collaborative practices which allow teachers to jointly plan and observe other lessons when negotiated.</p> <p>Effective mentoring and leadership practices provided constructive feedback to individual teachers on lesson delivery, programming, assessment and classroom management. All teachers received support with accreditation processes and the new Performance and Development Framework within their stage teams.</p>
Socio-economic background	\$131680	<p>Improved access to quality research based pedagogies through the training and implementation of Language, Learning and Literacy (L3), Focus on Reading (FoR), TEN, Instructional Rounds and Stage network days including teacher professional training and resources.</p> <p>Employment of staff to provided individual programs and implement support and extension programs for students across the school.</p> <p>Increase student access to technology and educational resources and programs.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	150	158	166	162
Girls	122	135	134	139

Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.2	93.5	93.9	93.2
1	93.1	94.3	93.4	93.1
2	92.4	94	94.6	93.7
3	94.4	95	94.5	92.8
4	93.4	95.4	94.8	94.2
5	94.5	94.7	95.1	92.7
6	95.3	93.7	93.6	94.5
All Years	93.8	94.3	94.2	93.5
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Schools, in partnership with parents, are responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff, as part of their duty of care, monitor part or whole day absences.

The school works with parents to ensure children regularly attend school by taking measures to resolve attendance issues and providing clear information regarding attendance requirements.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	12.7
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.8
School Administration and Support Staff	4.87

*Full Time Equivalent

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

Blayney Public School enjoys a close working relationship with the local Bathurst Aboriginal Education Consultative Group (AECG). One member of staff at Blayney Public School identifies as indigenous

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	25

Professional learning and teacher accreditation

Significant amounts of professional learning were undertaken by Blayney Public School to support the implementation of staff Personal Development Plans as well as the implementation of our School Plan.

100% of staff were engaged in professional learning initiatives throughout 2018. Expertise within the pre2 schools as well as from within Heritage Country Schools were used to support staff in professional learning. Professional Learning activities in 2018 included:

- Code of Conduct
- Child Protection Update & CPR training
- Anaphylaxis awareness
- National School Improvement Tool
- Numeracy Continuum
- Planning for Literacy and Numeracy (PLAN)
- Language, Learning and Literacy (L3)
- Focus on Reading (FoR)

- Online Speech, Language and Communication Needs
- Reading Recovery
- Extend Them
- Instruction Rounds
- 8 ways pedagogy
- Seven Steps to writing

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	197,839
Revenue	3,245,792
Appropriation	3,121,862
Sale of Goods and Services	483
Grants and Contributions	120,335
Gain and Loss	0
Other Revenue	0
Investment Income	3,112
Expenses	-2,962,919
Recurrent Expenses	-2,962,919
Employee Related	-2,609,827
Operating Expenses	-353,092
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	282,873
Balance Carried Forward	480,712

The leadership team effectively allocates operational funds and plans processes to address school strategic directions and meets identified improvement priorities.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	2,200,229
Base Per Capita	60,173
Base Location	16,411
Other Base	2,123,646
Equity Total	294,191
Equity Aboriginal	28,773
Equity Socio economic	131,680
Equity Language	2,019
Equity Disability	131,720
Targeted Total	419,999
Other Total	99,241
Grand Total	3,013,662

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

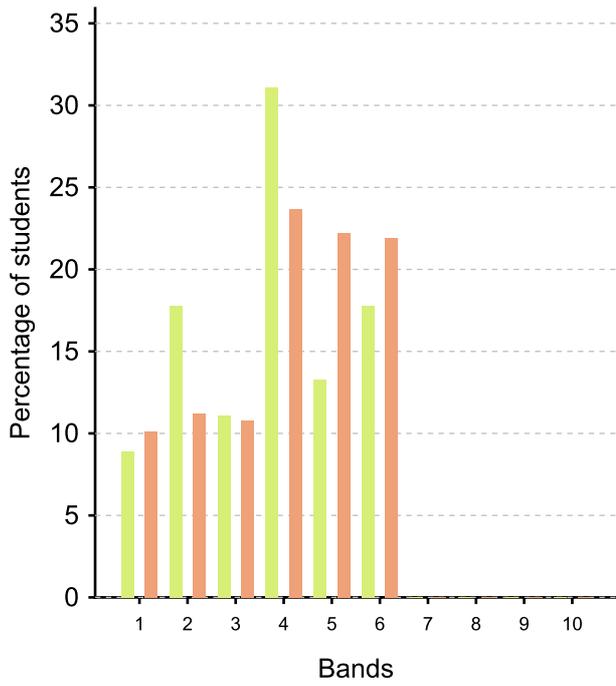
NAPLAN –Literacy

Premier's Priority Results in the Top 2 Bands

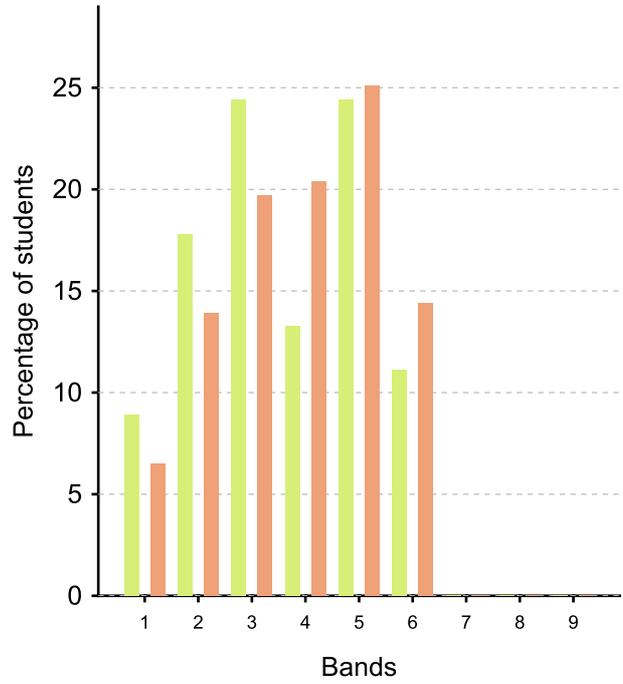
Yr 3 Reading 2018– 42.2%

Yr 5 Reading 2018–25%

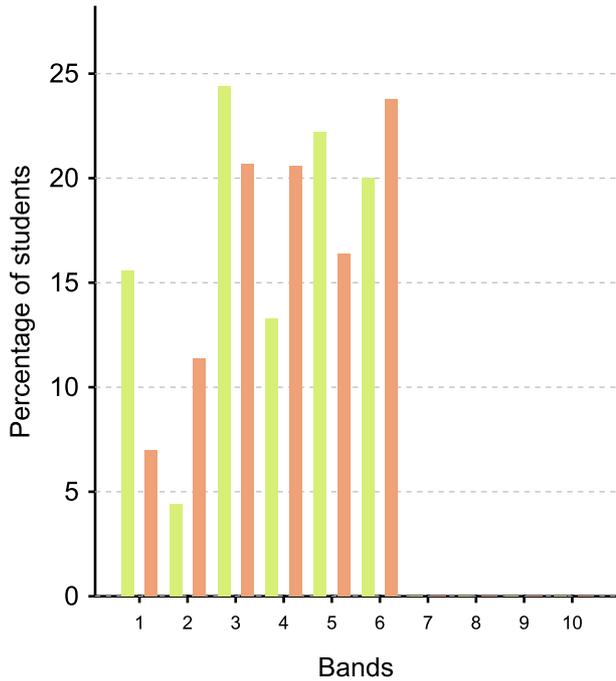
Percentage in bands:
Year 3 Grammar & Punctuation



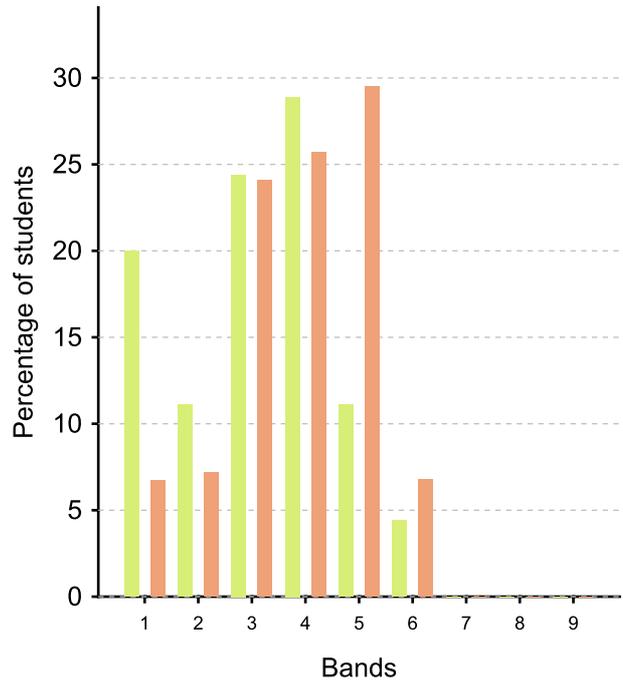
Percentage in bands:
Year 3 Spelling



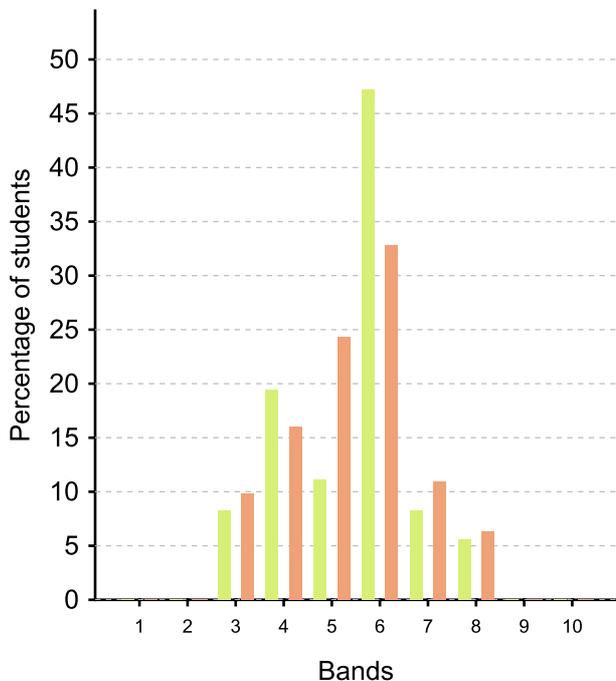
Percentage in bands:
Year 3 Reading



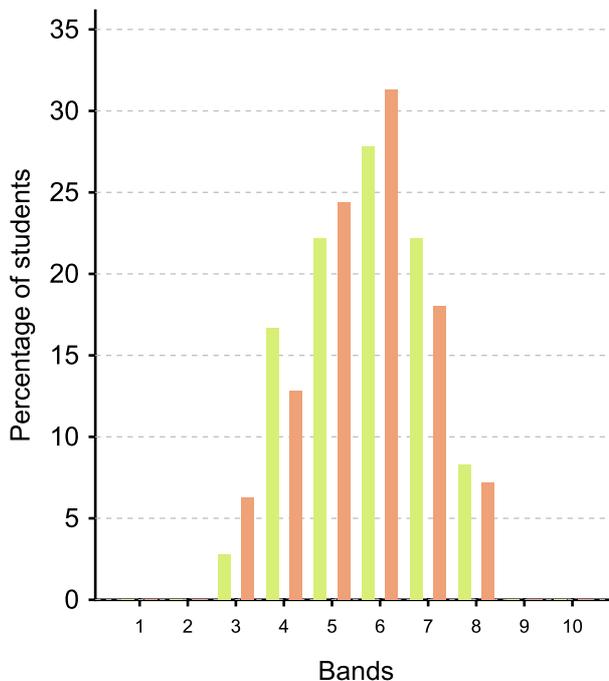
Percentage in bands:
Year 3 Writing



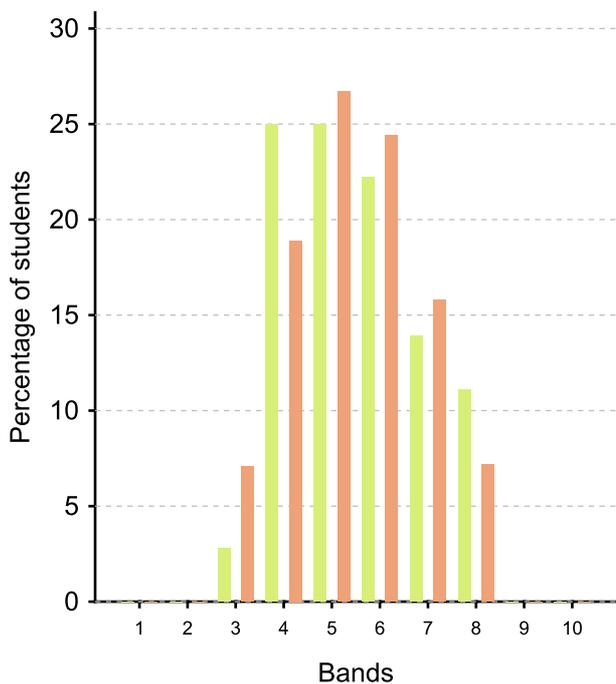
Percentage in bands:
Year 5 Grammar & Punctuation



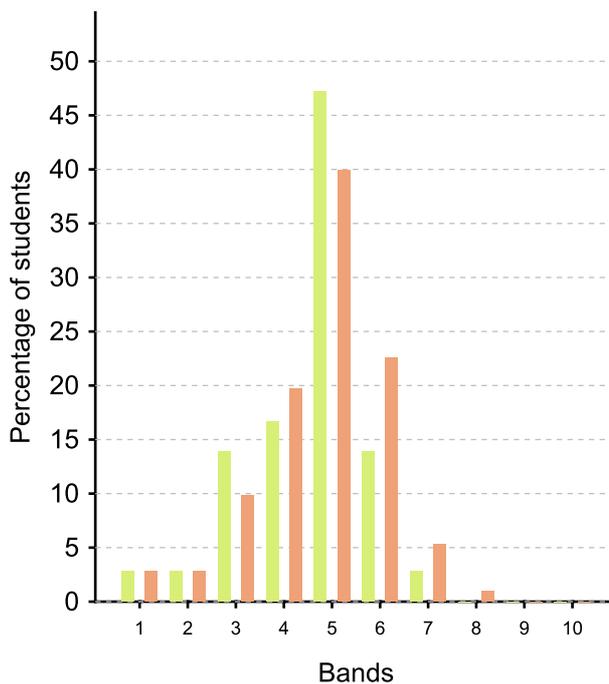
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



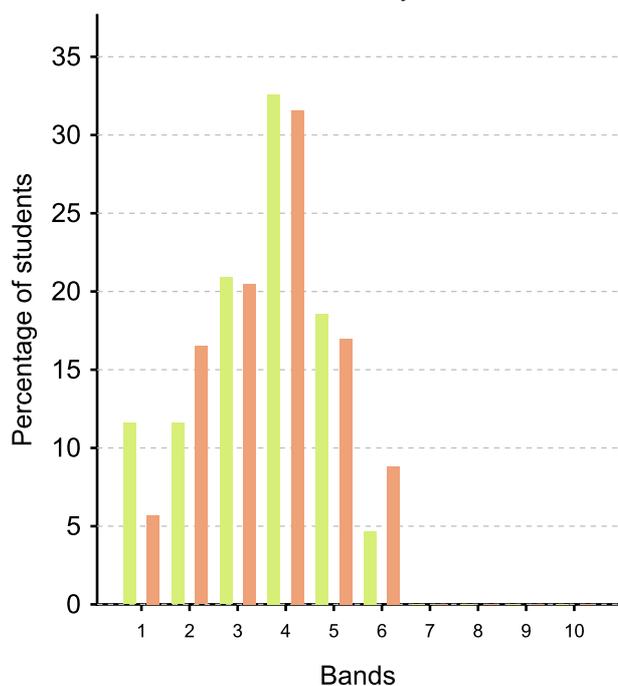
NAPLAN– Numeracy

Premier's Priority Results in the Top 2 Bands

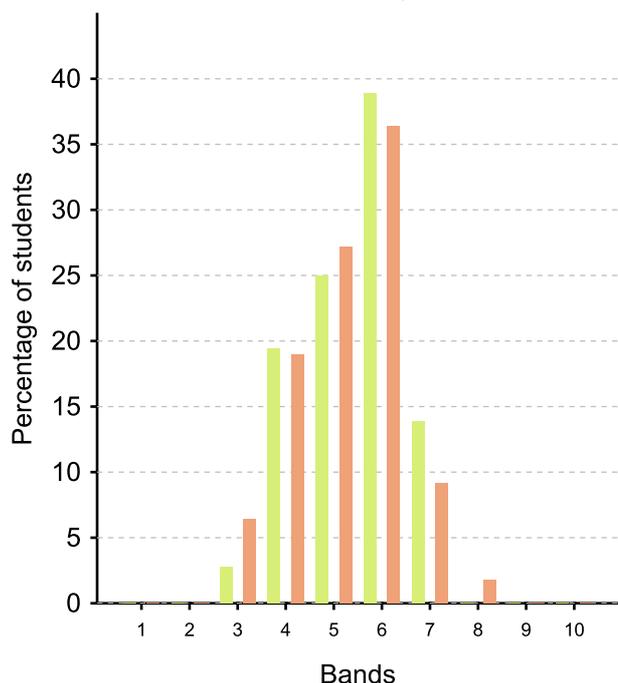
Yr 3 Numeracy 2018–23.3%

Yr 5 Numeracy 2018–13.9%

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2018 we sought the opinions of parents, students (Year 4–6) and teachers about our school using the Tell Them From Me survey. The parent and teacher responses are presented below using a ten point scale. A score of 10 indicates strong agreement, 5 indicates a neutral agreement and 0 indicates strong disagreement. Student responses are listed as a percentage.

Parent/Carer Satisfaction

Parents were required to respond to a survey that gathered information on how they believed that Blayney Public school met their needs in the following areas:

- Parents Feel welcome at school – 6.4
- Parents are Informed – 6.0
- Parents support learning at home – 6.6
- The school supports learning – 6.7
- The school supports positive behaviour – 7.4
- The school is safe – 6.3
- The school is inclusive – 7.0

Parents survey results indicate that parents are satisfied with the programs and opportunities being offered in class and have identified a number of areas that the school does well. These include the dedicated and caring teachers and staff, the opportunities for students as well as the support programs that are implemented.

The main areas identified to be addressed in the schools future directions was improving the support of positive behaviour to create a safer school.

Student Satisfaction

Students who are socially engaged are actively involved in the life of the school; their friends are there and they are involved in sports or other extra-curricular activities. This involvement can give them a sense of belonging at school and increase academic motivation.

- 60% of students in this school had a high rate of Participation in Sports; the NSW Govt norm for these years is 83%

Students have friends at school they can trust and who encourage them to make positive choices.

- In this school, 88% of students had positive relationships; the NSW Govt norm for these years is 85%.
- 91% of the girls and 84% of the boys in this school had positive relationships. The NSW Govt norm for girls is 88% and for boys is 83%.

Students believe that education will benefit them personally and economically, and will have a strong bearing on their future.

- 90% of students in this school valued School

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* –

Outcomes; the NSW Govt norm for these years is 96%.

- 89% of the girls and 91% of the boys in this school valued School Outcomes. The NSW Govt norm for girls is 97% and for boys is 94%.

Some students meet the institutional demands of school, but they are not truly engaged in their learning. Intellectual engagement entails a serious emotional and cognitive investment in learning, using higher-order thinking skills to increase understanding, solve complex problems, and construct new knowledge. It is closely tied to the quality of instruction offered at school as there is an interaction between a teacher's approach to instruction and student motivation.

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 8.1 out of 10; the NSW Govt norm for these years is 8.4.

Positive Learning Climate

There are clear rules and expectations for classroom behaviour. Students understand these and teachers maintain high expectations that they be followed.

- In this school, students rated there are clear rules and expectations for classroom behaviour 6.4 out of 10; the NSW Govt norm for these years is 7.2.

Expectations for success

The school staff emphasises academic skills and hold high expectations for all students to succeed.

- In this school, students rated Teachers' Expectations for Academic Success 7.9 out of 10; the NSW Govt norm for these years is 8.7.

Teacher Satisfaction

Research on 'effective schools' has identified important correlates of student outcomes.

The questions in the survey were grouped to assess eight of the most important *Drivers of Student Learning*. The research on classroom and school effectiveness has consistently shown these factors to be strong correlates of student achievement;

- Leadership – 8.0
- Collaboration – 8.4
- Learning Culture – 8.4
- Data Informs Practice – 8.6
- Teaching Strategies – 8.5
- Technology – 7.6
- Inclusive School – 8.9
- Parent Involvement – 7.8

Teacher responses indicated a positive result in most areas of focus. The area identified for continued focus in 2019 was Inclusive School and Learning Culture.

A full copy of the findings from student, parents and teachers is available from the school on request.

Policy requirements

Aboriginal education

Each class program incorporated elements designed to educate all students about Aboriginal history, culture and current Aboriginal Australia.

The school acknowledged the Wiradjuri people as the traditional custodians of the land at all parent assemblies, presentation night and other community events.

Students celebrated NAIDOC Day by participating in activities such as traditional cooking, art, literacy, games and dance.

Students listened to guest performers to develop cultural awareness and knowledge of traditional practices.

Multicultural and anti-racism education

All students in the school participated in Harmony Day events to promote the success of our multicultural society and to commit to respect, goodwill and understanding among all Australians.

During our Peer Support program we introduced the students to ideas and values of respect and the importance of getting along with each other.

Students celebrated and recognised our multicultural society through a range of activities these included:

* Luna New Year with a special Dragon parade and cultural activities

* Musica Viva

* Korean cultural and Language Program

* Cultural infusion program