

Condobolin Public School Annual Report



2018



1609

Introduction

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

Mrs Jessica Neilsen

Principal

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Message from the Principal

2018 has seen a change in leadership with Ms Deborah Nay farewelling Condobolin Public School after 7 years in the role as principal. It is with the utmost respect that I thank Ms Nay for her support in my transition to the role as principal and wish her all the best in her new and future roles. 2018 also saw the retirement of Mrs Mary Le'Strange who had been affiliated with Condobolin Public School for over 30 years as a classroom teacher and as an Assistant Principal.

Our students had many opportunities to represent our school in sport and academic pursuits in 2018. In sport, some of these include the Peachey Richardson Rugby League Gala Day, Primary School Sports Association (PSSA) team sport trials, PSSA knockout competitions in cricket and netball, and participation in annual athletics, swimming and cross country competitions. This year saw the first participation of Condobolin Public School in the touch football gala day in Forbes with many students from Year 3–6 taking part. We thank parents who assisted with transportation to these events and the teachers who took the time to organise and coach students amongst their regular duties. A number of students have represented our school, district and region at a State level. All were terrific ambassadors for Condobolin Public School and Public Education. In academics we had students compete at state level for NAIDOC public speaking, western region for public speaking and regional finals for the Premier's Spelling Bee.

In 2018 we continued to offer a range of additional activities including dance, choir and public speaking provided by staff throughout the year. This year we also engaged with a community member, Bev Coe to support a cultural group with weaving God's eyes for Year 3–6 girls. Students participated in opportunities to display their abilities at school and in the community.

Thank you to the parents and community members who support our students and staff in the many ways that you contribute your time and energy throughout the year. Our special thanks go to the school Parents and Citizens (P&C) who have worked hard on a range of projects including the working bee and for being a voice in school decision making processes.

I would like to acknowledge and express my appreciation of the extremely dedicated group of permanent, casual, itinerant, teaching, clerical, support, cleaning and grounds staff. I would like to recognise them for the extra work and care they take beyond their roles to create opportunities and support for our students. Without this dedication many of the opportunities would not have occurred throughout 2018.

I am excited to be leading and working alongside such a talented and committed staff and look forward to continuing to strengthen the community partnership that Condobolin Public School has with the wider educational and local community.

Mrs Jessica Neilsen

Principal

School background

School vision statement

At Condobolin Public School we are Strong, Smart and Proud lifelong learners. Through genuine school and community partnerships we deliver quality education for all students, preparing them to live and work as resilient and active members of a changing world.

School context

Condobolin Public School is an inclusive primary school in the township of Condobolin, providing education to the students of Condobolin for 150 years. It is considered to be a 'remote' school by some and is located close to the geographic centre of New South Wales. Of the 295 students, 44% identify as being of Aboriginal and/or Torres Strait Islander descent, and there is a further 3% of students with language backgrounds other than English.

Our team of teachers and support staff work together to ensure that all students are provided with quality instruction in literacy, numeracy and other areas of the curriculum. They support development of the whole child through a range of activities including team sports, lessons in technology and excursions.

Condobolin Public School attracts a variety of funding in addition to the annual funding allocation, including equity funding based upon the socio-economic background of our community, geographic location and number of Aboriginal students.

From the end of 2012, our school has been involved in *Early Action for Success*, with an Instructional Leader supporting the teachers in K–2 to further strengthen literacy and numeracy programs within our school along with regular assessment of students against the literacy and numeracy continuums. *Language, Literacy, Learning (L3)* and *Targeting Early Numeracy (TEN)* have been successfully implemented in all K–2 classrooms in past years. We are into the second phase of *Early Action for Success*.

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.

In the domain of Learning, our focus has been on wellbeing and integrating technology into teaching and learning programs. Staff have undergone professional learning in Positive Behaviour for Learning (PBL) at the Tier 3 level, catering for students with complex behavioural needs and ensuring the students are supported to optimise their learning. Tier 2 strategies have continued throughout the year along with revised implementation of Tier 1 strategies. 2018 saw the inclusion of Celebration days and Whole school rewards celebrating students making Strong Smart and Proud choices throughout each term. The sustained efforts of all staff have delivered improved behaviour, with a continued reduction in suspensions and an increase in positive acknowledgements of student behaviour. There was a continual focus on technology and developing both student and staff skills in this area as part of the Digital Technologies in Focus Project – an ACARA initiative supporting implementation of Digital Technologies funded through the Australian Government's National Innovation and Science Agenda (NISA). Students developed their skills in coding, creative thinking, problem solving and critical thinking and staff developed their understanding of the new Science and Digital Technologies Syllabus.

In the domain of Teaching, the area of data skills and use was the main focus throughout 2018. The Instructional Leader lead staff in their understanding of using the literacy and numeracy progressions and entering data to profile students in these areas. Teachers across the school have monitored individual student learning progress and have developed strategies to best support students in reading, writing and numeracy. Teachers have worked in teams to develop consistency in teacher judgement for assessment cycles and directly with the Instructional Leader to further refine teaching skills as a result of evidence informed practices.

In the domain of leading, the development of the school plan was a main focus due to the change in leadership for 2018. The school plan aligns to student and system priorities and was refined in response to emerging needs of staff and students. Staff, students and community were welcomed and engaged in the development of the vision and priorities of the school. The leadership team has embarked on a school improvement journey with the commencement of Curiosity and Powerful learning this year and it will continue with whole school participation throughout this School Planning cycle. It is a process of planning, implementation, monitoring and self–assessment involving collaborative development of evidence based strategies across all areas of the school.

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

Teaching and Learning

Purpose

Staff maintain high expectations and utilise effective research-based practices to equip our students with the skills, knowledge and attitudes that will allow them to be confident communicators, critical and imaginative thinkers, lifelong learners and informed, active participants.

Overall summary of progress

All classroom teachers continue to make use of the Programming for Literacy and Numeracy (PLAN2) tool for monitoring of literacy and numeracy skills every five weeks throughout the year. The Early Action for Success (EaFS) Instructional Leader has been leading professional learning of staff in the use of the Literacy and Numeracy Progressions and facilitating the development of staff skills to use this assessment data to inform teaching and learning programs. Condooblin Public School has also commenced the school improvement journey by undertaking the initial professional learning in the implementation of Curiosity and Powerful Learning to improve the learning outcomes of 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 and exceeding growth in literacy and numeracy.	<ul style="list-style-type: none">• Socio Economic background (\$274, 179)• Aboriginal Background loading (\$139, 280)• Low level adjustment for disability (\$62, 657)• Early Action for Success Instructional Leader 5 days a week(\$159,272)	Scout training undertaken by executive staff who then upskilled classroom teachers in the use of and analyses of NAPLAN Data using this software. Continuation of LAST referral process to support students in Literacy and Numeracy in small group withdrawal programs supported by Student Learning Support Officers (SLSOs). There was a 21% increase of students achieving and exceeding growth in reading, 6% in numeracy and 5% in spelling compared to 2017. Writing and Grammar & Punctuation are focus areas for 2019.
Increased staff collaboration to inform effective teaching and learning.	<ul style="list-style-type: none">• Professional Learning (\$31,478)• Support for beginning teachers (\$40,000)• Early Action for Success Instructional Leader 5 days a week (\$159,272)• QTSS Assistant Principal	Beginning teachers were assigned additional RFF to support their accreditation at proficient level and to develop their practice. Release from face to face is coordinated to allow for Stage teams to collaborate and plan together. Instructional Leader working with staff directly to develop knowledge of using the Literacy and Numeracy Progressions and student data to inform teaching.
Increase in teacher's implementation and embedding of collaborative practice	<ul style="list-style-type: none">• Professional Learning (\$31,478)• Support for beginning teachers (\$40,000)• Early Action for Success Instructional Leader 5 days a week (\$159,272)• QTSS Assistant Principal	Evidence of NESA syllabus implementation through class programs and student work samples. Stage teams timetabled RFF together to support planning and implementation of curriculum.

Next Steps

Condobolin Public School will continue to focus on literacy and numeracy NAPLAN results and identify key areas to target within teaching and learning programs. We will continue to identify and explicitly target students for improvement in NAPLAN results to increase student performance in the middle and top two bands. The Instructional leadership framework of support will be continued to facilitate effective teaching practices and established observation and feedback on student data to support the use of PLAN2 software and the Literacy and Numeracy Progressions. A whole school assessment schedule is to be developed and in place to support collaborative practices to ensure consistency in teacher judgement for reporting cycles.



Strategic Direction 2

Engagement and Wellbeing

Purpose

Students connect, thrive, succeed and learn through the implementation of a strategic plan informed by effective research-based practices.

Overall summary of progress

Our school has continued with its school-wide focus on Positive Behaviour for Learning (PBL) resulting in greater consistency of implementation of processes to support students K–6. Advanced Tiers training was undertaken to implement Tier 3 PBL to support students with more complex needs and strategies to support students functioning at Tier 2 were embedded within and across Stages. A review of the school discipline policy was undertaken with modifications being made with a streamlined approach and introduction of more positive recognition for students being implemented in line with PBL practices. A partnership with Condobolin High School commenced to support disengaged students, from Year 4 – Year 12, with the provision of a Learning Hub at the local TAFE site to maintain a feeling of connectedness for students who were placed on long suspensions or have high absenteeism to continue with their education.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved levels of student wellbeing and engagement	<ul style="list-style-type: none">• Socio Economic Background (\$274,179)• Professional Learning (\$31,478)• Aboriginal Background (\$139,280)	Established PBL individual Celebration days, Whole School Rewards and PBL excursion. Regular monitoring of teacher programs by supervisors showed teachers implementing PBL lessons. Instructional Leader mentoring staff in analysing student work samples for writing and number.
increased consistency of implementation of wellbeing processes	<ul style="list-style-type: none">• Socio Economic Background (\$274,179)• Professional Learning (\$31,478)• Aboriginal Loading (\$139,280)	Principal and 2 staff members trained in the implementation of Tier 3 PBL strategies. Regular professional learning provided at Stage and Staff meetings to support implementation processes. Learning and support referral process refined and clearly communicated to all staff. 0.4 Learning and Support allocation to employ teacher specialising in behaviour and health needs.

Next Steps

Condobolin Public School's next steps include establishing a Wellbeing Teacher and Wiradjuri cultural room on site to assist with supporting students with high social/emotional needs and to have a cultural room that is welcoming for community members of ATSI heritage. Staff will engage with professional learning of the Wellbeing Framework and undertake the Wellbeing Framework Self Assessment Tool and develop an implementation action plan. A continued focus on PBL initiatives and embedding Tier 2 processes within each Stage to support students at this tier will be maintained with a continued partnership with Condobolin High School, to staff and ensure access for the Learning Hub to support vulnerable students.



Strategic Direction 3

Community

Purpose

Parents, carers and the wider school community engage with the students and staff, working together to improve the educational opportunities for all students.

Overall summary of progress

Condobolin Public School continues to work with parents and carers in planning for school directions and student opportunities. Parents and carers have been involved in the Tell Them From Me surveys, policy surveys and regular P&C meetings. The Condobolin Public School Facebook page was established to enhance communication to parents and engage the wider community in events at CPS.

Permission was sought from the AECG and local elders to teach the Wiradjuri language to students. It was asked by elders that the language is taught by a Wiradjuri person and as a result a classroom teacher and AEO, both with Wiradjuri heritage, are undertaking TAFE study in the Wiradjuri language and planning is in process for implementation in 2019.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased participation of community engagement in feedback and decision making processes.	Nil cost to school	Community members were supported with tutorial sessions in the computer room to complete the Tell Them From Me Surveys. P&C meetings addressed PBL and Welfare and Discipline Policy changes to reflect parent and school expectations. A more positive approach was identified to acknowledge good choices of students. Students were engaged in the decision making process of the PBL implementation of Whole School Rewards and Celebration Days.
Increased visibility of school wide implementation of the Wiradjuri language and cultural diversity.	Nil Cost to school	Classroom Teacher and AEO are studying for their Wiradjuri Language certificate and planning is underway for 2019 implementation across K-6.

Next Steps

Increased opportunities need to be created for student leadership engagement and student voice into school decision making processes that include leadership opportunities for all students that have a leadership role which includes SRC (Year 2-Year6), Sport House Captains and the School Captains and Vice Captains.

Visibility of Wiradjuri culture within and across the school with the continuation of Wiradjuri Language lessons. NAIDOC week and significant indigenous events are to be celebrated and acknowledged with whole school and community participation. Assessment of current indigenous perspectives within curriculum content is to be undertaken and enhanced throughout 2019.

Key Initiatives	Resources (annual)	Impact achieved this year
Socio-economic background	<ul style="list-style-type: none"> • Socio-economic background (\$305,413) 	Wellbeing data shows a decrease in suspensions and an increase in students engaged in learning. Differentiation of learning activities in the areas of literacy and numeracy was evident in class programs and observation lessons. Students with learning difficulties were supported through programs such as MiniLit, MacqLit, teacher designed spelling and numeracy programs, articulation programs and in class help from a student learning support officer.
Support for beginning teachers	<ul style="list-style-type: none"> • Support for beginning teachers (\$40,000) 	Three teachers were released throughout 2018 to allow time to prepare for accreditation and meet with mentors. Professional learning opportunities were attended that were specifically for beginning teachers.
Aboriginal background loading	<ul style="list-style-type: none"> • Aboriginal background (\$273,364) 	Aboriginal students were involved in a range of culturally appropriate activities, including Aboriginal dance workshops. Students identified for inclusion in targeted learning programs displayed growth in areas of spelling, reading and numeracy. Students referred for support through the Centre for Effective Reading demonstrated growth in reading.
English language proficiency	<ul style="list-style-type: none"> • English language proficiency (\$400) 	Support was given through Learning And Support Teacher and targeted intervention during literacy.
Low level adjustment for disability	<ul style="list-style-type: none"> • Low Level Adjustment for Disability (\$208,415) 	Students on specific support programs showed growth in learning, with students completing the programs and meeting expected outcomes. Students not meeting expected growth were referred for additional supports e.g. Centre for Effective Reading, Royal Far West.
Quality Teaching, Successful Students (QTSS)	<ul style="list-style-type: none"> • Staffing allocation – half a day a week to Assistant Principals 	Assistant Principals released from class to support other temporary and permanent teachers through observation of teaching and assistance with preparation of evidence for accreditation and maintenance of accreditation.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	131	133	146	156
Girls	145	138	138	140

Student numbers have been on the steady increase in recent years. In 2018, there were slightly more boys than girls enrolled. Approximately 44% of our students identify as Aboriginal.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.8	93.5	92	91.8
1	92.9	94.6	94.8	87.5
2	92.5	92.9	92.8	92.1
3	93.7	93.6	91.1	89.7
4	94	93.6	93.4	89.4
5	93.4	93.5	92.5	89.9
6	92.9	93.5	92.7	89.8
All Years	93.3	93.6	92.7	89.9
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

While our overall pattern of attendance has been increasing in the past few years, our school experienced a higher level of absenteeism due to illness. Influenza and stomach viruses affected students and staff of Condobolin Public School throughout Term 2 and Term 3.

Our school monitors attendance on a regular basis. Where students are absent for two days or more,

teachers make contact with parents or carers. In 2018, parents made use of an online app to provide absence notes, resulting in increased explanation of absences.

To encourage high levels of attendance, our school has implemented the 'It's not ok to be away' program. Each fortnight, a K–2 class and a 3–6 class are acknowledged for having the best attendance and have been presented with a certificate and a class negotiated award. At the end of the year KC were the class with the overall best attendance and were acknowledged and celebrated with a whole class reward chosen by the students, ice cream spiders underneath the COLA.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	11.88
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	1.4
Teacher Librarian	0.6
School Administration and Support Staff	5.55

*Full Time Equivalent

Approximately one third of our staff identify as being of Aboriginal descent. This includes one quarter of our teaching staff and about half of our support staff.

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	2

Professional learning and teacher accreditation

The staff at Condobolin Public School undertook significant amounts of professional learning in 2018. In the areas of teaching, curriculum and wellbeing. Teachers in K–2 continued to improve their knowledge of literacy teaching through Language, Learning, Literacy (L3) with all teachers participating in professional learning of the progressions. All staff

participated in PBL training at the Tier 2 levels and a team were trained in the advanced Tier of Tier 3. A leadership team also began training in Curiosity and Powerful Learning to commence the school improvement journey, an initiative that other schools in our West Wyalong network are also undertaking.

Our school had 2 teachers obtain their certificates of accreditation as Proficient and three additional teachers commence the accreditation process of collecting evidence and working towards completion for 2019. One staff member was accepted into the pilot, Mastery of Teaching to gain national accreditation at Highly Accomplished.

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	696,955
Revenue	3,911,510
Appropriation	3,859,148
Sale of Goods and Services	2,355
Grants and Contributions	44,920
Gain and Loss	0
Other Revenue	100
Investment Income	4,988
Expenses	-4,120,502
Recurrent Expenses	-4,120,502
Employee Related	-3,715,048
Operating Expenses	-405,455
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-208,992
Balance Carried Forward	487,963

The three financial summary tables cover 13 months (from 1 December 2017 to 31 December 2018). The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Voluntary school contributions remained the same during 2018.

The financial management of the school is the responsibility of the Principal and the School Administrative Manager.

The Principal has the prime responsibility for the preparation and monitoring of budgets while the day to day accounting is performed by the School Administrative Manager or their delegate. The receipting of money, payments of accounts and the preparation of purchase orders is the responsibility of the School Administrative Manager and their team.

We identified in 2017 that our school was yet to be invoiced for approximately \$160,000 of teacher costs this was rectified in 2018.

With the changeover to a new financial system and processes, our school recovered funds that were expended in 2017 for the pavers for the sesquicentenary celebrations and temporary staff costs for Term 4. Invoices take much longer to be paid.

In 2019 we intend to build a COLA outside the Kindergarten classrooms to provide additional shade and cover to use as a learning space. and to upgrade the PA system across the school to ensure speakers are in each classroom in case of emergencies.

Provision of teaching staff to ensure low student numbers in classrooms and quality teaching and learning for students will continue to be a priority for funding for 2019.

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	2,273,136
Base Per Capita	55,915
Base Location	117,271
Other Base	2,099,951
Equity Total	787,591
Equity Aboriginal	273,364
Equity Socio economic	305,413
Equity Language	400
Equity Disability	208,415
Targeted Total	351,182
Other Total	338,148
Grand Total	3,750,058

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

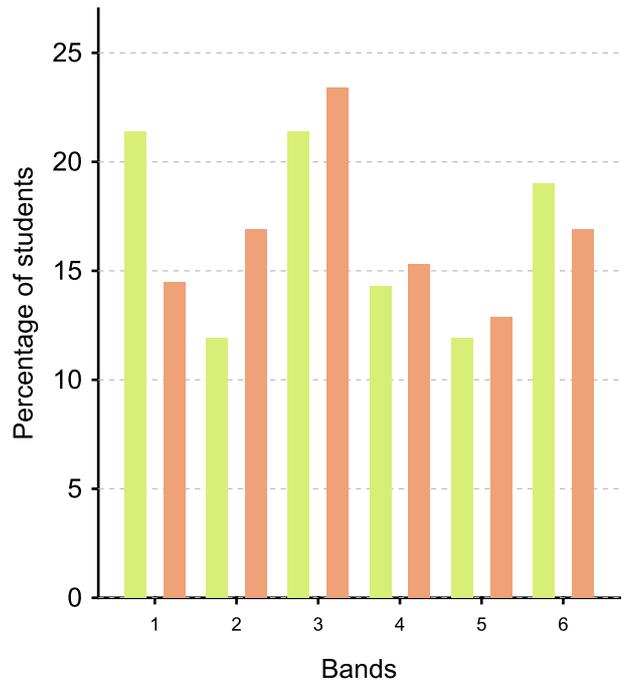
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

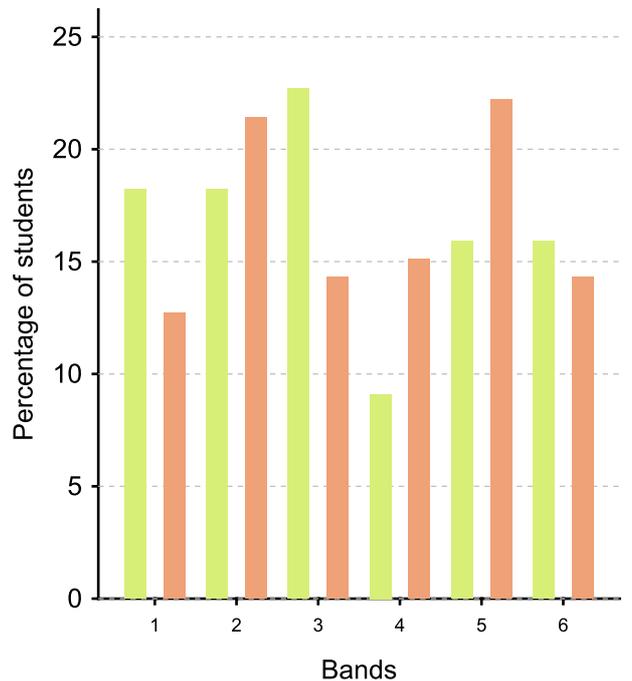
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats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

In 2018, the average scaled growth for students from Year 3 to Year 5 was above state average scaled growth for reading and spelling. Writing, Grammar and Punctuation will continue to be a focus for teaching and learning in 2019.

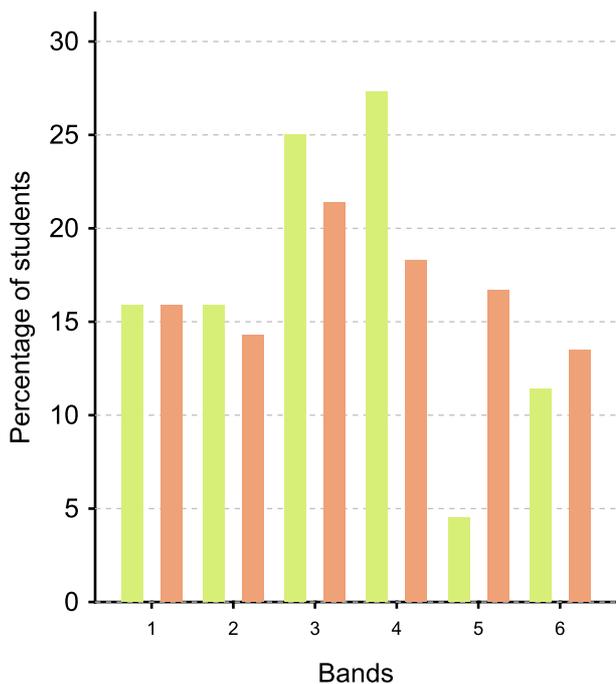
Percentage in bands:
Year 3 Reading



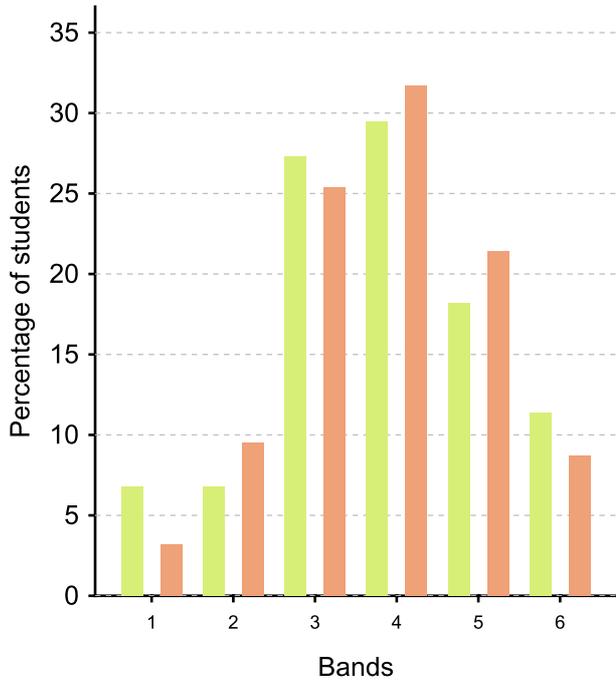
Percentage in bands:
Year 3 Spelling



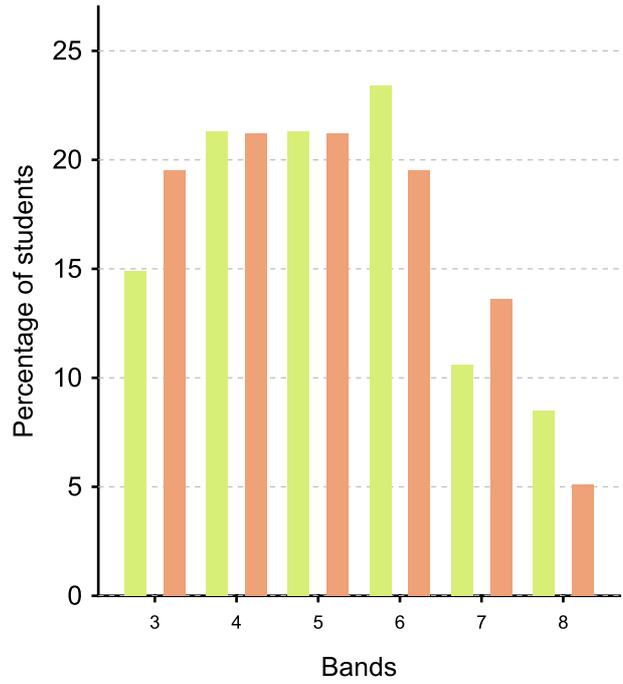
Percentage in bands:
Year 3 Grammar & Punctuation



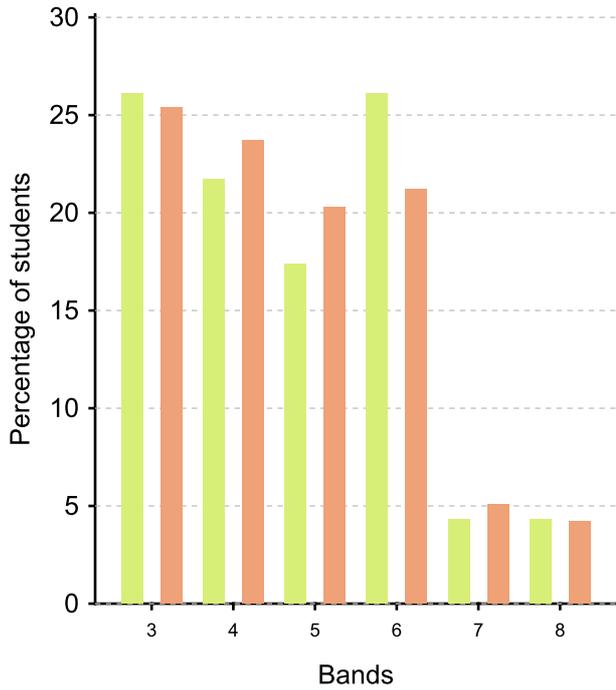
Percentage in bands:
Year 3 Writing



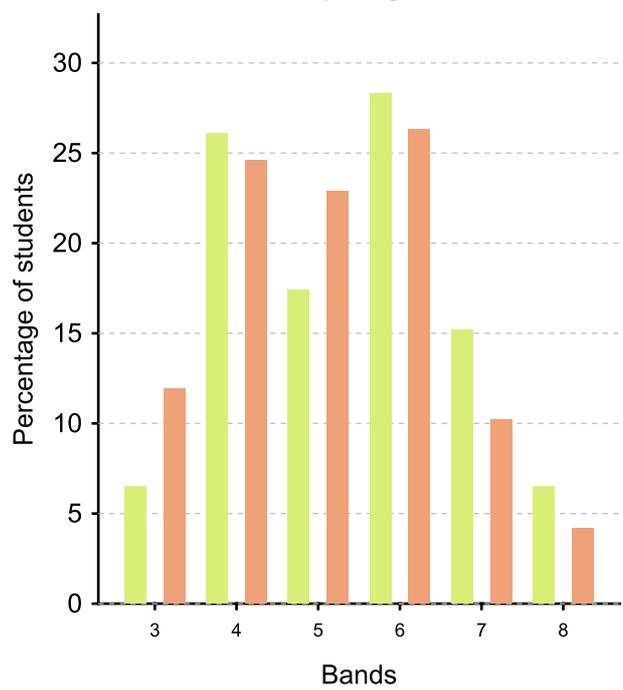
Percentage in bands:
Year 5 Reading



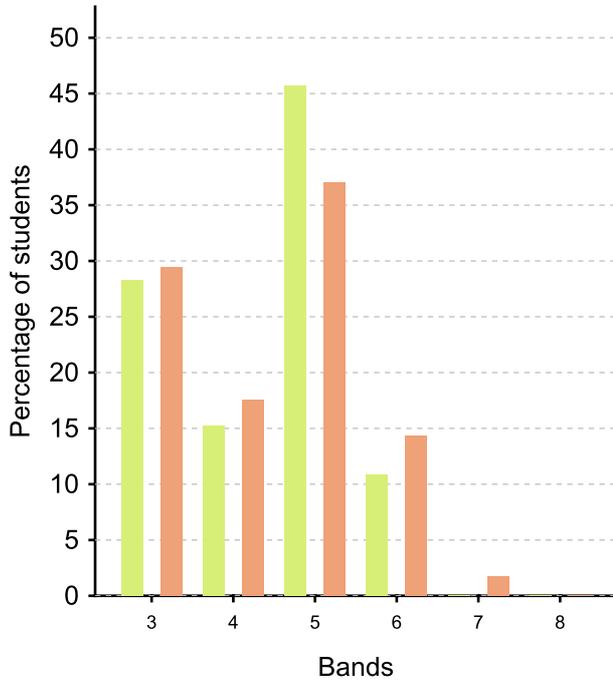
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Spelling

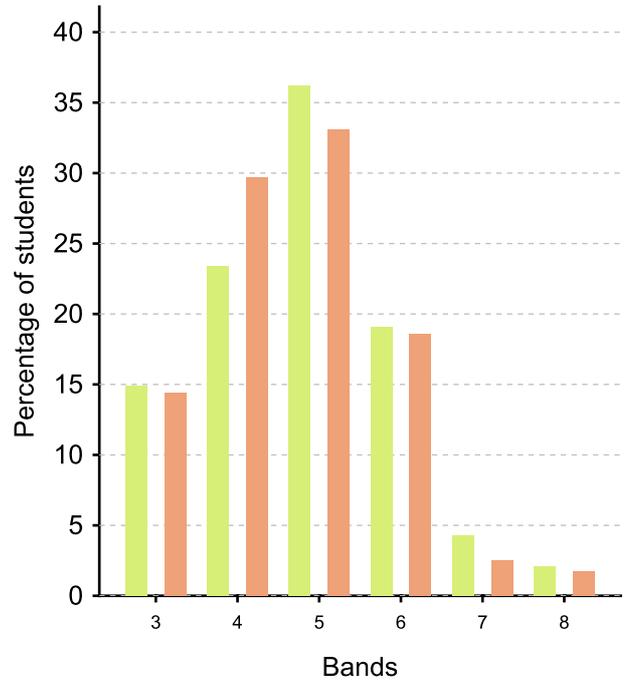


Percentage in bands:
Year 5 Writing



In 2018, the average scaled growth for students from Year 3 to Year 5 was above state average scaled growth for numeracy.. In Year 3 and Year 5 2018 NAPLAN, there was an increase of student achievement in the top two bands for numeracy.

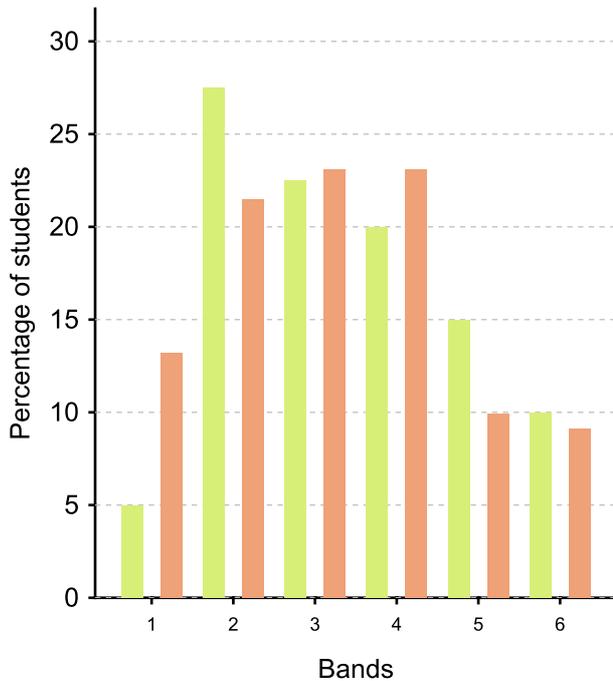
Percentage in bands:
Year 5 Numeracy



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*, schools are required to report their student performance for the top two NAPLAN bands in reading and numeracy.

Percentage in bands:
Year 3 Numeracy



The percentage of Year 3 students in the top two bands has increased in the areas of numeracy and reading from 2017. There was a small increase for numeracy with a 9% increase in reading.

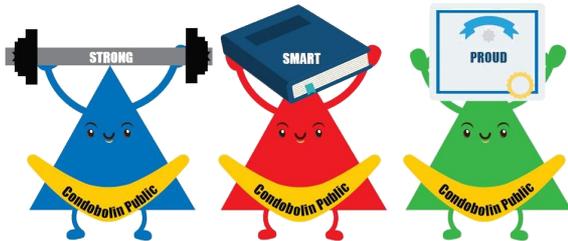
The percentage of Year 5 students in the top two bands has also increased in both numeracy and reading from 2017. 2017 saw no students represented in the top two bands and in 2018 11% of students. In reading there was an 8% increase of students compared to 2017.

Another reporting requirement from the State Priorities: *Better services – Improving Aboriginal education outcomes* is for schools with significant numbers of Aboriginal students to report the percentage of Aboriginal students in the top two NAPLAN bands.

Fourteen percent of Year 3 Aboriginal students were in the top two bands for numeracy, 17% of Aboriginal students in the top two bands for reading, 25% of Aboriginal students in spelling, 20% of Aboriginal students in writing, and 13% of Aboriginal students for grammar and punctuation.

The percentage of Year 5 Aboriginal students at Condobolin Public School in the top two NAPLAN bands was 10% in reading, 12% in spelling and 6% in

grammar and punctuation. No Aboriginal students achieved in the top two bands in numeracy or writing for 2018. There was evidence of a reduction of the percentage of Aboriginal students achieving in the bottom two bands across all areas of NAPLAN in 2018.



Parent/caregiver, student, teacher satisfaction

All teaching and support staff were surveyed and it was noted that our PBL processes were found to be effective however more acknowledgement was needed for students who were Strong Smart and Proud in all that they did. Staff noted the need to implement a positive system that recognised individual achievement and also whole school acknowledgements and to streamline the processes for challenging behaviours.

A change to step posters were made to reflect the change in the levels system and communicated to students and parents. The new positive rewards system was co-constructed with students and staff and then presented to P&C. There is now an end of term Celebration Day, accumulative Whole School Reward activities and a PBL excursion linked with PBL.

In 2018 our school conducted the Tell Them From Me surveys with students in year 4–6 and with parents. More than half of the students who were surveyed reported that they feel accepted and valued by their peers and by others at their school. Over 80% of students in Year 4–6 reported having positive relationships at school with friends they can trust and who encourage them to make positive choices. The Tell Them From Me survey also asked students questions to gauge their intellectual engagement. 55% of students indicated that they were interested and motivated during lessons. 82% indicated that they apply effort to their learning and 73% of students thought that they received quality instruction from their teachers. Addressing early signs of early disengagement, creating a positive learning climate and encouraging student participation in extracurricular activities have been identified as areas that Condobolin Public School will focus on for improvement.

Parents were asked: Please tell us some things you like about our school and some things that would make it even better. Overall parents who participated in the survey reported that staff were friendly, very supportive and that students were well supervised and supported in the classroom. Parents would like to see improvements to the playgrounds and equipment, increase in fun events and excursions and would like to see more opportunities for parents to be actively involved with the school. It was apparent through the written feedback that parents and community members felt confident to be honest in their responses.

Policy requirements

Aboriginal education

Our annual NAIDOC assembly was celebrated on Friday, 29 June. The Theme *Because of Her We Can* was acknowledged with the students of 5/6P organising and leading the assembly to acknowledge the significant women in their lives. The students danced and decorated the hall with photos of female staff who help them and organised a colouring in competition K–6. Students also contributed poems dedicated to an important woman in their life for the NAIDOC Family Day, a community event that was hosted at Condobolin High School.

Eight students from Condobolin Public School received certificates and medallions at the annual Condobolin Youth Deadly awards as part of the community NAIDOC celebrations. In 2018 we had a Public Speaking team, one indigenous and one non-indigenous student, make it to the State finals through the NAIDOC Public Speaking Competition with their speech, "Because of her we can".

Our Aboriginal dance group had the opportunity to work with Jo Clancy, an Aboriginal Dance mentor, to develop their repertoire of dances. The group performed at the preschool as part of their NAIDOC celebrations and a small group of students were identified to dance at Bathurst as part of a larger troupe of dancers from this region.

Our school continued to work closely with the Aboriginal Education Consultative Group (AECG) in 2018, with meetings held throughout the year. The meetings were held at the Wiradjuri Cultural Centre once a month with representatives from the community and local primary schools and high school.

NAPLAN results for Aboriginal students show an average growth from Year 3 to 5 above state level for grammar & punctuation, numeracy and spelling. It was significantly higher in numeracy with 113.6 growth compared with 96.8 average growth for state and spelling with 117.9 points growth compared with 98.8 average growth for state. Reading and writing will remain a strong focus for improvement.



Multicultural and anti-racism education

The school held a special Harmony Day assembly on Friday, 16 March. In addition to this, our Public Speaking finalists spoke at the Condobolin Multicultural Women's Group dinner as part of the International Women's Day celebrations.

Our school welcomed more students and families from overseas or with language backgrounds other than English in 2018.

Our school Anti-Racism Contact Officer worked with a small number of students to improve relationships between them.

Other school programs

Schools as Community Centres

Our Schools as Community Centres (SaCC) program reached and engaged with many families across our community this year. Many successful initiatives and programs continued throughout the year including:

- Breakfast Club – served daily for students in the Community Room
- Transition to school program
- Delivery of a weekly supported playgroup held at the school
- Health screening for students beginning school, including dental, optical and occupational therapy
- Supporting of the Born to Read program and annual party day
- Painting group lead by local elder, Bev Coe – mural boards
- Collaborating with local agencies with the women's group at the Wiradjuri Centre
- Water babies learn to swim program at Condobolin Pool
- Numeracy and Literacy workshops
- Purchase of new playgroup equipment and resources