

Evans River Community School

Annual Report



2018



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Introduction

The Annual Report for **2018** is provided to the community of **Evans River K–12 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.

Rob Walker, Principal

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Message from the Principal

Evans River K–12 School is a happy and exciting place of learning. As a Kindergarten to Year 12 school it is also very much a family school with highly developed relationships within the Mid Richmond community. Together with parents and community members, we are partners in raising the next generation of Australians with a well-developed intellect, strong work ethic, sense of community and sound moral compass. Our school is renowned for providing a relevant curriculum preparing students for life experiences, complemented by a broad range of extra-curricular activities aimed at developing students to their fullest potential. There are high levels of expectation of students in academic and sporting performance, conduct and personal presentation. As a school staff we cannot emphasise enough the value we place on the three relationships: teacher –student, teacher– parent, and parent – student. If these bonds are strong, and we work with common purpose, much can be achieved for a young person's education. We hope that the students of our school, and their families, both enjoy and benefit from, their association with Evans River K–12 School. Our annual report provides a record of the operation of the school this year. Congratulations to all associated with our school – students, staff, parents and community – who have contributed to see our students achieve their personal best.

Rob Walker, Principal

Message from the school community

Message from the P&C Association

The Evans River School P&C Association was disappointed with the Federal government decision not to fully fund the Gonski. The Gonski school funding model is designed to ensure that all students are educated in schools that have the right resources to meet their needs. The state government has promised to implement the Gonski school funding model. The federal government is yet to commit to the full Gonski funding model. If we truly value education, we must provide a level of funding that allows for the students' needs to be met, at the school they are going to. The P&C Association encourages all parents and caregivers, to ask their federal and state politicians, to support the full implementation of the Gonski school funding model. For more information go to www.fairfundingnow.org.au

The P&C had another successful year operating the school canteen. The canteen staff and volunteers have done an amazing job offering fresh healthy, nutritious food for the kids and staff at the school. The canteen has again operated at a profit. The school uniform shop has expanded the line of clothing on offer for students. The uniform shop has also generated a profit in 2018. This would not have been possible without the hard work of a small group of very dedicated volunteers. Thank you.

The P&C was the recipient of another federal government National School Chaplaincy Program grant. With these funds and a contribution from the school's Gonski funding, we continued to employ a Pastoral Care worker for the school. This position has provided valuable support to our students and continues to be an asset to the support staff at the school.

As always, we welcome all parents, caregivers and community members to be involved in the P&C Association. We meet every 3rd Monday of the month during school terms. The main meeting of the P&C is held at 4:30pm in the school library. There is no better way to stay informed and have a say in the running of the school than joining the P&C.

Japheth Cooper, P&C President 2018

Message from the School Council

The School Council, made up of four parents, a P&C representative, two community members, three school staff members, two students, works with the Principal as a representative body. It helps advise on specific aims and educational goals, the assessment of the financial needs of the school and to provide guidance to the Principal on supplementary services.

The School Council also monitors the processes and outcomes of the various subcommittees of the school; this includes maintaining a close relationship with the Students' Representative Council and the P&C Association.

The School Council helps to ensure a safe and purpose-filled student community, is represented well in the local community and that views of a good cross section of the school community have an input into what happens at the school and why.

On a personal note I now step down to give another member of the Council a chance to have the same privilege of helping the school to continue to be the best it can for its students, staff, parents and community.

I have been honoured to make representation to our local member on behalf of the school, ensure parents and the community are well informed of school happenings, represent the Council at school formals, assemblies and various events and generally help establish policies and procedures as has been necessary.

I wish Melissa and the team all the best in the coming years.

Samantha Elley, School Council President 2014–2018

Message from the students

Message from the Students' Representative Council

Throughout 2018, students in the SRC attended the Evans Head ANZAC Day Dawn Service and the ANZAC Day Service at Woodburn. They also represented the school at the Evans Head Remembrance Day service. SRC representatives attend School Council and P&C meetings. They held socials for K–6 and 7–12 and other activities to raise money for projects for the school. They have also supported a number of students who represented the school at state and national level.

The SRC held a number of fundraisers for a variety of organisations. Some of these included Jeans for Genes Day to support children's medical research and Crazy Hair Day to support cystic fibrosis.

The SRC has assisted at most school functions this year including leading tours at the Year 7 Information Night. The SRC also works with other groups within the school to help raise awareness and assist with activities such as the EcoWarriors Environmental group. This year the SRC decided to raise funds to contribute towards a toilet block for a school in Zambia.

SRC students have also been involved in personal development activities. Year 10 representatives attended the Regional SRC Conference at Ballina. Senior SRC students attended the Secondary Grip Leadership Conference in Lismore and the Junior Captains attended the Primary Grip Leadership Conference held on the Gold Coast. All the SRC students were involved in a planning day early in 2017.

Glen Cook, Monique McLean, Angie Bolton and Leonie Zann SRC Patrons 2018

School background

School vision statement

Evans River K–12 is a community school and is committed to excellence in academic and practical education in a safe, friendly and caring environment emphasising personal growth, positive interactions and support between students, staff and community.

School context

Evans River K–12 School is a Kindergarten to Year 12 school providing education for the students of Evans Head, Woodburn, Broadwater, Rileys Hill, Dungarubba, Swan Bay, Bungawalbyn and New Italy. There are over 500 students from 330+ families enrolled. There are in excess of 70 Aboriginal students at the school (13%). There are 89 staff at the school; 54 are teaching staff members. The school is located within Evans Head which is a small coastal town and has fishing as one of its industries. Woodburn and Broadwater form the other major population centres within the school's drawing area. These communities are largely focussed on agriculture, in particular sugar cane. The towns also act as dormitory 'suburbs' for Ballina (the major service centre for the communities) and to a lesser degree, Lismore. Amongst the families attending the school there is a high level of socio-economic disadvantage.

The construction of the school was completed in 2000 following five years of planning at a cost of \$14.8m. Given the school was the merged result of two former local schools, a planning council made up of representatives of students, staff, parents and community were heavily involved in its planning over the preceding five year period. As a result of this, and the school's K–12 nature, a strong sense of community operates within the school.

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.

It was considered the school was 'excelling' in reporting, school resources and management practices and processes. It was considered the school was 'sustaining and growing' in the elements of learning culture, wellbeing, curriculum, assessment, effective classroom practice, data skills and use, professional standards, learning and development, educational leadership, school planning, implementation and reporting. It was considered the school was delivering in student performances measures.

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

Future Learners

Purpose

Why do we need this particular strategic direction and why is it important?

Literacy and numeracy

- To develop professional learning which emphasises shared teaching expertise and a collaborative culture to continue to improve skills in excellent literacy and Numeracy teaching practice.
- Teachers will use assessment data to understand and cater for all students' learning needs within each classroom for improved individual and group outcomes and effective implementation of literacy and numeracy across the curriculum.

21st Century Learning

- To provide an engaging learning process and allow students to graduate better prepared to thrive in today's digitally and globally interconnected world. Our students will develop skills in collaboration, critical thinking, creativity and communication.

Overall summary of progress

K–2 Teachers consolidated their knowledge of L3 and L3 Stage 1 by participating in local training opportunities.

21/22 Kindergarten students met the target reading level 9+ (Blue) and above. One student did not meet the target for the end of Kindergarten and was reading Level 6 (Yellow). Five students met the end of Year 1 target reading Level 16+.

End of year data for 2018 Year 1 – 100% of students met the end of year reading target Level 16+. 13 students met the end of Year 2 target Level 22+

End of year data for 2018 Year 2– 20/22 students met the end of Year target reading Level 22+. One student was reading Level 21 and 1 student Level 18.

Average NAPLAN Numeracy results for Evans River for Years 3,5 & 7 were above the average scores for the SSG.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• Assessment data to monitor achievements and gaps in student learning are used extensively to inform planning for particular student groups and individual students.	Early Action Supplementary Funding (\$40,000)	Reading levels are being used to identify students k–6 requiring additional support. K–2 Reading Recovery model, 3–6 Read Theory. Mathematics assessment data used to identify students for QuickSmart years 5–8.
• Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms where appropriate	Early Action Supplementary Funding (\$40,000)	L3 literacy practices embedded in K–2 classrooms and Targeted Early Numeracy strategies. Teachers have integrated technology and Project Based Learning across the school in years 3–7. Literacy and Numeracy skills and strategies are embedded.
• The school leadership team demonstrates instructional leadership, promoting and modelling effective, evidence-based practice.		Instructional leadership practices permeate the school teams. Staff are encouraged to participate in school improvement and participate in school planning.
80% or more of students will	L3 & L3S1 Teacher	Literacy results for K–2 demonstrate effective

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
meet or exceed State Targets for Reading Levels and Literacy Progressions: Understanding texts, Phonological awareness, Phonic knowledge & Word recognition and Creating texts.	Training (\$7,000) Early Action Supplementary Funding (\$40,000)	reading skills with 64/69 K–2 students meeting or exceeding State Targets.
80% or more of students will meet or exceed the State Targets for the Numeracy Progressions: Quantifying numbers, Additive strategies, Number sense and algebraic thinking.	Early Action Supplementary Funding (\$40,000)	Teachers are becoming more familiar with the language of the progressions. 2019 will build on this knowledge moving toward consistent teacher judgements and the use of ALAN as a teaching tool.
Increase the percentage of students in the school achieving in the top two bands in Literacy and Numeracy NAPLAN		<p>Yr 3 had an increase in the number of students in the top 2 bands for Numeracy and Spelling.</p> <p>Yr 5 had an increase in the number of students in the top 2 bands for Numeracy and Reading.</p> <p>Yr 7 had an increase in the number of students in the top 2 bands for Grammar and Punctuation and Reading.</p> <p>Year 9 had an increase in the number of students in the top 2 bands for Grammar and Punctuation, Reading, Numeracy and Writing.</p>
90% of Year 7&8 English lessons include a writing component / activity.		<p>The English faculty have a commitment to ensuring English lessons in Stage 4 include a writing activity.</p> <p>All students have been exposed to a range of indigenous and Asian texts.</p> <p>10 minutes at the beginning of Stage 4 & 5 English lessons is dedicated to reading.</p>

Next Steps

Participation in Early Action for Success will be maintained in 2019. The focus on K–2 will be extended to K–6. The school will participate in Best Start Year 7 and build knowledge of the progressions in the English faculty.

QuickSmart numeracy will continue for years 5–8. An increasing number of students are completing the program and experiencing a changed mathematical mindset.

The English Faculty and 2 other staff members will participate in Seven Stepd for Writing Success as writing continues to be a focus in 2019. The Specified Device will continue in 2019 with Year 7 accessing the device through a subsidised program.

Strategic Direction 2

Future Leaders

Purpose

Why do we need this particular strategic direction and why is it important?

Waratah Award

It is important for students to take ownership of lifelong learning. The Award endeavours to encourage students to engage in new, unfamiliar and challenging experiences to develop a positive attitude to personal growth. It is imperative students realise that a sustained approach is required to achieve personal growth.

Overall summary of progress

In 2018, the Waratah Award was launched and 36 students enrolled and participated in overnight expeditions. The profile of the award has grown and a larger proportion of the students are aware of the award. Planning for the remaining strands is well underway. A method for monitoring student progress is underway.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students are self aware, build positive relationships, and actively contribute to the school community and the society in which they live.	8 Teacher Days \$53 stickers	Minimal progress 2018. The program has been launched and is underway.
Increasing numbers of students signing up for and completing the Waratah Award.		Significant progress from 0 members to 36 members.

Next Steps

Fortnightly meetings for staff.

Weekly meetings with students in Wehmalla.

Organise first expeditions for 2019.

Strategic Direction 3

Future Community

Purpose

Why do we need this particular strategic direction and why is it important?

'Cultural Suitcase' and Resilience

To produce strong, proud and resilient students who have a sense of identity and are equipped to be effective and informed members of the school community. Through the provision of relevant programs students will be empowered to enhance their cognitive, emotional, social and physical well being in the context of quality teaching and learning.

Overall summary of progress

To produce strong, proud and resilient students who have a sense of identity and are equipped to be effective and informed members of the school community. Through the provision of relevant programs students will be empowered to enhance their cognitive, emotional, social and physical well being in the context of quality teaching and learning.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Qualitative:</p> <ul style="list-style-type: none">• Evidence of quality teaching and professional practise in learning environments which give students the opportunity to succeed and thrive.• Ongoing student participation in Yarn Time as a process to introduce and reinforce traditional information to our Jarjums.• Evans River AEC (School Based Local Aboriginal Consultative Group) established and operating effectively. <p>Quantitative:</p> <ul style="list-style-type: none">• Evidence of improved attendance and behaviour data K–12.• Improved frequency of, and attendance rates for, school cultural events• Improved participation rates in school leadership activities such as SRC, peer support, buddy reading• Evidence from TTFM survey of student satisfaction and improved resilience in overcoming challenges and barriers to learning		<p>Qualitative</p> <ul style="list-style-type: none">• Student attendance at Minumai• Student and staff use of local language• Yarn Time embedded in all junior years• AIME participation for Senior students• Continuation of a strong, culturally focused Aboriginal Ed Committee, which meet on a regular basis• Goals and targets regularly reviewed and discussed. <p>Quantitative</p> <ul style="list-style-type: none">• Increased attendance evident through the implementation of dynamic and relevant alternate programs and flexible delivery to cater for the diverse needs of the learners.• Aboriginal students elected as school captains.• Inclusive environment and ethos established which has encouraged students from diverse backgrounds to participate in leadership roles within the school.• TTFM survey shows that Indigenous students are respected, valued and feel safe within our school environment.

Next Steps

The next most important step will be to embed "R Day " as a initiative that is part of the Wellbeing plan for future years.

Cultural Suitcase future initiatives include the development of links with Minumai, ongoing development of language within the school and the construction of future stages of "Gun, nguhla wal wiya" sound trail.

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	<p>Employment of School Learning Support Officers and teacher relief, and the support of staff professional learning and planning student learning programs and assessments. \$ value shown is annual total (not for this half term).</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$ 82314.57) • Low level adjustment for disability (\$82 314.57) 	<p>Subsequent to students being identified, students were assessed, adjustments were made to curriculum and tasks set for students. This was done in collaboration with class teachers. Student needs were addressed and as a consequence they were engaged in class activities. School attendance improved.</p>
Quality Teaching, Successful Students (QTSS)	<p>0.274 of funding between 2 APs.</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) \$ 28,527 (as staffing) • Quality Teaching, Successful Students (QTSS) (\$28 527.00) 	<p>High quality teaching programs developed, staff successfully accredited, targets set by Professional Education Groups for the achievement of the school strategic directions were met.</p>
Socio-economic background	<p>Find attached a file which details the resourcing allocated from the Equity Socio-Economic Background budget 2018.</p> <ul style="list-style-type: none"> • Socio-economic background \$380,376 (flexible) • Socio-economic background (\$380 376.00) 	<p>Evaluative comments regarding the use of this funding is detailed in the section of the School Plan dealing with the relevant strategic direction.</p>
Support for beginning teachers	<p>Beginning Teachers \$22,114 (tied to 3 staff members)</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$22 114.00) 	<p>Beginning Teachers successfully accredited. These beginning teachers positioned to support beginning teachers commencing in 2019.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	257	248	234	230
Girls	248	245	255	256

Enrolments at the school were relatively stable over the period 2015–2018.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	91.9	91.6	93.9	90.4
1	95.9	92.2	91.3	89.9
2	93	92.7	90.7	87.4
3	92.9	91.2	93.4	89.9
4	90.7	92.6	90.7	92.5
5	93.4	91.6	92	91.4
6	93.8	92.8	90.3	87.9
7	92.3	93.5	91.3	90.4
8	87.3	93.3	88.8	89.9
9	88.6	89.6	87.9	86.9
10	86.9	87	83	84.4
11	86.7	90.1	80.4	80.1
12	88.2	87.9	88	85.1
All Years	90.1	91.1	88.5	87.8
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
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	92.3	92.3	92.3	91.5

Management of non-attendance

Rolls are marked each morning for the school day and each period throughout the day. The school is visited regularly by a Home School Liaison Officer who monitors students attendance and assists the school in addressing the attendance of students which falls below satisfactory levels. School attendance is regularly discussed at school assemblies, parent meetings and in the school newsletter.

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	2
Head Teacher(s)	5
Classroom Teacher(s)	30.57
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	1.7
Teacher Librarian	1.4
School Counsellor	1
School Administration and Support Staff	12.7
Other Positions	1

*Full Time Equivalent

The Australian Education Regulation (2014) requires schools to report on Aboriginal composition of their workforce. In 2018, there were ten (8.9%) members of staff who identify with an indigenous background.

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	14

Professional learning and teacher accreditation

The professional learning funds spent in 2018 focused on several key areas to support School Plan targets and Performance and Development Plans of staff. The Professional Learning budget was supplemented to support staff and ensure School Plan targets and Performance and Development Plans for staff were addressed.

Professional Learning in Curriculum support and Syllabus implementation equated to 55% of the total Teacher Professional Learning budget as well as 15% Learning and Support & Mental Health, 10% for Technology & STEM , 8% Literacy & Numeracy and 6% for Career Development.

Professional Learning for staff included Professional Education Groups release and resource development,

Retention Year 10 to Year 12

Of the 59 students in Year 10 2017, 38 continued to Year 12 in 2018 – a retention rate of 64%.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	2	5	3
Employment	2	5	8
TAFE entry	0	1	5
University Entry	0	0	17
Other	0	0	1
Unknown	0	2	4

Evans River is a mid-sized school in which each student is known and supported individually. The majority of students gain employment, or attend TAFE or university post-school.

Year 12 vocational or trade training

In 2018, Evans River K–12 offered Information and Digital Media Technologies, Construction and Kitchen Operations, all of which are at a Certificate II level.

Stage 5 and Stage 6 students also enrolled in TVET and attended various courses offered at Wollongbar TAFE.

Hairdressing was offered as a Stage 5 course.

Year 12 attaining HSC or equivalent

Students who completed Year 12 last year gained one of the following:

- . Higher School Certificate: 30 of 38 students (79%)
- . School to Employment Pathway: 8 of 38 students (21%)

Workforce information

distance Education Procedures training, Early Action for Success, Language Learning Literacy (L3), STEM and Technology in Education, implementation of new syllabus, VET in schools, Curriculum support and Curriculum State Conferences, Scout training, Personalised learning and support, Career and Transition, Mental Health First Aid and HSC study days.

Fifty one teachers participated in Professional Learning activities at an average expenditure of \$1,650 per teacher. Total expenditure on teacher professional learning was \$57,425 with a supplementation of funds from the Equity budget of \$18,000 and Early Action for Success funding of \$42,769 included teacher training, course fees and travel.

Beginning teachers also received resource allocation to support teachers permanent on probation. The funding was used to allow release time to attend professional learning, course fees, travel and accommodation. Release time was also used to facilitate meeting time for the beginning and mentor teacher.

School development days were whole school professional learning and included: Child Protection mandatory training, Disability Discrimination, CPR Anaphylaxis training, ICT & 21st Century Learning Skills, Writing Strategies and How to Learn Quality Teaching K-12.

Sixteen teachers are new scheme teachers maintaining accreditation and two staff member were beginning teachers working towards proficient.

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	612,332
Revenue	8,520,310
Appropriation	8,098,836
Sale of Goods and Services	36,117
Grants and Contributions	308,067
Gain and Loss	0
Other Revenue	73,799
Investment Income	3,492
Expenses	-8,210,653
Recurrent Expenses	-8,210,653
Employee Related	-7,491,388
Operating Expenses	-719,265
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	309,657
Balance Carried Forward	921,989

Funds carried forward include the balance of tied and trust funds, casual salaries yet to be billed, unpaid orders and funds set aside for asset replacement. When all outstanding 2018 accounts are paid, the actual amount carried forward is \$272,875.

Tied funds include those funds being held for payment of casual salaries for teachers and teacher aides who have completed work and been paid by the Department but for which the school has not yet been billed. They also include unfilled orders for minor equipment.

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	5,526,456
Base Per Capita	99,253
Base Location	45,106
Other Base	5,382,098
Equity Total	721,127
Equity Aboriginal	81,445
Equity Socio economic	380,376
Equity Language	0
Equity Disability	259,307
Targeted Total	988,290
Other Total	435,150
Grand Total	7,671,023

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.

LITERACY

Year 3

Reading: 24% of students were represented in the top 2 bands. Writing: 19% of students were in the top 2 bands. Spelling: 36% of students achieved in the top 2 bands, an increase of 12% from 2017. Grammar: 31%

of students were in the top 2 bands for Grammar. Growth from Best Start K to NAPLAN 3 was Sustaining is Growing.

Year 5

Reading: 22% of students achieved in the top 2 bands for Reading, an increase of 15% from 2017. 97% of student achieved the average scaled score Growth, 15% above the State and SSG data. Spelling: The average scaled score growth for Year 5 Spelling was 75.

Year 7

Reading: 22% of students were represented in the top 2 bands for Reading, an increase of 4% since 2017. Spelling: 16% of students achieved in the top 2 bands, an increase from 8% in 2015. Grammar: 18% of students achieved in the top 2 bands, an increase from 14% in 2017. Growth: The average scaled score growth for Year 7 Grammar and Reading was 70 which is above the SSSG and NSW DoE average.

Year 9

Reading: 16% if students were in the top 2 bands. Writing: 8% of students were in the top 2 bands for writing. Grammar: 11% of students in Year 9 achieved in the top 2 bands, an increase from 9% in 2017.

NUMERACY

Year 3

24% of students were represented in the top 2 bands., an increase from 21% in 2017.

Year 5

12% of students were represented in the top 2 bands. An increase from 9% in 2017.

Year 7

13% of students were represented in the top 2 bands. 63% of students had greater than or expected growth.

Year 9

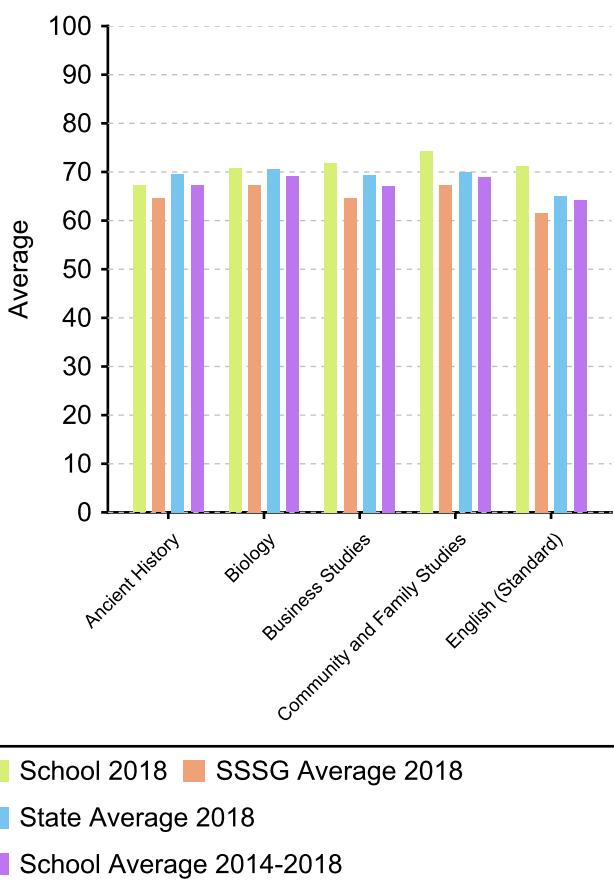
8% of students were represented in the top 2 bands.

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.

Evans River K-12 School uses NAPLAN and local assessment tools to inform teaching and learning opportunities. These opportunities are designed to enhance achievement in the top two bands of NAPLAN.

Higher School Certificate (HSC)

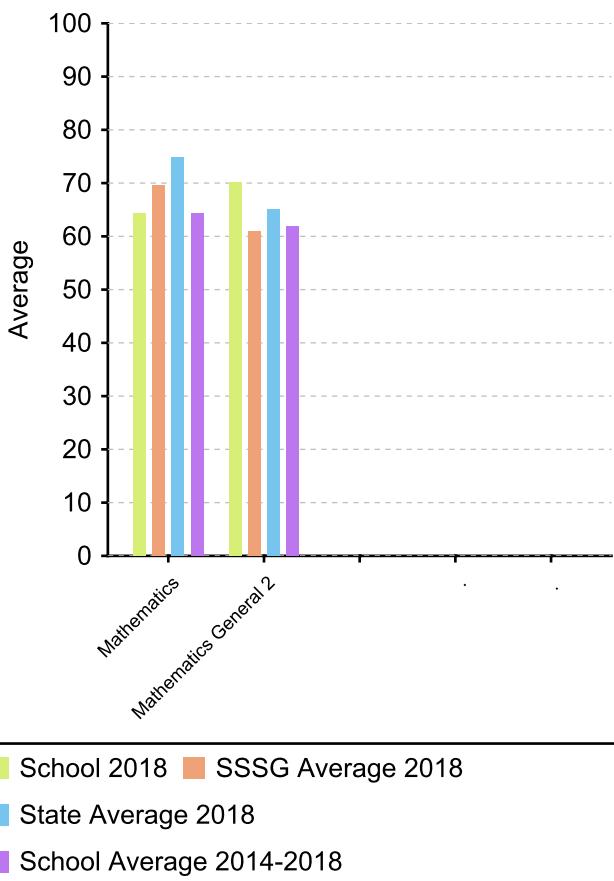
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



Subject	School 2018	SSSG	State	School Average 2014-2018
Ancient History	67.2	64.6	69.5	67.2
Biology	70.7	67.3	70.7	69.1
Business Studies	71.9	64.7	69.3	67.1
Community and Family Studies	74.3	67.3	69.9	68.8
English (Standard)	71.3	61.6	65.0	64.1
Mathematics	64.4	69.6	74.8	64.4
Mathematics General 2	70.1	61.0	65.1	61.8

In Ancient History, 7% of the candidates received a band 6 result (compared to a state average of 6%). In Business Studies, all 30% of the students received results in the top 2 bands. In Hospitality 33% of students were in the top 2 bands (compared to the state average of 22%). In General Mathematics, the percentage of students receiving results in the top 2 bands was 18%.

Parent/caregiver, student, teacher satisfaction



During 2018 Evans River students, staff and parents participated in the online Tell Them From Me (TTFM) surveys.

K–6 TTFM Results reveal a continued high participation in sports and strong results in positive peer relations. An area of concern continues to be attitude towards homework particularly for boys. School data indicates that students display positive behaviour at school results showed that students felt they received positive encouragement and felt they had someone at school to turn to for advice.

In Years 7–12, results again show lower than state norm in Homework behaviour. Although the results in positive classroom behaviours improved this year, there was a significant decline in attitudes towards attendance and the extent to which students valued schooling outcomes. Student engagement programs such as Project Based Learning have been set as a priority for 2018 to engage students in learning. One area that was strong across the school was students feeling good about their culture and confident that their teachers had an understanding of their cultural background and needs.

In summary, continued education for students and parents on developing home study practices is required. School priorities also target 21st Century learning strategies and welfare programs which are tailored to student needs.

Policy requirements

Aboriginal education

Aboriginal Education at Evans River K–12 School aims to improve retention and educational outcomes for Aboriginal students as well as educating all students and staff about Aboriginal history, culture and contemporary Aboriginal Australia. Initiatives to support Aboriginal education included the following:

- In-class tuition (formerly Norta Norta) – the support people being Simone Barker, Scott Barker, Corrina Day & Robin Mather. Students are up skilled in literacy strategies integrated into classroom content. Tuition is funded by the school as part of our global funding.
- Yarn Time – developed by Simone Barker and Robin Mather to strengthen cultural ties to the local community and to enhance students "knowledge of self" through the development of their own "Cultural Suitcase". This has been strengthened by the completion of construction of Stage 2 (on Country) of "Nulingah Yuroon", (Everyones' Track), which provides a platform to reinforce local stories and lore.
- Ongoing implementation of Bandjalang language within the school. Basic greetings and certain words are enthusiastically used by both teachers and students alike.
- The School Aboriginal Education Committee was expanded to include the "Cultural Suitcase PEG" and includes all interested staff. This committee has representatives from motivated and enthusiastic teachers and has the full support of the school executive. Issues discussed range from curriculum to attendance of the Aboriginal students at Evans River K–12 School.
- NAIDOC activities day celebrations translates as whole school celebrations of Aboriginal culture. NAIDOC was a successful event in 2018 and local elders and students participated in a variety of whole school cultural activities.
- Personal Learning Plans (PLP's) were completed by all Aboriginal students. These PLP's help prepare students for secondary school studies in years 9 to 12, and create pathways for education in TAFE colleges and school to work placement.
- The annual awards night for Aboriginal students, to encourage retention and student engagement in learning. This function is attended and supported strongly by the school and Aboriginal community;
- Simone Barker (AEO) from Evans River K–12 School attended meetings with Aboriginal parents from local Aboriginal communities to discuss student attendance and retention. This was particularly strengthened by Simone's ongoing support and participation in the Evans River Preschool "Cousins" program, which provides a supportive transition for Aboriginal students in their transition from Preschool to Kinder.
- Ongoing implementation and use of the "Goori" room Boogulbah. This area is a place for Norta Norta tutors to work and also a meeting place for parents, students, staff and visitors from the local community.

- Students from Year 9 to 12 actively participated in the AIME program. Tutors visited school and mentored students. The students also attended programs at Southern Cross University. The program aims to foster confidence and motivation within the Aboriginal community, as well as providing direction for future careers.
- Aboriginal education at Evans River K–12 School aims to provide a culturally rich environment where Aboriginal students are valued and secure.

Multicultural and anti-racism education

Multicultural education programs continued at Evans River in 2018.

The numbers of students studying Indonesian remain strong with elective classes in Year 10. The mandatory component of LOTE focused on Indonesian culture and most students attended a visit to Dreamworld and Australia Zoo to learn about the environmental challenges in Indonesia and the endangered Sumatran tigers.

The cultural exchange with the Italian School, Pietro Scalcerle, Padova, was conducted with 12 Italian students during September. The Italian students were hosted by Evans River families and were an integral part of the school for the time of their visit, which promoted education and awareness of the Italian culture, Art, History and the Italian language. The K–6 students took part in Italian activities with the Italian exchange students.

The K–6 students took part in HSIE lessons which focus on cultural perspectives. Secondary students participated in PDHPE lessons which focused on discrimination and diversity where positive attitudes and behaviours are fostered.

Evans River has an active Anti-Racism Contact Officer. There were six reports of racism in the school in 2018. All students were in Years 7–12. All students involved completed incident reports. Through mediation all incidents were resolved.