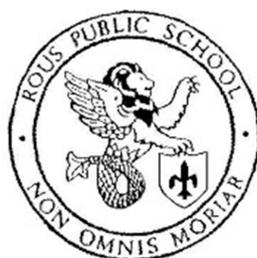


# Rous Public School

## Annual Report



2018



3006

## Introduction

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

Pauline Houghton

Principal

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### Message from the Principal

I am pleased to acknowledge our achievements at Rous Public School over the past twelve months. The school's strategic directions underpin our commitment in developing strong partnerships within the local community, fostering high expectations and a shared sense of responsibility for student learning. Our focus on ensuring that all students have the opportunity to learn through individualised programs is especially rewarding for the whole school community.

## School background

### School vision statement

The school maintains strong links with the wider community, enhancing opportunities for all students to reach their potential in a caring and supportive environment. Rous Public School aims for students to become successful capable learners, with a commitment to nurture, guide, inspire and challenge every student. Students are encouraged to take ownership of their learning and to see learning as a life long process.

### School context

Rous Public School is situated on the Alstonville Plateau. The school has significant links and partnerships with the surrounding communities, including the Southern Cross Community of Small Schools (SCSS).

The school seeks to provide an engaging curriculum with a focus on continuity of learning across the stages. The school's expectations and values program underpins our student welfare and learning programs. Our priorities include developing differentiated programs to cater for the individual needs for all our students, excellence in literacy and numeracy and a dynamic creative arts program. The school enjoys strong enthusiastic support from a diverse community which values consultation, creativity and collaboration.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

The results of this process indicated that within the School Excellence Framework domain of Learning, Rous School is sustaining and growing.

Rous School continues to develop a strong focus on learning, demonstrating a commitment within the school community that all students make learning progress; with the goal of 12 months teaching equals one year's growth.

Positive Behaviour for Learning (PBL) is directly linked to the School Plan and monitored through the milestones. PBL promotes a whole school approach to well-being that is relevant to student's stage of learning and development.

Teaching and learning programs demonstrate curriculum delivery to meet the needs of students, including adjustments to support learning or increase challenge.

Teachers meet every 5 weeks to present a range of formative assessments to inform their teaching on a daily basis. Formative and summative assessments provide opportunities for students to receive feedback on their learning. The school analyses summative assessment data to identify learning progress of individual students and student cohorts.

The school also analyses external assessment data to monitor and report on individual students as well as school performance. Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes.

The student performance measures demonstrate the school's value add trend is positive. School data shows that student progress and achievement is greater than students at statistically similar schools on external assessments, this is consistent with strong student progress and achievement on internal assessments.

Within the School Excellence Framework domain of Teaching, Rous School is sustaining and growing.

Teachers collaborate to develop evidence-based programs and lessons, which meets the needs of all students.

Teachers demonstrate explicit teaching strategies, including specific and timely feedback to students to improve student learning.

A school wide approach to effective and positive classroom management is evident.

The school promotes and demonstrates professional learning in data concepts, analysis and use of student data and related tools. Teachers use data effectively to evaluate student understanding of lesson content.

The school monitors the accreditation status of all staff. Staff use PDPs to identify and monitor specific areas for development.

Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes.

Within the School Excellence Framework domain of Leading, Rous School is sustaining and growing.

The Principal and school team support a culture of high expectations and community engagement in working towards a sustained and measureable whole school improvement.

Teaching and non-teaching staff seek to improve their performance. The Principal undertakes annual staff performance and development reviews for all staff.

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/self-evidence-guide>

## Strategic Direction 1

High expectations for all learners

### Purpose

To provide all students with access to relevant, engaging and challenging learning experiences. This includes student understanding of success criteria, (setting clear learning goals and giving regular feedback to students) leading to students becoming self-regulated learners. Staff and the school community are committed to a strong partnership, fostering high expectations and a shared sense of responsibility for student learning.

### Overall summary of progress

Ongoing internal and external professional learning in literacy and numeracy provided the opportunity for class teachers to develop teaching strategies in supporting growth in learning for all students. The teaching staff meet every five weeks, sharing student assessment data to identify the progress in learning for individual students and student groups. Teachers use data to inform their teaching. Students receive criteria for assessments and assessment data provides opportunities for students to receive feedback on their learning. Teachers use summative data to identify student learning and to validate formative assessment practices in literacy and numeracy.

The school has implemented evidence based programs resulting in measureable improvements in wellbeing and engagement to support learning across all school settings.

### Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years)   | Funds Expended (Resources)  | Progress achieved this year  |
|--|---|--|
| <ul style="list-style-type: none"><li>• A significant number of students demonstrate a minimum 12 month growth per year in key measures.</li><li>• A significant number of students are meeting stage outcomes in literacy and numeracy.</li><li>• 80% of students in years 3 and 5 are working at proficiency in NAPLAN in Literacy and numeracy.</li></ul> | Staff have participated in professional learning workshops on the Learning progressions.          | <p>Students are producing work samples that demonstrate evidence in understanding of the criteria. Students can better articulate the goal statements in providing feed back.</p> <p>Staff are more confident in sharing and seeking support through teacher discussions in supporting all students. students are monitored in regards to individual needs.</p>  |
| <ul style="list-style-type: none"><li>• SET criteria indicate that all students have an understanding and can articulate schools' expectations in the various settings</li><li>• All students understand and enact the elements of student well being framework.</li></ul>   | The whole school staff are involved in planning and monitoring student well-being and engagement. | <p>SET- Using PBL program has led to the school expectations being visible across all areas of the school.</p> <p>SET data indicates average participation has increased to 94% in 2018.</p> <p>Collection of in school data demonstrates a significant decrease in behaviour issues across school settings.</p> <p>The text in this column has been imported from your School Plan. Copy the relevant information into the appropriate field below.</p> |

### Next Steps

The school will continue professional learning for teachers through learning alliances with other schools and organisations in supporting student learning.

The school will provide opportunities to support teachers in developing consistent, evidenced based judgement and moderation of assessments.

A whole school approach in continuous tracking of student progress and achievement will be evident in learning and teaching programs and the school faculty for all staff to access.

The leadership team will develop effective measures to regularly review and monitor the tracking of student well-being and engagement.

Professional learning to continue through Positive Behaviour for Learning workshops so that all classrooms and other learning environments are well managed within a consistent, school wide approach.

## Strategic Direction 2

### Quality teaching practices

#### Purpose

Teachers take responsibility in collaborating to improve the quality of teaching. This includes taking a collaborative approach to planning, programming and assessing throughout the school year. Staff commit to participate in professional learning focussed on school goals as well as to provide peer support to ensure that teachers can effectively apply this knowledge in the classroom. Teachers continually evaluate the effectiveness of their teaching practices in using data to identify and respond to individual learning needs.

#### Overall summary of progress

Team teaching in literacy has developed a structured approach around professional dialogue and collaboration in the modelling of effective practices in providing timely feedback between teachers, with the aim to improve teaching practice and student progress.

Professional learning and regular teacher collaboration in planning assessment tasks and analysing data ensures student progress is monitored and interventions provided in supporting growth in learning for all students.

A focus on all learning environments is managed, so that students can engage in productive learning, with minimal disruption. Data is collected to inform future directions.

#### 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 pedagogy<br><br>All class teachers can provide evidence of student growth.  | PL meetings in developing methods to track progress in student learning Learning progressions training PL funds \$2400 | Are class teachers confident in using a variety of assessment tools to track student progress? To what extent are staff using it to inform programming and assessment?<br><br>Through participation in collaborative meetings, class teachers have demonstrated a deeper understanding in analysing student data as well as supporting one another to inform teaching practices.      |
| All class teachers are confident in collecting and analysing data<br><br>Peer observations and feedback provides evidence of pedagogy using the Quality Teaching Framework | • Quality Teaching, Successful Students (QTSS) (\$0.00)<br>Minutes from Collaborative Inquiry meetings.                | Did professional learning increase knowledge base of staff? To what extent are they using this to inform programming and assessing? Survey analysis, programs and assessments.<br><br>Feedback from staff indicates staff are more confident in collecting, analysing student data to inform teaching practices as well as setting high expectations for students and their learning. |

#### Next Steps

A whole school approach to team teaching in literacy ensures lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs of individual students as they arise. Class teachers use team teaching to routinely review learning with each student, ensuring all students have a clear understanding of how to improve.

Ongoing professional learning for staff in developing a deeper understanding of student assessment and data concepts. Professional learning and teacher collaboration will support teachers in clearly understanding, developing and applying a full range of assessment strategies – assessment of learning, assessment as learning, assessment for learning in determining teaching practice, monitoring student growth and reflecting on teaching effectiveness.

Professional learning will support teachers in developing strategies for classroom management and promotion of student

engagement and responsibility for learning.

| Key Initiatives                                     | Resources (annual)   | Impact achieved this year   |
|---|--|---|
| <b>Aboriginal background loading</b>                | LaST funding allocated to support class teachers in reading and writing daily.                         | Formative assessments indicate that students reached targets in reading across classes. Focus on comprehension improved indicated in YARC results across classes.<br><br>Writing criteria demonstrates growth in students' writing. All staff gained confidence in having the support of LaST for planning and assessing.   |
| <b>Low level adjustment for disability</b>          | Funding allocated for LaST to team teach for one hour per day with reading and writing in all classes. | Evidence of students reaching targets across classes in reading (YARC and benchmark data). Writing criteria achieved. Evidence of individual student support provided in meeting minutes and anecdotal notes.   |
| <b>Quality Teaching, Successful Students (QTSS)</b> | Funding used to employ LaST across all classes.  | LaST employed to provide expertise in supporting classroom teachers in reading and writing. Yarc data demonstrates improvement across the school in comprehension (a focus area in guided reading in all classes. Growth in accuracy in stage 3 class also a focus was achieved. Writing criteria demonstrated evidence of growth across the school.  |
| <b>Socio-economic background</b>                    | Funding used to employ LaST across all classes.  | Summative assessments indicate a higher percentage of students are attaining at least 12 months growth for one years teaching in reading. (YARC data). A high percentage of students reached targets in reading (benchmarking). Evidence of students demonstrating in writing an understanding writing criteria. Evidence/ feedback from parents and students of improvement in writing standards across the school presented at weekly assemblies. |

## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2015       | 2016 | 2017 | 2018 |
| Boys     | 44         | 44   | 42   | 50   |
| Girls    | 27         | 30   | 28   | 27   |

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2015 | 2016 | 2017 | 2018 |
| K         | 92   | 94.9 | 92.2 | 92   |
| 1         | 95.2 | 93   | 90.8 | 92.3 |
| 2         | 90   | 93.1 | 97.8 | 92.7 |
| 3         | 90.5 | 89.8 | 94   | 94   |
| 4         | 98.7 | 94.1 | 93.5 | 96.3 |
| 5         | 92.9 | 98.3 | 94.1 | 94.7 |
| 6         | 95   | 93.9 | 98.1 | 95.7 |
| All Years | 93.5 | 93.9 | 94.1 | 94   |
| 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

The importance of consistent student attendance has been addressed with our school community by promoting the message at parent information evenings and in the school newsletter. Attendance information flyers are frequently included in the school newsletters and added to the school website.

## Workforce information

## Workforce composition

| Position                                | FTE* |
|---|------|
| Principal(s)                            | 1    |
| Classroom Teacher(s)                    | 2.41 |
| Teacher of Reading Recovery             | 0.11 |
| Learning and Support Teacher(s)         | 0.2  |
| Teacher Librarian                       | 0.2  |
| School Administration and Support Staff | 1.46 |

\*Full Time Equivalent

We have no aboriginal staff employed in a permanent or casual capacity at this school.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

| Qualifications                  | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 100        |
| Postgraduate degree             | 0          |

### Professional learning and teacher accreditation

All staff members participated in professional learning on school development days and at weekly meetings. Professional learning is focussed on the school's strategic directions as stated in the 2018–2020 School Plan. Staff also participated in training around their goals identified in their Performance and Development Plans. As part of the community of schools, K–2 teachers attended workshops throughout the year in developing teaching strategies to support students in the classroom. All staff completed mandatory training requirements, including CPR, Anaphylaxis, Work Health and Safety, Code of Conduct and Child Protection. The staff also completed First Aid training. All class teachers are maintaining accreditation at proficient.

## Financial information

### Financial summary

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

|                                       | 2018 <b>Actual</b> (\$) |
|---------------------------------------|-------------------------|
| <b>Opening Balance</b>                | 82,824                  |
| <b>Revenue</b>                        | 809,257                 |
| Appropriation                         | 764,514                 |
| Sale of Goods and Services            | 0                       |
| Grants and Contributions              | 43,296                  |
| Gain and Loss                         | 0                       |
| Other Revenue                         | 0                       |
| Investment Income                     | 1,446                   |
| <b>Expenses</b>                       | -639,715                |
| Recurrent Expenses                    | -639,715                |
| Employee Related                      | -557,833                |
| Operating Expenses                    | -81,882                 |
| Capital Expenses                      | 0                       |
| Employee Related                      | 0                       |
| Operating Expenses                    | 0                       |
| <b>SURPLUS / DEFICIT FOR THE YEAR</b> | 169,542                 |
| <b>Balance Carried Forward</b>        | 252,365                 |

|                       | 2018 <b>Actual</b> (\$) |
|-----------------------|-------------------------|
| <b>Base Total</b>     | 625,132                 |
| Base Per Capita       | 13,536                  |
| Base Location         | 1,657                   |
| Other Base            | 609,939                 |
| <b>Equity Total</b>   | 40,937                  |
| Equity Aboriginal     | 4,824                   |
| Equity Socio economic | 7,199                   |
| Equity Language       | 0                       |
| Equity Disability     | 28,915                  |
| <b>Targeted Total</b> | 11,939                  |
| <b>Other Total</b>    | 22,925                  |
| <b>Grand Total</b>    | 700,933                 |

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.

The school's financial management processes and governance structures meet financial policy requirements. All spending of funds are linked to the School Plan.

There are no unusual spending patterns in relation to accommodating for leave and/or illness.

Savings for planned capital expenditure have been maintained over the three year cycle.

### Financial summary equity funding

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

# 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.

Rous School achieved pleasing growth from year 3 to year 5 compared to the state's average across all domains in Literacy–

In reading, Rous School achieved an average scaled growth of 152.18 compared to state's 82.66

In spelling, Rous School achieved an average scaled growth of 119.52 compared to the state's 79.66

In writing, Rous School achieved an average scaled growth of 53.88 compared to the state's 47.55

In Year 5, the school is above the state average in writing. The school scaled score– 472 compared to the state DOE scaled score– 463.

In year 5, the school is above the state average in reading. The school scaled score– 545 compared to the state DOE scaled score– 502

In year 5, the school is below the state average in spelling. The school scaled score– 493 compared to the state DOE scaled score– 503

In year 3, the school is above the state average in writing. The school scaled score– 426.4 compared to the state DOE scaled score 407.25.

In year 3, the school is above the state average in reading. The school scaled score– 454.9 compared to state DOE scaled score– 428.7.

In year 3, the school is above the the state average in spelling. The school scaled score– 422.6 compared to the state DOE scaled score 420.38

### Percentage in Bands:

#### Year 3 - Grammar & Punctuation

| Band                   | 1   | 2   | 3   | 4    | 5    | 6    |
|------------------------|-----|-----|-----|------|------|------|
| Percentage of students | 0.0 | 0.0 | 0.0 | 0.0  | 0.0  | 0.0  |
| School avg 2016-2018   | 9.1 | 9.1 | 4.5 | 22.7 | 31.8 | 22.7 |

### Percentage in Bands:

#### Year 3 - Reading

| Band                   | 1   | 2   | 3    | 4    | 5    | 6    |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 0.0 | 0.0 | 0.0  | 0.0  | 0.0  | 0.0  |
| School avg 2016-2018   | 4.5 | 0   | 18.2 | 18.2 | 31.8 | 27.3 |

### Percentage in Bands:

#### Year 3 - Spelling

| Band                   | 1   | 2   | 3    | 4    | 5    | 6    |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 0.0 | 0.0 | 0.0  | 0.0  | 0.0  | 0.0  |
| School avg 2016-2018   | 4.5 | 0   | 22.7 | 22.7 | 31.8 | 18.2 |

### Percentage in Bands:

#### Year 3 - Writing

| Band                   | 1   | 2   | 3   | 4    | 5    | 6   |
|------------------------|-----|-----|-----|------|------|-----|
| Percentage of students | 0.0 | 0.0 | 0.0 | 0.0  | 0.0  | 0.0 |
| School avg 2016-2018   | 0   | 0   | 9.1 | 36.4 | 45.5 | 9.1 |

### Percentage in Bands:

#### Year 5 - Grammar & Punctuation

| Band                   | 3   | 4   | 5    | 6    | 7    | 8    |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 0.0 | 0.0 | 0.0  | 0.0  | 0.0  | 0.0  |
| School avg 2016-2018   | 3.8 | 3.8 | 19.2 | 23.1 | 11.5 | 38.5 |

### Percentage in Bands:

#### Year 5 - Reading

| Band                   | 3   | 4   | 5   | 6    | 7    | 8    |
|------------------------|-----|-----|-----|------|------|------|
| Percentage of students | 0.0 | 0.0 | 0.0 | 0.0  | 0.0  | 0.0  |
| School avg 2016-2018   | 0   | 0   | 3.8 | 30.8 | 30.8 | 34.6 |

### Percentage in Bands:

#### Year 5 - Spelling

| Band                   | 3   | 4   | 5    | 6    | 7    | 8    |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 0.0 | 0.0 | 0.0  | 0.0  | 0.0  | 0.0  |
| School avg 2016-2018   | 7.7 | 0   | 15.4 | 42.3 | 23.1 | 11.5 |

### Percentage in Bands:

#### Year 5 - Writing

| Band                   | 3   | 4    | 5    | 6    | 7   | 8   |
|------------------------|-----|------|------|------|-----|-----|
| Percentage of students | 0.0 | 0.0  | 0.0  | 0.0  | 0.0 | 0.0 |
| School avg 2016-2018   | 3.8 | 15.4 | 42.3 | 30.8 | 7.7 | 0   |

Rous School achieved growth from year 3 to year 5 compared to the state's average in Numeracy–

In Numeracy, Rous School achieved an average scaled growth of 93.97 compared to state's 93.14

In year 5, the school is below the state average in Numeracy. The school averaged scaled score– 490 compared to the state DOE scaled score– 493

In year 3, the school is above the state average in Numeracy. The school average scaled score– 407.0 compared to the state DOE scaled score– 406.07.

### Percentage in Bands:

#### Year 3 - Numeracy

| Band                   | 1   | 2   | 3    | 4    | 5    | 6   |
|------------------------|-----|-----|------|------|------|-----|
| Percentage of students | 0.0 | 0.0 | 0.0  | 0.0  | 0.0  | 0.0 |
| School avg 2016-2018   | 0   | 4.3 | 17.4 | 30.4 | 34.8 | 13  |

### Percentage in Bands:

#### Year 5 - Numeracy

| Band                   | 3   | 4    | 5    | 6    | 7    | 8    |
|------------------------|-----|------|------|------|------|------|
| Percentage of students | 0.0 | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  |
| School avg 2016-2018   | 0   | 11.1 | 18.5 | 22.2 | 25.9 | 22.2 |

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.>

The Premier's priorities include increasing the number of students in the top two bands in literacy and numeracy. At Rous Public School the results in reaching these targets follows–

The school's average % of students in the top 2 bands in years 3 and 5 in reading and numeracy 42.31 %.

In Year 3, 49% Rous School students placed in top 2 bands in number compared to the state's 40%.

In Year 3, 57% Rous School students placed in top 2 bands in reading compared to the State's 51%.

In Year 3, 57% Rous School students placed in top 2 bands in spelling compared to the state's 50%.

In Year 3, 71% Rous School students placed in the top

2 bands in writing compared to the state's 72%.

In year 5, 16 % Rous School students placed in the top 2 bands in number compared to the state's 30%.

In year 5, 50% Rous School students placed in the top two bands in reading compared to the state's 36%.

## Parent/caregiver, student, teacher satisfaction

The school sought the opinion of students, parents and staff under the learning domain of curriculum and assessment using the School Excellence Framework.

The responses are presented below.

The school staff completed the Self Assessment survey for 2019. In the learning domain of curriculum, the staff identified the school as sustaining and growing.

Future directions include, learning alliances with other schools and organisations to enhance the curriculum. The school curriculum will continue to support high expectations for student learning. Students' learning activities will be purposeful and challenging to ensure maximum learning. Teaching and learning programs show evidence of revisions based on feedback from student assessments and provide evidence of continuous tracking of student progress and achievement.

In the learning domain of assessment, the staff identified the school as sustaining and growing.

Future directions include, assessment is used as an integral part of daily classroom instruction across all areas of the curriculum. Students and parents understand the assessment processes used in the school and their benefits for learning. The school has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments.

Students in 4/5/6 participated in a learning culture and wellbeing survey.

90% of students enjoyed the opportunity to participate in extracurricular activities

85% of students value schooling outcomes

80% of students are interested and motivated in their learning

73% of students tried hard to succeed

73% of students had positive relationships at school

Future directions include teachers building effective partnerships with parents through regular workshops and interviews so that students are motivated to continue to improve in learning. A whole school strategic and planned approach to student well being which supports all students connect, succeed, thrive

and learn.

#### Parent surveys–

25% of parents completed and returned a written survey focusing on curriculum and assessment. In the area of curriculum:

100% of parents and carers indicated that the school strives for high expectations in student learning.

100% of parents and carers indicated evidence of continuity with student learning across the stages.

100% of parents and carers indicated evidence of the school making adjustments to support the individual needs of all students.

In the area of assessment:

88% of parents and carers had an understanding of assessments used across the school.

88% of parents and carers were aware of assessments routinely being used to collect information on student learning.

88% of parents and carers understood that 'in school' assessments informed teaching practice.

Future directions include providing opportunities for parents to gain a deeper understanding of the purpose of formative and summative assessments, through parent/ teacher meetings as well as providing parent workshops on assessments throughout the year.

## Policy requirements

### Aboriginal education

Our school sits on the traditional lands of the Bundjalung Nation, home of the Widjabul people. The traditional custodians of the land are acknowledged at all assemblies and community events. The school's curriculum provision supports Aboriginal perspective including a focus on the significance of culture of the Widjabul people. The school is involved with other local schools and organisations to enhance learning opportunities for all students.

### Multicultural and anti-racism education

Teaching and learning programs show evidence of the importance of cultural diversity and harmony within Australian society. All students participate in explicit lessons weekly on the school's expectations and values. The anti-racism officer participates in training and provides feedback to staff on her role as well as the responsibilities of all staff.