

# Tregeagle Public School

## Annual Report



2018



3255

## Introduction

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

Rebecca Fletcher

Principal

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## School background

### School vision statement

Tregeagle Public School encourages high expectations for student learning and strives to support every student to achieve their personal best in all curriculum areas. We provide our students with a strong foundation in literacy and numeracy and support students in an engaging environment which promotes academic excellence, collaboration and wellbeing. In order for students to thrive as future global citizens, we are committed to developing students with strong critical and creative thinking skills and resilience, who have confidence in their ability as self-directed learners. Our staff foster positive relationships, enabling a high level of connectedness and a strong sense of belonging within the school community.

### School context

Tregeagle Public School is a rural school of 115 students, including 6% Aboriginal enrolments. The school sits nestled amongst the macadamia and avocado farms of the Tregeagle district and is 6 kms from the outskirts of the nearest town, Lismore. Our experienced staff draw upon their diverse skills and knowledge to teach our five classes and work in collaboration in pursuit of student and school excellence.

Tregeagle Public School has a well established reputation for holding a strong academic focus and students enjoy diverse opportunities that challenge and extend their learning across an extensive and progressive curriculum. A diverse variety of extra-curricular programs are offered to students including choir, public speaking, chess & draughts, dance and sporting teams. This is extended through our proud association with the Southern Cross Community of Small Schools (SCCoSS). Student leadership is promoted and encouraged through our Student Representative Council and Peer Support program. Our school is renowned locally for its Junior Landcare program, where students learn about sustainability and regularly enhance our school's natural environment.

Tregeagle Public School has a well established reputation for providing an open and caring environment where students, staff, families and our community work in strong partnerships. We have an active P&C who support the canteen and many other programs running in our school. Tregeagle Public School is a proud PBL (Positive Behaviour for Learning) school and the positive targets of: Be Safe, Be Respectful and Be a Learner; are taught explicitly by staff and parents. Tregeagle Public School is a welcoming and friendly school which boasts an exceptional reputation within our community.

# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

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

This year, our school undertook self–assessment using the School Excellence Framework. 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.

Tregeagle Public School's School Excellence Framework self–assessment summary data for 2018 is as follows:

LEARNING: Learning Culture – Sustaining and Growing

LEARNING: Wellbeing – Sustaining and Growing

LEARNING: Curriculum – Sustaining and Growing

LEARNING: Assessment – Sustaining and Growing

LEARNING: Reporting – Sustaining and Growing

LEARNING: Student performance measures – Sustaining and Growing

In the area of 'Student Performance Measures' Tregeagle Public School was very pleased with 47% of Year 3 & 5 students achieving in the top 2 bands in reading and numeracy, which was up from 38% in 2017 as this is one of the Premier's Priorities. We were also very pleased to achieve 'excelling' in our K–3 value–add and 'sustaining and growing' in our Year 3–5 value–add results. This is testament to the quality teaching and learning that is occurring at Tregeagle Public School.

TEACHING: Effective classroom practice – Sustaining and Growing

TEACHING: Data skills and use – Sustaining and Growing

TEACHING: Professional standards – Sustaining and Growing

TEACHING: Learning and development – Sustaining and Growing

LEADING: Educational leadership – Sustaining and Growing

LEADING: School planning, implementation and reporting – Sustaining and Growing

LEADING: School resources – Sustaining and Growing

LEADING: Management practices and processes – Sustaining and Growing

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

### High Expectations in Learning

#### Purpose

To create self-directed learners and effective global citizens, with a strong sense of wellbeing.

#### Overall summary of progress

Staff, students and our community worked in greater collaboration in 2018 to develop, implement and evaluate wellbeing practises including Positive Behaviour for Learning.

Ongoing commitment to high expectations in learning was fostered by staff through dedication to high quality and targeted professional learning which had a positive impact on value-add student growth.

Collaborative and regular evaluation of student academic assessment and wellbeing data led to improved classroom practice and student outcomes in literacy and numeracy.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<b>A Learning Culture:</b>  Increase the percentage of students demonstrating expected growth in Literacy and Numeracy.	RAM Equity, Funding Support, Aboriginal, QTSS, 6100 – Numeracy – \$2000	<b>What was done?</b> Multilit program ran all year with volunteers and SLSO's to support reading. YARC data analysed. PL around Super 6 Comprehension and program implemented. TPS Maths Staff survey completed. PL on the learning progressions and TEN maths activities. Numeracy resources audit to support TEN.  <b>How well was it done?</b> From the Numeracy Audit, stage appropriate mathematics resources were purchased to support TEN activities in every classroom. Multilit volunteers and SLSO were trained to do the program to ensure quality outcomes for students. Expert professionals sourced to deliver Professional learning to build the capacity of staff.  <b>What data did we need to look at?</b> SCOUT school performance reports, PLAN data, School Wide Assessments linked to the assessment schedule.  <b>What difference did it make?</b> 2018 data includes: Excelling K–3 Value–Add, Sustaining and Growing 3–5 Value Add, 47% of Year 3–5 students achieved in the top 2 bands in reading and numeracy which is supporting the Premier's priorities.
<b>Student Wellbeing:</b>  Increase the number of elements of the Wellbeing Framework being implemented across the school.	RAM Equity, Funding Support, Aboriginal, Learning and Support Team, Collaborative Meetings	<b>What was done?</b> PBL data from the SET, the SAS and the TIC were triangulated and data analysed to create the PBL School Wide Action Plan 2018. Tier 1 Universal Classroom Systems training completed. PBL data harvested from Momentum week 5 & 10 each term and utilised the Big 5 data tool to inform the scope and sequence of lesson delivery. Updated the behaviour recording slip and created a Tregeagle PS PBL induction folder for casual teachers. Reviewed and planned for the 2019 reboot of the whole school rewards system.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p><b>Student Wellbeing:</b></p> <p>Increase the number of elements of the Wellbeing Framework being implemented across the school.</p>		<p><b>What difference did it make?</b> Overall 2017 School-wide Evaluation Tool (SET) Implementation score 92% (10% higher than in 2016). 2018 data of the 'Elements of the Wellbeing Framework' include: Teaching and Learning – All Achieved. Behaviour, Discipline and Character Education – 5/6 achieved. Learning and Support – 5/6 achieved. Professional Practise – All achieved. Effective Leadership – All achieved. School planning – All achieved. The results of this indicate an increase of the number of elements achieved since 2017 Wellbeing Framework assessment for Tregagle PS.</p> <p>The TPS 2018 Wellbeing Framework data also showed that the two areas of the Wellbeing Framework elements that we didn't achieve both involved parents consulting and contributing to their child's individual learning.</p>

## Next Steps

Embed L3/L3S1 training across K–3 classes due to changes in staff to ensure a literacy focus.

Implement the Soundwaves Spelling program (synthetic phonics) K–6 to ensure consistency of practise across the school.

Improve whole school writing outcomes by analysing data, setting clear learning intentions and implementing explicit evidence-based teaching practices.

Professional learning around ALAN and Learning Progressions with a focus on 'Creating Texts' and 'Quantifying Numbers'.



## Strategic Direction 2

### Quality Teaching

#### Purpose

To provide effective, explicit teaching methods that are based on evidence, leading to enhanced student outcomes.

#### Overall summary of progress

At Tregeagle PS, the themes of 'What Works Best' are embedded into the fabric of our school. We have increased the staff and student knowledge of Visible Learning and have found that this has put a focus on quality teaching across our school. Student performance data is reviewed regularly and is analysed to inform teaching.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p><b>What Works Best:</b></p> <p>The themes of 'What Works Best' are embedded in all teaching programs.</p>	<p>QTSS funds</p> <p>PL RAM funds</p>	<p><b>What was done?</b> Reviewed the themes of the 'What Works Best' document. WWB student survey. PL on the Quality Teaching Framework.</p> <p><b>How well was it done?</b> This review of WWB created a great collegiate discussion about how to use this evidence-based practice to make sustainable improvements to student outcomes. WWB Student survey analysed and used to inform planning.</p> <p><b>What difference did it make?</b> All teachers are now aware of the 7 themes of the WWB document.</p> <p>WWB student survey indicated that: we needed to focus on increasing the % of students who have a sense of belonging (currently 47% regularly), increasing students high expectations of their own work (currently 40% regularly) and allowing time to ask and answer questions (currently 41% regularly).</p> <p>A Quality Teaching Framework Scope and Sequence was developed for Tregeagle PS where all 18 elements were spread across Term 2, 3 &amp; 4. It was decided that QTF would be added to the agenda of our weekly communication meeting and we would discuss the weekly focus element and read out –what it looks like in the classroom and what it looks like in assessment tasks.</p>
<p><b>Visible Learning:</b></p> <p>Increased proportion of Visible Learning elements are embedded into classroom teaching programs and assessments.</p>	<p>JBC– time off class (Casual release \$400)</p> <p>QTSS</p>	<p><b>What was done?</b></p> <p>PL on staff using consistent VL language i.e. learning intentions.</p> <p>Classroom walk-throughs conducted to gauge student understanding of learning intentions and success criteria.</p> <p>Assessment samples collected by VL coordinator to assess staff understanding and engagement across the term.</p> <p>Newsletter inclusion about VL to promote</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p><b>Visible Learning:</b></p> <p>Increased proportion of Visible Learning elements are embedded into classroom teaching programs and assessments.</p>		<p>understanding and consistent language by wider community.</p> <p>Teachers K–6 have implemented using success criteria for numeracy in their classrooms.</p> <p><b>What difference did it make?</b></p> <p>Data and observations collected during second walkthroughs demonstrated improvement in student understanding due to teachers employing Visible posters for LIs and SCs.</p> <p>All students could identify where to access SC or LI during lessons to support their learning.</p> <p>Newsletter explicitly explained what VL is and how it is embedded into classrooms.</p>
<p><b>Use of Data to Inform Practice:</b></p> <p>Student performance data is reviewed regularly and collaboratively evaluated to inform teaching.</p>	<p>QTSS</p> <p>Principal Support Funds</p>	<p><b>What was done?</b></p> <p>Review of TPS assessment schedule and standardised assessments. Adjustments made to suit programs and school needs.</p> <p>NAPLAN scout reports reviewed as a staff. Students achieving in the top 2 bands or in the bottom 2 bands identified and adequate adjustments planned for.</p> <p>Regular reviews of standardised assessment data to inform planning.</p> <p>L3 and L3S1 data submitted in 5 week increments throughout the year and data analysed to inform planning.</p> <p><b>What difference did it make?</b></p> <p>Teachers were confident in knowing where their students were in their learning through the use of assessments and could use this information to plan to teach students at their point of need.</p>

## Next Steps

Review TPS Standardised Assessment Schedule in 2019.

Continue to collect and analyse L3 and L3S1 data to plan for effective literacy teaching in the younger years.

In Visible Learning, move to feedback. Continue to reinforce the use of learning intentions and success criteria with new staff.

Continue to implement the elements of the WWB document. Review the Quality Teaching Framework scope and sequence in 2019 again. Start the Spotlight on Learning observations and feedback in 2019.

## Strategic Direction 3

### Collaborative Practices

#### Purpose

To share expertise, lead and learn together, to build student and staff capacity.

#### Overall summary of progress

TPS has established and maintained a formal process of performance and development of all staff. We have increased opportunities for collaboration and expertise sharing within and between schools for both staff and students.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p><b>Performance Management and Development:</b></p> <p>The school establishes and maintains a formal process of performance and development of staff.</p>	<p>Principal Release</p> <p>QTSS</p>	<p><b>What was done?</b></p> <p>Peer colleagues and PDP supervisors assigned. Accreditation reviewed for all teachers. Mandatory training register reviewed and updated. PDP's completed utilising Mypl goals.</p> <p>Principal created staff PDP overview in order to easily match PDP goals with school plan strategic directions for PL purposes.</p> <p><b>What difference did it make?</b></p> <p>Staff felt that they were having meaningful discussions about their professional growth and development regularly. Evidence was being provided to support goals through Mypl goals.</p>
<p><b>Communities of Practice:</b></p> <p>Increased opportunities for collaboration and expertise sharing within and between schools.</p>	<p>PL RAM Funds</p> <p>Principal Relief</p>	<p><b>What was done?</b></p> <p>Executive participated in collaborative dialogue and professional learning within our Community of schools.</p> <p>Working Bee completed – achieved a lot of our P&amp;C / school goals that we wanted to. Large number of families involved in the project. \$600 Bunnings grant was sourced to support this initiative.</p> <p>Tregeagle PS held the SCCoSS District Public Speaking event featuring 7 local small schools.</p> <p>Staff participated in the SCCoSS K–2 collegiate around the integration of Aboriginal and Torres Strait Islander perspectives into curriculum (PL from DoE ) and also had PL into 8 ways of learning.</p> <p><b>How well was it done?</b></p> <p>At the Principal Meeting we discussed our PDP and school plans. We aligned goals and strategic directions to work out how we can support each other's PDP goals and work together as schools in our school plans.</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p><b>Communities of Practice:</b></p> <p>Increased opportunities for collaboration and expertise sharing within and between schools.</p>		<p><b>What difference did it make?</b></p> <p>Stage 2 TPS won the SCCoSS General Knowledge Day.</p> <p>SCU Science and Engineering Challenge – SCCoSS won the challenge against other schools showing a high level of collaboration and critical and creative thinking skills.</p> <p>SCCoSS Spelling Bee – Tregeagle PS won the Stage 2 and came runners up in the Stage 3.</p> <p>Tregeagle PS won the Junior section of the SCCoSS Public Speaking and came runner up in the Senior section.</p> <p>PSSA Girls Soccer team – Runner up Regional Champions.</p> <p>Lismore Performing Arts Festival – Stage 2 Dance performed and students performed in the small school choir which collaborated with 150 other small school students.</p>

## Next Steps

Continue to build strong and collaborative partnerships within our SCCoSS for both PL and student opportunity.

Staff will engage in the Performance and Development Framework procedures to build their capacity, knowledge and skills. They will share best practice to improve student outcomes.

Develop processes and practices that engage our community in collaborative practices to share expertise, build capacity and encourage a sense of belonging in our school community.



<b>Key Initiatives</b>	<b>Resources (annual)</b>	<b>Impact achieved this year</b>
<b>Aboriginal background loading</b>	\$6,958	Provision of additional Student Learning Support Officer time across classes to support aboriginal students in the teaching and learning environment.
<b>English language proficiency</b>	\$400	Provision of additional Student Learning Support Officer time across classes to support students in the teaching and learning environment.
<b>Low level adjustment for disability</b>	\$9,223	Provision of additional Student Learning Support Officer time across classes to support students in the teaching and learning environment.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$19,573	Instructional Leadership Lesson Observations Peer Programming
<b>Socio-economic background</b>	\$10,675	Provision of additional Student Learning Support Officer time across classes to support students in the teaching and learning environment.
<b>Support for beginning teachers</b>		

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	49	44	45	46
Girls	58	59	66	71

Student enrolments have increased slightly in recent years, with enrolments having grown from 103 in 2016 to 117 in 2018. Expectations for 2019 are that enrolments will be approximately 122 students. In general, enrolment data trends show that the number of girls enrolled in the school outweighs the number of boys.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	96	97.3	95.1	93.2
1	94.1	92.7	95.3	94
2	96.5	94.9	93.2	94.5
3	95.9	95.8	95.3	89.8
4	93	94.5	93.2	92.2
5	93	92.9	93.7	92.6
6	93.2	92.9	94.3	95.9
All Years	94.8	94.3	94.2	93
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

Student attendance is monitored by classroom teachers and concerns for unsatisfactory attendance are referred to the school's Learning and Support Team. Attendance data is monitored within Momentum and follow up actions include parents notified of unexplained absences (letters) allowing for absences to

be validated.

Ongoing absence concerns are further addressed through correspondence from the school and meetings to discuss and support ways in which attendance concerns can be addressed. Where this fails to gain sufficient improvement, the school may refer the student/family to the Home School Liaison Program for stronger support in boosting student attendance.

In general, the majority of students have a positive attendance pattern, with most overall attendance percentages for classes above state average.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	3.6
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.71

\*Full Time Equivalent

The school has a diverse staff, with a breadth of experience and gender across our school. There is one full time member of staff who identifies as Aboriginal.

### 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 engage in ongoing professional learning and practices that support their professional growth. All staff, teaching and administrative, engage in the performance and development practices with a focus on developing their performance in the workplace. All staff participated in the PDP process in 2018 and goals were linked to both the school plan and to facilitate their

professional growth. Professional learning was linked to PDP goals.

All teaching staff are accredited against the teaching standards.

Some key professional learning that staff undertook in 2018 include:

- L3/L3S1 training
- TEN
- PBL Classroom training
- Visible Learning
- Minds Wide Open Critical and Creative program
- Soundwaves Spelling
- Super 6 Comprehension
- Quality Teaching Framework
- Restorative Practices
- Learning Progressions

## 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>	50,067
<b>Revenue</b>	1,164,951
Appropriation	1,107,217
Sale of Goods and Services	39
Grants and Contributions	46,040
Gain and Loss	0
Other Revenue	10,850
Investment Income	806
<b>Expenses</b>	-1,148,320
Recurrent Expenses	-1,148,320
Employee Related	-1,036,587
Operating Expenses	-111,733
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	16,632
<b>Balance Carried Forward</b>	66,698

School finances are managed by the principal in collaboration with school executive, including the school administration manager.

Finances are reviewed regularly (at least monthly) to review income and expenditure, with budget adjustments made as deemed necessary. The rollover of some additional funds will support the employment of additional Student Learning Support Officer hours in 2019.

With a growing understanding of new financial processes including SAP, eFPT and reports, the school will work towards budgeting and exhausting annual funding in the year that it is provided so that current students can benefit from the funds that are provided for them.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	927,379
Base Per Capita	21,464
Base Location	2,771
Other Base	903,144
<b>Equity Total</b>	48,079
Equity Aboriginal	6,958
Equity Socio economic	10,675
Equity Language	400
Equity Disability	30,046
<b>Targeted Total</b>	42,070
<b>Other Total</b>	42,718
<b>Grand Total</b>	1,060,245

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.

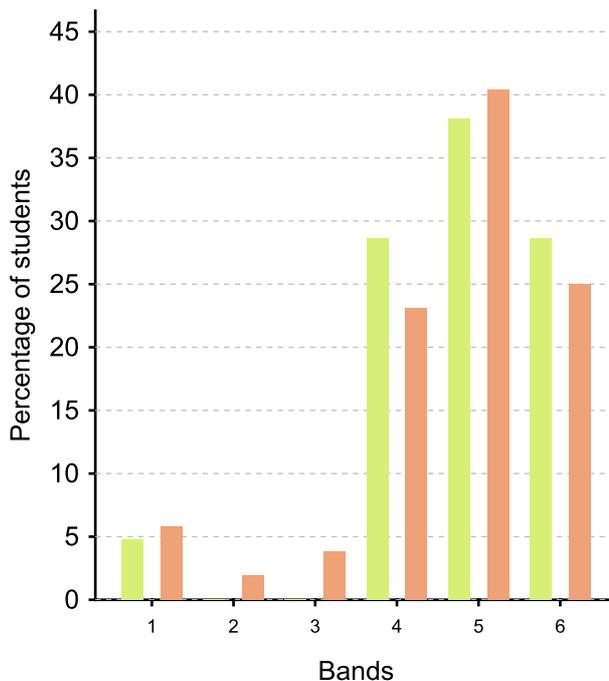
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats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

In regards to the Premier's priorities, Tregagle PS very pleasingly had 67% of Year 3 students in the top 2 bands in reading. We also had 38% of Year 5 students in the top 2 bands in reading for 2018.

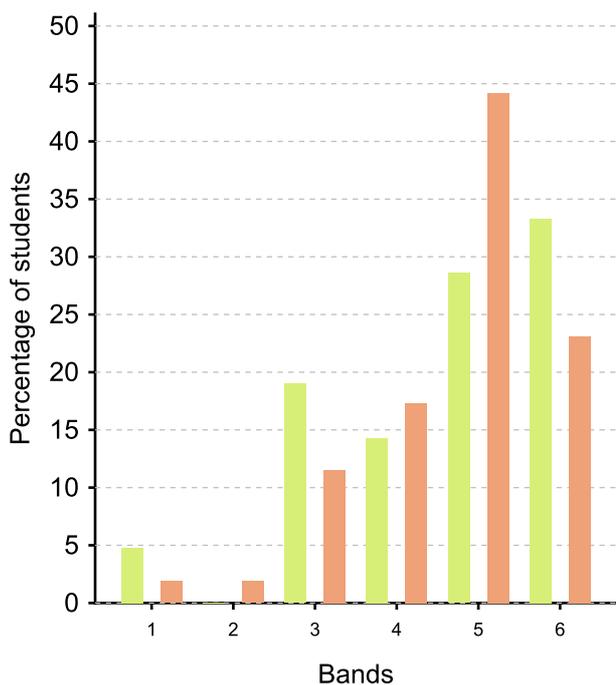
For Year 3, Tregagle PS was above state average scores in grammar & punctuation, writing and well above in reading. In spelling we were just below the state average, which indicates that K–3, we need to do more work on systematic synthetic phonics and spelling.

For Year 5, Tregagle PS, was above state average scores in all areas including; grammar & punctuation, writing, reading and spelling.

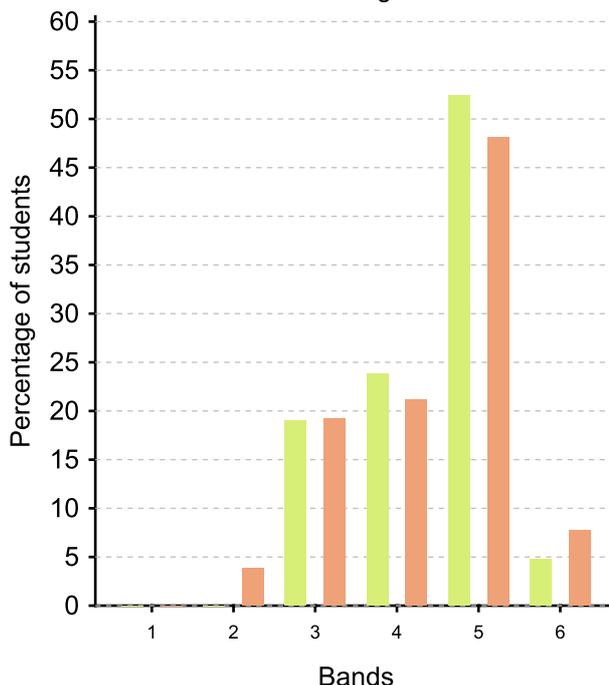
**Percentage in bands:  
Year 3 Reading**



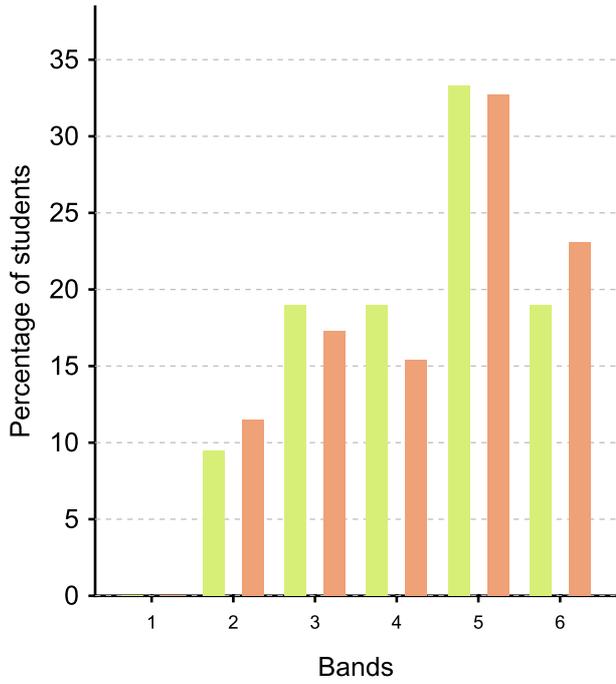
**Percentage in bands:  
Year 3 Grammar & Punctuation**



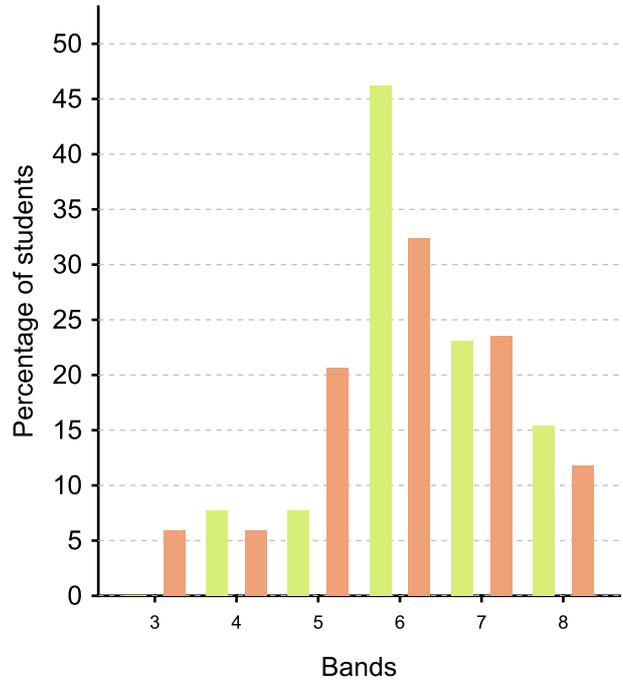
**Percentage in bands:  
Year 3 Writing**



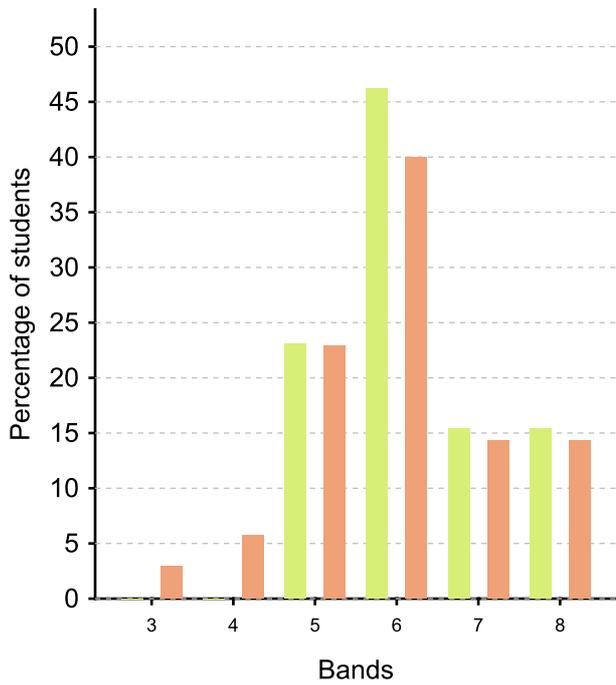
**Percentage in bands:**  
Year 3 Spelling



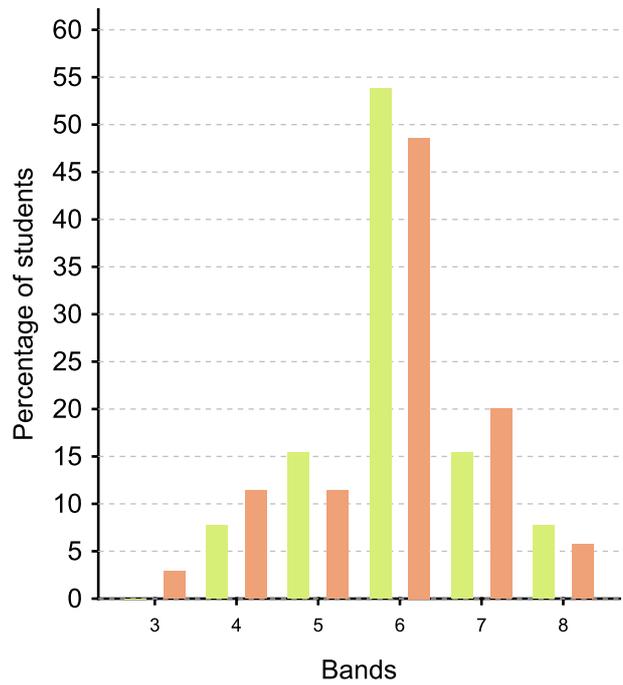
**Percentage in bands:**  
Year 5 Reading



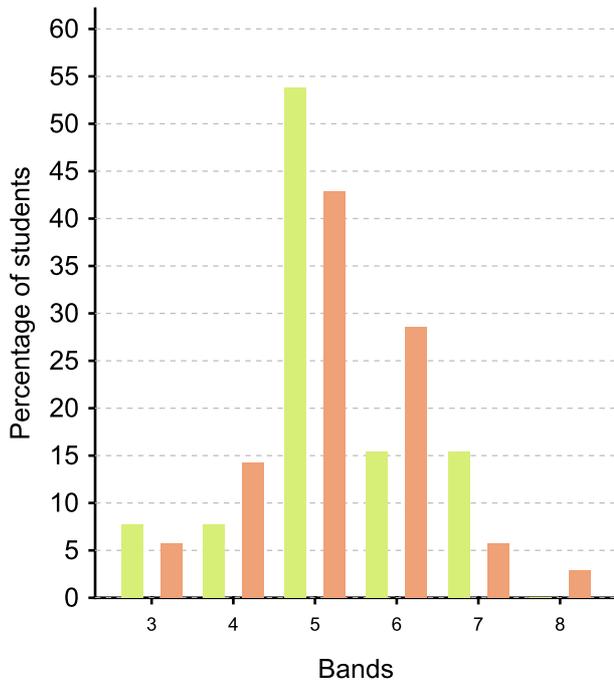
**Percentage in bands:**  
Year 5 Grammar & Punctuation



**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Writing

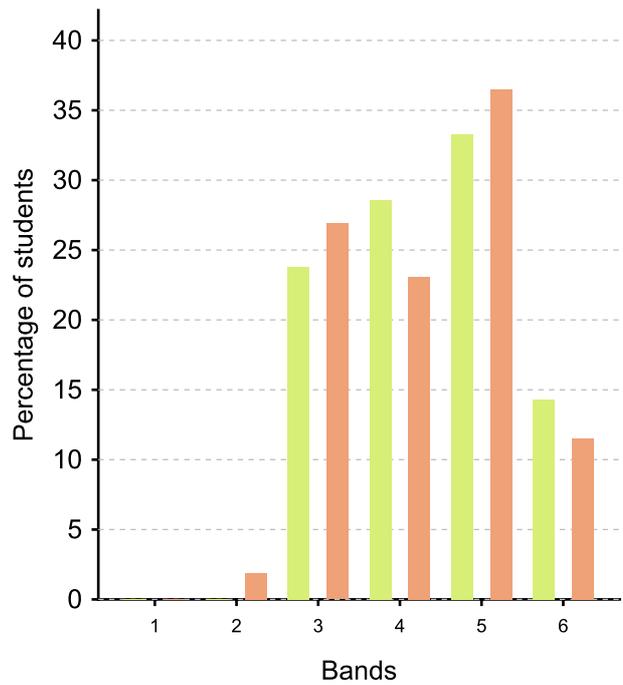


In regards to the Premier's priorities, Tregeagle PS very pleasingly had 48% of Year 3 students in the top 2 bands in numeracy. We also had 23% of Year 5 students in the top 2 bands in numeracy for 2018. In 2019, we would like to grow the percentage of Year 5 students achieving in the top 2 bands for numeracy.

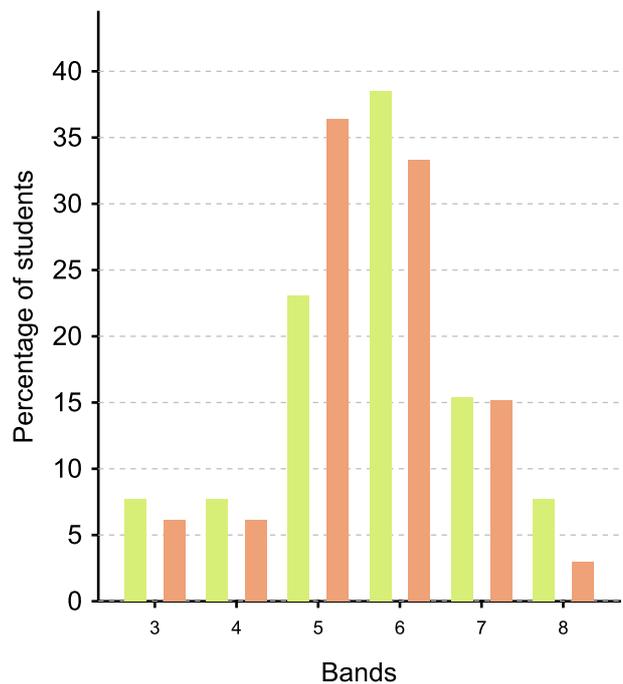
For Year 3, Tregeagle PS was above state average scores in numeracy.

For Year 5, Tregeagle PS, was above state average scores in numeracy.

**Percentage in bands:**  
Year 3 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.

**Premier's Priorities: Improving education results**

Three teachers were involved in the L3/L3S1 program of explicit literacy teaching in the early years and the collection of performance data on a regular basis. This data was used to personalise and target student learning opportunities and has resulted in improved student results.

Tregeagle PS has implemented the Soundwaves Spelling program for a 2nd year, including all staff participating in professional learning. This systematic approach to phonics will be broadened to be included K–6 in 2019.

### **State Priorities: Better services – Improving Aboriginal education outcomes**

*Support for Aboriginal students is embedded across the school and is supported by the establishment of personalised learning plans for all Aboriginal students in the school, with collaboration with families. Trend data over recent years indicates that Aboriginal student performance in our school is comparable to that of non-Aboriginal students on most occasions. Where additional support or encouragement is required, the school provides student learning support officer assistance to teachers and students.*

## **Parent/caregiver, student, teacher satisfaction**

33% of parents and carers at Tregeagle PS responded to our Parent Survey to review 2018.

The areas of response that the school felt were most positive were:

- I would recommend this school to another parent.
- My child feels safe at school.
- My child is happy at school.
- My child is well taught.

The areas of response that the school will use to plan for future directions:

- The amount and frequency of homework.
- I am kept well informed about how my child is progressing.
- The school provides opportunities for my child to work as part of a team.

## **Policy requirements**

### **Aboriginal education**

Throughout 2018 at Tregeagle Public School, Aboriginal education and the growth of student achievements by Aboriginal students has remained a priority. The school allocated financial resources to provide additional classroom support to assist in the effective teaching and learning programs of the school. Support of Aboriginal students, as well as all other students, is the primary focus of much financial support expended by the school. This often incorporates the employment of student learning support officers to assist teachers and students in literacy and numeracy learning sessions. Staff also participated in 8 Ways of

Learning professional learning within our Community of Schools.

### **Multicultural and anti-racism education**

At Tregeagle Public School, cultural diversity is recognised and appreciated across our school community. In 2018, all teachers incorporated multicultural perspectives into their teaching and learning programs and this is checked through our program checklist each term by school leaders. Cultural awareness and understanding is fostered through the diversity of students, families and staff. The school has a trained anti-racism contact officer to help maintain our positive and respectful school culture. The students also celebrated Harmony Day this year.