

# Umina Beach Public School

## Annual Report



2018



3995

## Introduction

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

Ms Lyn Davis

Principal

### School contact details

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### Message from the Principal

It is a great pleasure to present the Annual Report of Umina Beach Public School. As I complete eight years as Principal of Umina Beach Public School I feel very privileged to have the honour of leading such an outstanding school. It gives me great delight to report on the amazing qualities of our students and on the many activities and achievements of the students, the staff and of the wider Umina Beach Public School community for 2018.

Our students need to develop future ready capabilities – they need to be globally good, not just locally good; they need to be able to create a job; not just get a job they need to have a capacity to learn, relearn and unlearn; they must have human-centric abilities such as resilience, persistence, resourcefulness, empathy, compassion and be able to form connections with others. At our school we seek to ensure that a Umina Beach education is contemporary and innovative and that it equips our students to be articulate, confident and compassionate young people, with an informed world view, and with the resilience and skills to embrace life and work in the 21st century.

The wide range of performing arts on offer at our school provide the students with wonderful opportunities to be part of a team, to work collaboratively and to develop important presentation and performance skills that will be invaluable throughout their lives. This was demonstrated in our productions of *Smithy* and in the K–2 musical– *Time Machine*.

Umina Beach is a school that is renowned for its academic excellence and rigour, its rich and extensive extra curricular program, its strong pastoral care and student focus, and a culture that celebrates engaged learning and the achievement of personal best. Our school is indeed a vibrant learning community where the students are continually challenged, extended and nurtured.

In May our Year 3 and Year 5 students participated in NAPLAN on line for the first time and survey results indicated that the children preferred the online testing mode.

There are many factors which contributed to the outstanding results of our students. These included our committed and highly competent staff, the nurturing and affirming environment of care that encourages and supports the students and a learning culture that recognises and celebrates the pursuit of personal best.

I publicly acknowledge all students, staff, parents, school P&C, school partners and thank all who have contributed to the school and its outcomes in 2018. I commend the 2018 Annual Report to you.

## School background

### School vision statement

Umina Beach Public School is committed to developing every child to be the best they can be academically, socially, emotionally and ethically through active participation in their learning. Students will leave the school with strong foundations for life long learning and respectful, responsible citizenship in an ever changing society.

### School context

Umina Beach Public School is a large, comprehensive K–6 public school with a current population of 770 students. The 30 mainstream classes were organised in mixed ability groups. Aboriginal and Torres Strait Islander students made up 6.5% of the school population. Our students come from a range of socio–economic backgrounds and parents are supportive of the school and its endeavours. The socio–economic makeup of the student population is diverse with approximately 35 nationalities represented within the school. Students are supported by classroom teachers, four Assistant Principals, two Deputy Principals, a Principal, office staff and School Learning Support Officers (SLSO). The school receives socio–economic and Aboriginal funding through the School Based Resource Allocation (SBRA). In partnership with School Council, funds are monitored and distributed to programs across the school. The experienced staff are committed and support a range of extra curricula activities including comedy club, bands, choirs, dance groups, a school parliament, recorder group and numerous sporting team representation at zone and regional levels. The Learning Support Team has been recognised as a model of best practice and capably supports the needs of our students through regular weekly meetings, referrals to other agencies and provision of School Learning Support Officers to ensure participation of all students in all curriculum activities. The school is a participant in the Positive Behaviour for Learning (PBL) program, with a focus on social and emotional wellbeing. The school has an effective School Council and a hardworking P & C who donate in excess of \$25,000 to the school each year. The school is an active member of the Brisbane Water Learning Community and the Koorana AECG and values the consultative partnerships that exist.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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

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

In the domain of Teaching the school self–assessed as sustaining and growing in Wellbeing and Assessment and Reporting. The school team assessed that the school was excelling in Learning Culture and delivering in Student Performance Measures.

In the domains of Teaching and Leading the overall appraisal from the School Improvement Team was 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

Excellence

### Purpose

To promote lifelong learning for all underpinned by a deep understanding of teaching and learning through a collaborative, critical and creative lens.

### Overall summary of progress

Year 3 reading the percentage of students placed in the proficiency bands increased by 4% .

Year 3 numeracy the percentage of students placed in the proficiency bands increased by 1%

Year 3 results are on track for an increase of 10% over three years.

Year 5 reading results saw a decline of 8% of students placed in the proficiency bands.

Year 5 numeracy results saw an increase of 1% students placed in the proficiency bands.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Value added student data K–6 continues to show growth for all students.	Funds used are reported in the Strategic Initiatives section of this report	Data entered in PLAN by class teachers indicated appropriate growth and development in focus areas. Students observed their progress in Writing using a school developed tool.  Appropriate progress was made in reading as reflected in the school developed data tracking tool.
Increase the percentage of students in Years 3,5,and 7 in the proficient bands in reading and numeracy by 10%, from the 2015–2017 baseline in line with the Premier's priority  Year 3 Reading 43%, Numeracy 37%  Year 5 Reading 37%, Numeracy 28%  Year 7 Reading 31%, Numeracy 26%	Funds used are reported in the Strategic Initiatives section of this report	Year 3 Reading increased from 43%, to 47% of students placed in the proficient bands. In Numeracy there was an increase from 37% – 38%.  Year 5 2017 Reading saw a decline to 29%, from 37% of students in the proficient bands. In Numeracy there was a 1% increase to 18% of students placed in the proficiency bands.
Increase the percentage of Aboriginal students in Years 3,5,and 7 in the proficient bands in reading and numeracy by 35%, from the 2015–2017 baseline in line with the state priority.  Year 3 Reading 20%, Numeracy 7%  Year 5 Reading 23%, Numeracy 17%  Year 7 Reading 9%, Numeracy	Funding reported in Special initiatives –	Our Year 3 Aboriginal students results indicated that 36.4% were in the proficient bands for reading and 0% for Numeracy. This is a 12% increase in reading and no improvement in Numeracy which sees the school on track to achieve the improvement measures in reading for Year 3 students.  Year 5 reading results for Aboriginal students saw 11.1% in the proficient bands for reading and 0% for Numeracy. This represents a decline in the percentage of students in the proficient bands.  Aboriginal students results in Year 7 saw 1.7% in

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
3%		the proficient bands for reading and 3% for numeracy. The reading results are on track and should see the school achieve its three year goal.

## Next Steps

Additional support in literacy will continue to be given to Year 1 students through the Rapid Reading program and the employment of specialist teachers. There will be a school wide focus on the use of formative assessment to inform teaching and learning in 2019. The school developed data tracking system will continue to be used to monitor student learning and regular meetings will be held with teachers to discuss student learning progress. An Aboriginal Education Resource Teacher will again be employed in 2019 and the focus will shift to improvement in reading and numeracy as well as community liaison and cultural education.

## Strategic Direction 2

### Equity

#### Purpose

To provide equal opportunities for staff and students to succeed in becoming active participants in their individual learning and development. The school community acknowledges diversity, individuality and cultural contributions of all stakeholders.

'Fairness does not mean everyone gets the same. Fairness means everyone gets what they need' – Rick Riordan

#### Overall summary of progress

There was an increased emphasis on developing teacher knowledge and understanding of the processes around supporting individualised learning pathways and creating a differentiated program to cater for all learners. Staff actively participated in professional learning opportunities to enhance Aboriginal cultural understanding. The Brisbane Water Learning Community Cultural Continuum allowed every Aboriginal student the opportunity to participate in cultural events with Aboriginal students from across the learning community on a grade basis.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Increase 'Inclusive School' aspects of Tell Them From Me (TTFM) survey to match state average in areas of:</p> <p>Increase in teachers using IEPs for students with special needs from the 7.9 – 2017 baseline.</p> <p>Assisting low performing students plan for their learning (6.8 – 2017 baseline data)</p>	<p>Funds used are reported in the Strategic Initiatives section of this report</p>	<p>Individual Education Plans (IEPs) for students increased from 7.9 to 8.1 in the Tell them From Me (TTFM) Teacher Survey.</p> <p>Teacher survey results indicated an increase from 7.9 to 8.1 in the use of IEPs.</p> <p>There was an increase in teacher feedback in assisting low performing students plan for their learning from 6.8 to 7.8.</p>
<p>Increase Aboriginal students reflection "I feel good about my culture" aspect from 46% strongly agree (TTFM 2017) to over 50%.</p> <p>Increase 'Teachers understand culture' aspect of TTFM survey from 37% strongly agree (TTFM 2017) to over 50%.</p>	<p>Funds used are reported in the Strategic Initiatives section of this report</p>	<p>Survey results indicate that 71% of students agree or strongly agree that they feel good about their culture.</p> <p>There was no progress in the students responses that indicated that teachers understand culture.</p>

#### Next Steps

The school will continue to employ an Aboriginal Education Resource Teacher to strengthen community engagement and cultural understanding for staff and students. The Learning Support Team will continue to identify strategies for supporting students access to the full curriculum. Teacher learning in understanding culture will be a focus in 2019 .

## Strategic Direction 3

### Engagement

#### Purpose

To enhance strong partnerships in the school community and strengthen a culture of lifelong learning and engagement within the educational landscape of Future Focused Learning.

#### Overall summary of progress

Transition to school interviews for Kindergarten students and their parents were introduced. The school continued to reach out into the community via involvement with Koorana AECG, Umina Beach Mens' Shed, Brisbane Water Learning Community and Parents and Citizens Association. Professional Learning for staff on Critical Creative Thinking was planned for Term 1 2019.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased confidence and readiness through school transition process from 2018 baseline data.	Funds used are reported in the Strategic Initiatives section of this report	Surveys from parents of incoming Kindergarten students were completed by 33% of parents. Surveys indicated 94.9% of parents indicated that the interview process was beneficial in the orientation of their child attending school. All other survey responses indicated 100% satisfaction.
Improvement in students who are interested and motivated in their learning data in TTFM with a focus on Years 4–6. Baseline TTFM 2017 data:  Year 6 school mean was 55% and state average was 76%.  Year 5 school mean was 53% and state average was 78%  Year 4 school mean was 68% and state average was 80%.	Funds used are reported in the Strategic Initiatives section of this report	There was an improvement in students who are interested and motivated in their learning data in TTFM indicated some growth for Years 4 and 5 but a decline for Year 6 of 2%.  Year 6 2017 – 55% and 2018 – 53%  Year 5 2017 – 53% and 2018 – 59%  Year 4 2017 – 68% and 2018 – 69%
Improved positive student teacher relationships across Years 4–6 from a mean of 7.9 (TTFM baseline data 2017) to meet state average figures.	Funds used are reported in the Strategic Initiatives section of this report	In 2018 the school achieved a score of 8.3% and the state average was 8.4%. This was an increase of 0.4% in the school score.

#### Next Steps

Professional Learning will be provided to staff to build their knowledge and confidence in embedding critical and creative thinking skills across the curriculum. Kindergarten transition interviews will be repeated in 2019 because of exceptionally positive feedback from parents and a very settled start to the Kindergarten year for students. Community outreach will continue and Aboriginal community events will be more of a focus. A staff member will be employed to work with Aboriginal families, students and the community.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$55,218	<p>A teacher was employed to work with Aboriginal students and their families. The Kindergarten students supported in a reading program by this teacher improved an average of 7 reading levels and the Year 1 students improved an average of 5 reading levels as a result of this targeted support.</p> <p>Year 4 and Year 5 students were assisted in researching their cultural backgrounds and presented their projects to Year 1 students and some senior classes. The children developed increased pride in their heritage.</p> <p>Students in Years 2–6 were supported in small groups to improve their comprehension skills with steady progress made.</p>
<b>English language proficiency</b>	\$5,168	<p>New arrival students were supported by a teacher in language acquisition with great success.</p>
<b>Low level adjustment for disability</b>	<p>Total \$2000,965</p> <p>Staffing component \$124,936</p> <p>Flexible funds \$76,030</p>	<p>Tailored support programs were provided for students in class and in small group situations by the LAST teachers.</p> <p>Adjustments and accommodations were made to learning programs as required and students had access to all curriculum offerings with appropriate adjustments and accommodations made. Students were supported by School Learning Support Officers in accessing the curriculum fully.</p> <p>The Learning and Support Team (LST) ensured systems were in place and processes were implemented for all students with special needs. Students were provided with additional support, as required.</p> <p>Students who had not achieved the expected grade benchmark in literacy were provided with additional Learning and Support Teacher time and made steady progress in reading and writing</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	\$140,865	<p>Lesson study was implemented to enhance teacher efficacy and collegiality. Participants rated the experience very highly and indicated a desire to continue in 2019. Executive supported the teachers who were early career teachers. The executive were supported by an external coach. The teachers identified areas of their work where they would like to improve and collaboratively worked together to plan a lesson and observe student engagement during the lesson.</p> <p>Funds were also used to allow teachers to come off class to prepare and implement NAPLAN follow up in small groups. The material used will be provided to all staff early in 2019.</p>
<b>Socio-economic background</b>	\$196,238	<p>Speech pathologists were employed and</p>

<p><b>Socio-economic background</b></p>	<p>\$196,238</p>	<p>programs in articulation and vocabulary were implemented after all Kindergarten students were screened. Progress was monitored by a speech pathologist and results were very pleasing with some children moving from only articulating seven sounds correctly to articulating all sounds and blends correctly.</p> <p>Additional support was provided to Kindergarten students in the first two weeks of school. This meant that the children transitioned very smoothly into our school as each class was supported by a SLSO.</p> <p>All Year 1 students were supported in their classroom in Term 1 by a School Learning and Support Officer (SLSO) to assist modelled, guided and independent learning activities and establish class routines.</p> <p>Parent interviews were conducted by class teachers in Term 1 so that all students were better known, valued and cared for. Students were also interviewed by their teachers after their mid-year reports and goals were set for future learning.</p> <p>All students beginning at our school in 2019 had an interview with school staff prior to orientation commencing.</p> <p>Children enjoyed Stage incursions paid for by the school in the areas of mathematics, geography, science, and music.</p>
<p><b>Support for beginning teachers</b></p>	<p>\$20,679</p>	<p>All beginning teachers are accredited or working toward accreditation by NESA at the level of proficient. All beginning teachers were provided with school-based induction, learning community induction and support centred on the needs of a new teacher. They all transitioned smoothly into the role of classroom teacher.</p> <p>Beginning teachers were allocated additional release to engage in lesson observation and lesson preparation. This contributed to increased confidence and employment of a wider variety of teaching techniques. The beginning teachers were provided advice and support in the collection of evidence around the Australian Teaching Standards for Teachers. Executive staff assisted beginning teachers in the development of their Performance and Development Plans which enhanced teacher learning priorities.</p> <p>Student progress in reading and writing was monitored by executive and discussed in individual meetings with teachers.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	396	409	398	395
Girls	403	391	391	373

Enrolments fluctuated throughout the year and the year ended with 766 students. Enrolments are expected to be slightly higher in 2019 with an increase in Kindergarten students from 112 to 120.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.3	95	94.1	94.3
1	93.4	93.4	93.5	94.1
2	94.1	93.9	93.1	92.1
3	93.8	93.7	93.6	91.5
4	94.4	92.7	93.4	91.9
5	93.1	93.8	91.5	90.9
6	91.3	91.7	91.8	91.4
All Years	93.6	93.4	93	92.3
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

In Kindergarten and Year 1 the attendance rates for our school were above state average. The school has slightly lower levels of attendance than the state in all other grades. In order to maintain and restore regular school attendance we have established sound attendance monitoring practices and regular follow-up of unexplained absences. Families continue to take overseas holidays outside of the school holidays. A range of school based strategies that have the welfare

of the student as their focus are implemented to resolve attendance difficulties. These include: student and parent interviews via phone calls; letters or interviews; emails to parents after a student misses two days at school; referral to the school Learning and Support Team and referral to the school counsellor or the development of a school based attendance improvement program. If these interventions prove unsuccessful, support from the Home School Liaison Program is requested and a formal Attendance Improvement Plan may be put in place.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	29
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	1.2
Teacher Librarian	1.2
School Counsellor	1
School Administration and Support Staff	4.67

\*Full Time Equivalent

In 2018 the school employed Aboriginal staff as teachers and as School Learning and Support Officers. Throughout 2018 there were four staff members who identified 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	22

includes reporting from 1 January 2018 to 31 December 2018.

## Professional learning and teacher accreditation

Professional learning is recognised as the major factor for improving teacher competency and improving learning outcomes for students.

Staff development is a strategic element of the school as it supports and enhances the effectiveness of our core student learning programs: academic, student wellbeing and co-curricular. All staff engaged in Professional Learning through the Performance and Development Framework.

The Australian Professional Standards of Teaching and the Strategic Directions of the School Plan were used by teachers in formulating their Professional Development Plans and set their goals.

At Umina Beach Public School, every teacher is regarded as a leader in learning and is engaged in professional learning which encourages the application of innovative and effective learning pedagogies in the classroom, while enhancing personal and professional growth, resilience and wellbeing. The focus of staff learning is on increasing the professional capability and practices of teachers to meet the needs of students at Umina Beach Public School in providing learning opportunities which maximise their capacity to be confident, accomplished and achieving to their potential.

Staff participated in an extensive array of professional learning experiences, both within the school and beyond. This year has seen a rise in the provision of internal training utilising the expertise of our own staff. The Lesson Study model was used across the school to allow voluntary teachers to plan, teach, reflect and evaluate in Stage teams.

Mandatory sessions on child protection were held to provide an update for staff.

Staff attended conferences and courses provided by external providers and participated in professional networks.

The teaching staff also completed the following mandatory compliance training programs

- Protecting and Supporting Children and Young People,
- First Aid training,
- CPR training,
- Anaphylaxis training
- Emergency Planning and Response Program.

Two teachers completed maintenance of accreditation at Proficient with the New South Wales Education Standards Authority (NESA) and one teacher submitted for accreditation at Proficient.

## Financial information

### Financial summary

The information provided in the financial summary

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,194,037
<b>Revenue</b>	6,578,015
Appropriation	6,139,991
Sale of Goods and Services	134,921
Grants and Contributions	291,666
Gain and Loss	0
Other Revenue	0
Investment Income	11,437
<b>Expenses</b>	-6,818,806
Recurrent Expenses	-6,818,806
Employee Related	-5,364,347
Operating Expenses	-1,454,459
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-240,791
<b>Balance Carried Forward</b>	953,246

The School Council has oversight of the school budget. The council meets twice a term and a financial statement is presented at each Council meeting. The principal and the School Administrative Manager meet regularly to look at budget reports and prepare for these meetings. Use of School Budget Allocations that are flexible funds allocated to the school are discussed and endorsed at the Term 4 School Council meeting. The school will expended reserved funds in 2018 on a hall extension which will be built in 2019.

The table indicates that employee related expenses (wages) make up a significant proportion of the 'Appropriation' section.

### 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>	4,983,649
Base Per Capita	152,568
Base Location	0
Other Base	4,831,081
<b>Equity Total</b>	457,589
Equity Aboriginal	55,218
Equity Socio economic	196,238
Equity Language	5,168
Equity Disability	200,965
<b>Targeted Total</b>	88,495
<b>Other Total</b>	349,570
<b>Grand Total</b>	5,879,303

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### NAPLAN

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

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

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

In 2018 all Year 5 students participated in the NAPLAN online assessments for all aspects of the NAPLAN Test. Year 3 students did all aspects of the test except the writing component online.

The My School website provides detailed information and data on national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school

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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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

In accordance with the **Premier's Priorities: Improving education results**, schools are required to report their student performance for the top two NAPLAN bands in reading and numeracy.

The percentage of Year 3 students in the top two bands for reading was 51%, and 40.8% for numeracy. Our school increased the percentage of students in the top two bands in reading and the percentage growth for numeracy was 3.8%.

The percentage of Year 5 students in the top two bands for reading saw a slight decline. In numeracy, there was an increase in the percentage of students in the top two bands to 30.1%.

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

The Year 3 and Year 5 Aboriginal student numbers were not significant enough to report upon. The number of students who sat the assessment was less than ten, and hence not reportable.

## Parent/caregiver, student, teacher satisfaction

The parent survey in Tell Them from Me (TTFM) was completed by 62 parents. Results indicated growth in communication with parents in the areas of academic progress and learning opportunities for individual students. The school overall score in regard to parents supporting learning at home increased to above state average. The parent survey supported a culture of high expectations in the school.

Thirty eight teachers completed the TTFM teacher

survey. Teachers reported that there was an increase in the percentage of students discussing their learning goals with other teachers and that teachers have increased their capacity to give their students feedback on how to improve their performance on formal assessment tasks. Teachers identified that they use a variety of teaching strategies in most classes to meet the needs of their students. Students with special learning needs are receiving meaningful feedback on their work and individual education plans are in place. The school score of 7.3 was above the state average of 6.8 for parental involvement. Sharing of student learning goals with parents saw a slight increase in the teacher score.

Three hundred and twenty two students completed the TTFM student survey. There was an increase in student participation in extracurricular activities and an increase in the percentage of students with a positive sense of belonging. Eighty nine percent of students identified that they have friends at school that they can trust and who encourage them to make positive choices. Pleasingly there was an increase in the percentage of students who engage in positive homework behaviours. A slight increase in positive behaviour at school can be attributed to the strong Positive Behaviour for Learning program across the school. Student surveys indicated that 88% of students tried hard to succeed. Classroom instruction was seen by students to be more relevant to their everyday lives than in the previous year. The school score for students who were subjected to physical, social or verbal bullying or are bullied over the internet was below the state average score. Students felt that teachers are responsive to their needs and encourage independence with a democratic approach with an increase in the school score.

## Policy requirements

### Aboriginal education

In 2018, the school continued to implement the Aboriginal Education policy which promotes the educational achievements of all indigenous students and aims to enhance the knowledge and understanding of all students about Aboriginal Australia.

At Umina Beach Public School programs educate all students about Aboriginal history and culture and contemporary Aboriginal Australia.

Staff participated in a one day cultural learning day led by a local Aboriginal man who explained the meaning of various rock carvings in the local area. This required that staff participate in bushwalking in the local national park. This deepened staff understanding of Aboriginal culture.

Aboriginal perspectives are included in all Key Learning Areas programming across the school. All Australian resources purchased for Human Society and Its Environment are checked for appropriate Aboriginal Perspectives. These will be continually assessed and inserted into integrated curriculum units. All school assemblies and official meetings commence with the

Acknowledgement of Country. Our school proudly flies the Aboriginal flag daily.

During 2018 equity funding for Aboriginal background was utilised to employ an Aboriginal Education Resource Teacher two and a half days a week. Funds were also expended to allow class teachers to accompany the students when they attended cultural continuum learning days across the learning community further extending their cultural understanding.

NAIDOC celebrations were coordinated by a team of Aboriginal external providers. Survey results indicated that this was a more successful way to celebrate. By developing and expanding contact with members of local Aboriginal groups we have continued to give our students first hand experience and knowledge of both traditional and contemporary Aboriginal history and culture.

The school is an active participant in the Koorana AECG and proudly has students visit Mingaletta (Aboriginal and Torres Strait Islander Cooperation Centre) regularly to read and develop relationships with the Aboriginal children attending the pre-school there.

### Multicultural and anti-racism education

Umina Beach Public School continues to be committed to enhancing learning for its culturally diverse population. Students come from more than 35 different nationality backgrounds.

Respect, tolerance and empathy are all key elements of social skills programs which are taught across the school explicitly to all grades and awareness and interest in other cultures is stimulated through units of work in History and Geography

The school actively embraces its multicultural community through initiatives such as Harmony Day.