

# Merewether Heights Public School

## Annual Report



2018



4416

## Introduction

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

Tim Beaven

Principal

### School contact details

Merewether Heights Public School

Cedar Cres

Merewether Heights, 2291

[www.merewethht-p.schools.nsw.edu.au](http://www.merewethht-p.schools.nsw.edu.au)

[merewethht-p.school@det.nsw.edu.au](mailto:merewethht-p.school@det.nsw.edu.au)

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## School background

### School vision statement

Merewether Heights Public School is a vibrant and innovative learning community committed to working together to equip students with the skills to become future focused global citizens. With the school community we provide opportunities for our students to become confident, creative, responsible and successful learners in an environment that promotes equity, excellence and respect for all. Students benefit from a learning culture that promotes high standards of achievement and develops within them a passion for learning.

### School context

Merewether Heights PS is located in inner Newcastle approximately 2kms from the beach. It is in a high socio-economic area. The school enjoys the support of a very positive and supportive parent community. The community has high expectations of the school, wanting the very best for their children. This desire allows the school and community to work together to provide a well-balanced, quality educational experience to meet the needs of the individual child.

The school is in an enviable position of having a very professional and dedicated staff that is committed to providing an education where each individual child is cared for and nurtured to achieve their full potential.

In 2018 there are 348 students enrolled into 14 classes. The students are supported by 1 Principal, 3 Assistant Principals, 13.49 teaching staff and 2.922 administration staff.

The extensive playground provides space for all the students to participate in active play. The infants and primary have their own play areas and there is room for the primary to play a number of sports and games.

The technology available in each room is ever changing to meet the needs of the students. Each classroom has an interactive whiteboard and a bank of computers. In addition to this there are a number of laptops and iPads that can move from room to room as the need presents itself.

## 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.

During 2018 our school staff discussed the School Excellence Framework and its implications for informing, monitoring and validating our journey of excellence. Time was dedicated at the beginning and middle of the year to examine the school plan using the framework. All staff reflected on the progress being made across the school to ensure our improvement efforts aligned with high level expectations from the framework.

In the domain of Learning, the school identified that there is a strong commitment to providing the best possible learning environment for students. Student attendance processes have been streamlined to ensure better compliance with Department of Education requirements with systems in place for responsive follow up as needed. The tracking of Individual Education Plans (IEPs) and Personal Learning Pathways (PLPs) have been a regular agenda item for the Learning and Support Team which have led to greater consideration of learning adjustments in the classroom. Teaching and learning programs are regularly monitored by school executive and the school encourages a range of teaching pedagogies to suit individual students. A strong focus on formative and summative assessments has driven the focus area of Writing in 2018.

In the domain of Teaching, the school identified the focuses on effective classroom practice and feedback as part of the school's pedagogy professional learning. The school regularly gathers and analyses data, but has identified a need to review the quality and quantity of data being collected and reviewed. All teachers in the school are accredited with the National Education Standards Authority (NESA) and are working towards various levels of accreditation. There is an identified need to promote and encourage staff members to seek higher levels of accreditation in 2019. All staff complete Professional Development Plans (PDPs) to target areas for professional growth and improvement.

In the domain of Leading, there was a focus on effective instructional leadership, management and leadership to

facilitate whole school improvement in 2018. The school plan remained the centre of all school improvement with the school executive team taking an enthusiastic part in the ownership of the strategic directions and the preparation of this annual report. There were significant conversations with the wider community around a range of school resources including building programs, tenders, out of school care and community use agreements. The new SAP financial management system in 2018 was implemented and the school is looking to maximise these financial tools to their potential.

The school will undergo External Validation in 2020 as part of the Department of Education's commitment to School Improvement and Excellence.

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

Student achievement through quality teaching

### Purpose

We value academic achievement and will maintain our commitment to providing opportunities for all students to maximise their potential through excellence in teaching and learning.

### Overall summary of progress

The school continues to improve in all internal and external testing measures. The school utilised Equity Funding to employ additional support staff, purchase resources and support teacher professional learning. In 2018, Year 5 NAPLAN results all had a positive trend, though Year 3 Writing was not commensurate with this trend. Teachers undertook substantial professional development around CTJ and writing improvement (ALARM and TOD).

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students will score 10 pts above state in Numeracy and 5 pts above state in Reading Year 5 NAPLAN.	\$15000 (purchase of resources and teacher training)	NAPLAN data analysed to identify individual student needs and any trends appearing in the delivery of the curriculum.  The school purchased resources to support Reading and Numeracy instruction; including undertaking PL on Focus on Reading (FoR).  Average Year 5 student score was 40 points above the state in Numeracy; 50 points above the state in Reading.
100% of teachers use consistent teacher judgement to plan teaching and learning.	\$2,500 (teacher release) \$1,000 (exec release for ALARM writing training at Kotara High School) \$500 (Kinder teacher PLAN2 training)	Ongoing professional development of staff aimed at consistent teacher judgement (CTJ) across classes/stages.  CTJ planning days once a term were held for all staff members.
100% of students will complete learning goal conference with classroom teacher and can articulate their progress towards achievement.	nil	Professional learning led by school executive.

### Next Steps

As the school transitions to the new 'online' NAPLAN platform in 2019, we will need to ensure students are well prepared for the electronic version of the program. Consistent teacher judgement PL sessions will continue to be a focus across the school; particularly in Writing. All school staff will undertake professional development in explicit instruction practices and plan for the use of learning intentions and success criteria to engage students more in their learning, to set goals and to reflect upon their effort and achievement. Collaborative planning and consistent teacher judgement sessions will be a priority as the school strives to provide innovative and challenging curriculum for all students.

## Strategic Direction 2

Successful, lifelong learners

### Purpose

We strive for students to achieve success through our commitment to high expectations for every student. Differentiated learning will empower students to become creative, critical, confident and successful learners that are willing to take appropriate risks.

### Overall summary of progress

Merewether Heights Public School continued to focus on Dylan Williams' formative assessment and goal setting. Teacher professional learning was a key feature in developing collaboration and school cohesion. The school LST and LaST teams had an emphasis on providing support for individual student learning; looking at data and formative feedback to drive teaching and learning programs. The school continued coding lessons and the use of the Maker Space to enhance STEAM opportunities for all students.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students articulate growth goals and strategies to achieve them.	\$3,000 (teacher release on learning progression training)	Team of teachers attended training on the national learning progressions as a tool to focus on student 'next step' learning. Professional learning delivered to all staff to supplement ongoing PL on Dylan Williams' formative assessment practices.
100% of all classroom programs have documented evidence of STEAM activities.	\$13,650 technology upgrades \$5000 Maker Space upgrade to resources	Purchase of technology to support in class STEAM development
All students meet NAPLAN state growth in all areas.	\$15,000 (resources; teacher training)	NAPLAN data analysed to identify individual student needs and any trends appearing in the delivery of the curriculum.  The school purchased resources to support Reading and Numeracy instruction; including undertaking PL on Focus on Reading (FoR).  School NAPLAN results showed high levels of students achieving at or above expected growth in Numeracy, Reading and Spelling domains. Grammar and Punctuation and Writing results were not commensurate with this trend.

### Next Steps

The school's LST and LaST team continues to refine and revisit school-wide individualised student learning systems and practices. In 2019, the school support timetable will encounter a major shift with a refocus on uninterrupted morning sessions. This will allow for more in-class teacher (LaST) support to target individual literacy and numeracy needs and mentor/support for teacher in supporting all students. The Make Space will be a target area for redesign to promote future focused learning through flexible furniture upgrades. The school technology team has registered for STEMShare to enhance STEAM resources, experiences and learning activities for students.

## Strategic Direction 3

Excellence through community engagement

### Purpose

We engage in strong collaborations between parents, students and community that inform and support continuation of quality learning for all students.

### Overall summary of progress

The school continues to seek improvement in community engagement. In 2018, school staff (both office and teaching) attended training on the 'new look' DoE website. Staff worked collaboratively to problem solve issues and enhance design features to suit the school context. Skoolbag and SMS messaging from Sentral were utilised for instant two-way messaging, updates, calendar notifications and admin news. A school Facebook page was established to promote 'good news' and student achievement.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
>60% of parents are linked to classes via Seesaw/Dojo	nil	All staff attended training by school personnel. CT using seesaw shared success stories and methods of use K–6
Increase parent engagement: <ul style="list-style-type: none"><li>• P &amp; C meeting numbers increase by 50%</li><li>• 80% of parents attend Parent Information evening</li><li>• 80% of parents attend parent/teacher interviews</li><li>• 50% of families following MHPS Facebook page.</li></ul>	\$5000 (teacher release)	Staff released in Term 1 to hold parent/teacher progress interviews. Online booking system used and received well by community and staff.  Facebook established with a minimum of 1 administrator from each stage. Focus on positive, student-related news.  Parent information night/afternoon continues to be a success.  Staff released each term to have LST meetings regarding IEPs and individualisation/differentiation.

### Next Steps

A significant change in school executive in 2018 necessitated a shift in focus on ways to improve the schooling experience for all students, staff and parents/carers. As the school continues to grow, so too does the need to look at ways to best communicate key messages to all stakeholders. The school newsletter has been identified by community and staff as an area of focus for 2019 with many reporting it is too large. A 'new look' newsletter will be established in 2019, supplemented by a student videolog newsletter. The school will look into electronic note systems to support families with note return.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$5,700	<p>Staff Professional Learning Day on Glenrock significant sites and bush tucker.</p> <p>Incursion for all students as part of the NAIDOC celebrations.</p> <p>Resources to support school-based NAIDOC activities.</p> <p>PLP support</p>
<b>Low level adjustment for disability</b>	0.5 LaST \$21,028 SLSO	<p>This funding allows for the 0.5 employment of a teacher – Learning and Support Teacher (LaST) – as well as ongoing support to students by School Learning Support Officers (SLSOs).</p> <p>This support was coordinated by the school Learning and Support Team and was targeted to address the individual needs of the students.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	0.578 staffing entitlement	<p>QTSS entitlement provided opportunities for staff to view colleague's lessons, provide collaborative planning days for staff and to provide mentoring and support to staff that were establishing new programs within their classroom.</p>
<b>Support for beginning teachers</b>	\$13,786	<p>One early career teacher was given support through school initiatives, additional release from teaching load and mentoring. Beginning teachers received additional RFF on an ongoing basis and additional release as the need arose (professional learning days).</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	169	175	194	183
Girls	165	165	156	160

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.2	96.1	94.6	94.7
1	94.6	95.1	95.3	95.3
2	93.4	95	94.8	94.2
3	94.6	94.3	94.1	94.8
4	94.9	93.7	93.6	94.2
5	94.3	95.7	93.4	93.6
6	93.1	92.5	94.9	92.4
All Years	94.2	94.6	94.4	94.2
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 in 2018 was recorded electronically by the use of Sentral software application. Attendance was monitored by class teachers and school executive. SMS absent messages were sent out starting mid-Term 2 at 10am to notify families of student non-attendance and allows for immediate reply so roles are up-to-date as quickly as possible. Students with unsatisfactory attendance were referred to the school's Learning and Support Team. HSLO referrals were not required in 2018.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	12.77
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
School Administration and Support Staff	2.92

\*Full Time Equivalent

1 staff member in 2018 identified as Aboriginal.

This represents 4% of the school workforce.

### 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

Each year the school is allocated funding for the professional development of teachers. Our priorities for professional learning throughout 2018 have been aligned with the school's strategic plan and have been targeted to literacy, numeracy and STEAM.

The school planned and conducted five (5) staff development days over 2018. Staff meetings were also held each week.

Training and development in 2018 for staff centred on:

**Literacy:** Focus on Reading, Tamworth Operational Directorate Writing (ToD), ALARM (writing), National Literacy Progressions, Soundwaves (Grammar)

**Numeracy:** National Numeracy Progressions

**Mandatory Training:** Anaphylaxis, Child Protection updates, Chemical handling, First Aid, CPR, Code of Conduct

**Cultural:** Cultural immersion day to Glenrock significant sites and bush tucker

100% of staff members engaged in mandatory and

elective professional learning activities.

25% of staff (7) are currently 'new scheme teachers' who are working towards or maintaining professional competence.

All teachers became part of the "Great Teaching: Inspired Learning" initiative which saw every teacher responsible for maintaining professional standards and accreditation with NESA.

No teachers are currently seeking accreditation nor are currently accredited at Highly Accomplished nor Lead status.

The impact of the professional learning afforded to staff has been significant, with the school realising improvement in NAPLAN and internal school measures.

## 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>	319,953
<b>Revenue</b>	2,944,109
Appropriation	2,704,405
Sale of Goods and Services	26,522
Grants and Contributions	207,787
Gain and Loss	0
Other Revenue	0
Investment Income	5,395
<b>Expenses</b>	-2,739,274
Recurrent Expenses	-2,739,274
Employee Related	-2,395,926
Operating Expenses	-343,348
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	204,835
<b>Balance Carried Forward</b>	524,788

In 2018 the school transitioned to a new finance SAP system. The SAP system is a new system to the Department of Education, replacing the OASIS system of some 20+ years. The school is now responsible for

managing staff costs (previously managed centrally by the department).

The school budget is managed by the school principal and School Administration Manager (SAM). The school budget is presented and discussed at the school's P&C meetings and all expenditure is allocated and aligned to the school plan.

Some key points of this year's financial position include:

- The school underwent multiple upgrades to roofing infrastructure in 2018 as well as a major canteen upgrade
- The school has allocated some funds to new phone and bell systems for 2019 –after all roofing upgrades are completed – in response to school WHS feedback.
- The school will look at a major upgrade to school grounds in partnership with the P&C in 2019 as well as school water issues.
- Furniture upgrades to all rooms (especially 'Maker Space') with future focused furniture is a priority as all classrooms still have their original furniture from 1970.

### 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>	2,414,787
Base Per Capita	67,679
Base Location	0
Other Base	2,347,107
<b>Equity Total</b>	85,015
Equity Aboriginal	5,700
Equity Socio economic	6,231
Equity Language	0
Equity Disability	73,085
<b>Targeted Total</b>	52,420
<b>Other Total</b>	61,584
<b>Grand Total</b>	2,613,806

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.

The graphs and tables below show the bands our students achieved within the four dimensions of literacy.

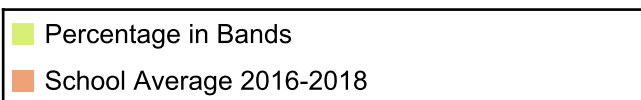
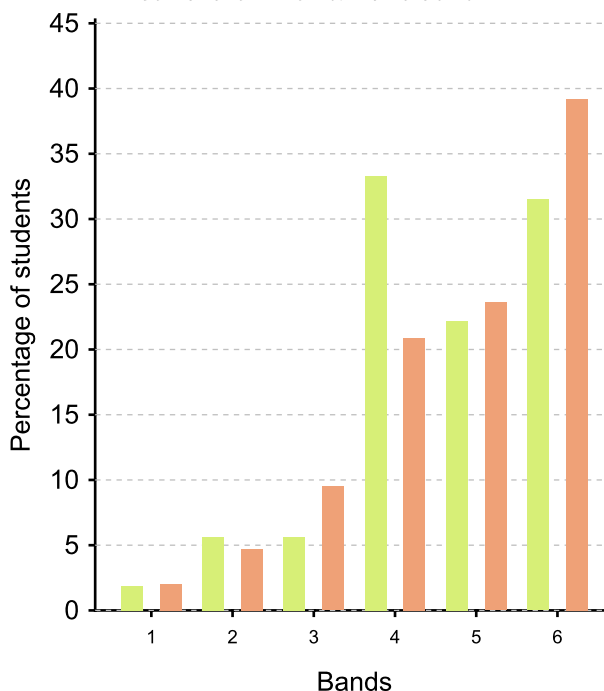
Overall the results indicate that in Year 3 literacy approximately 53.7% of students are in the top 2 skill bands (Band 5 and 6) for Grammar & Punctuation with Reading at 59.2%, Spelling at 61.1% and Writing at 47.1%

In Year 5 literacy approximately 34.8% of students are in the top two skill bands (Band 7 and 8) for Grammar & Punctuation with Reading at 68.1%, Spelling at 58.7% and Writing at 19.5%

In 2018 teachers sought professional learning in cohesion and text development through ALARM with the Kotara community of schools writing program and the Tamworth Operational Directorate writing program.

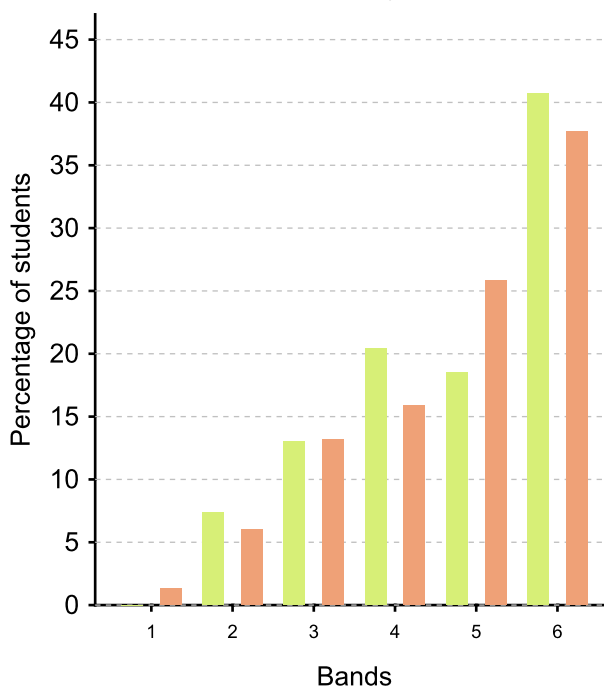
**GROWTH:** In Year 5 Reading 81% of students are at or above expected growth, 7% of students are below expected growth and 12% of students experienced negative growth. In Year 5 Writing 54% of students are at or above expected growth, 20% of students are below expected growth and 27% of students experienced negative growth. Note: students who achieve high results in the base year (Year 3) often report as having negative growth in the following assessment year (Year 5).

Percentage in bands:  
Year 3 Grammar & Punctuation



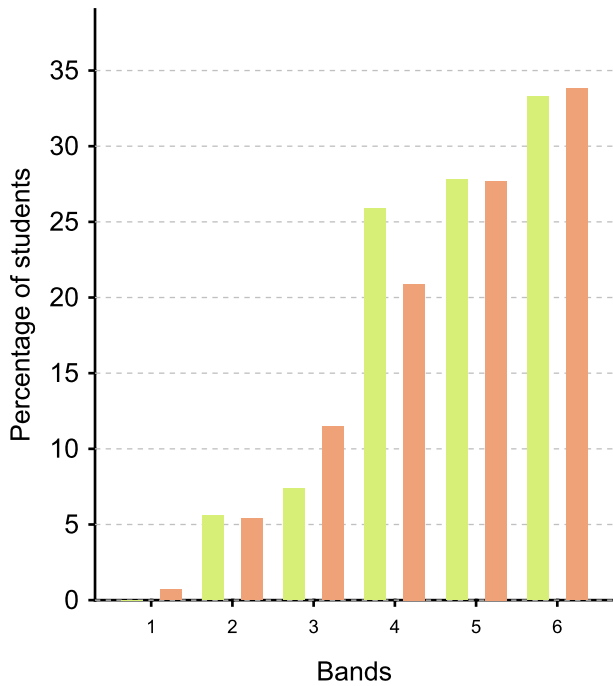
Band	1	2	3	4	5	6
Percentage of students	1.9	5.6	5.6	33.3	22.2	31.5
School avg 2016-2018	2	4.7	9.5	20.9	23.6	39.2

Percentage in bands:  
Year 3 Reading



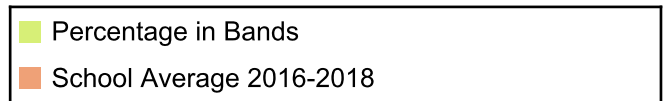
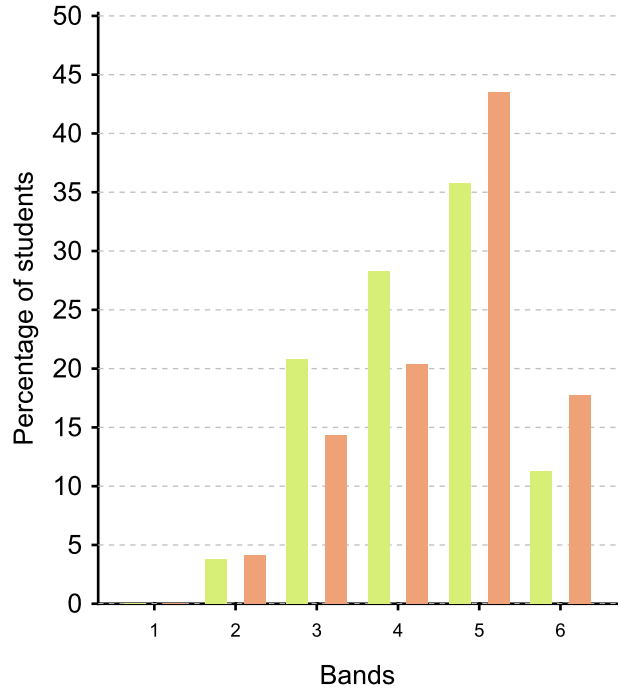
Band	1	2	3	4	5	6
Percentage of students	0.0	7.4	13.0	20.4	18.5	40.7
School avg 2016-2018	1.3	6	13.2	15.9	25.8	37.7

**Percentage in bands:**  
Year 3 Spelling



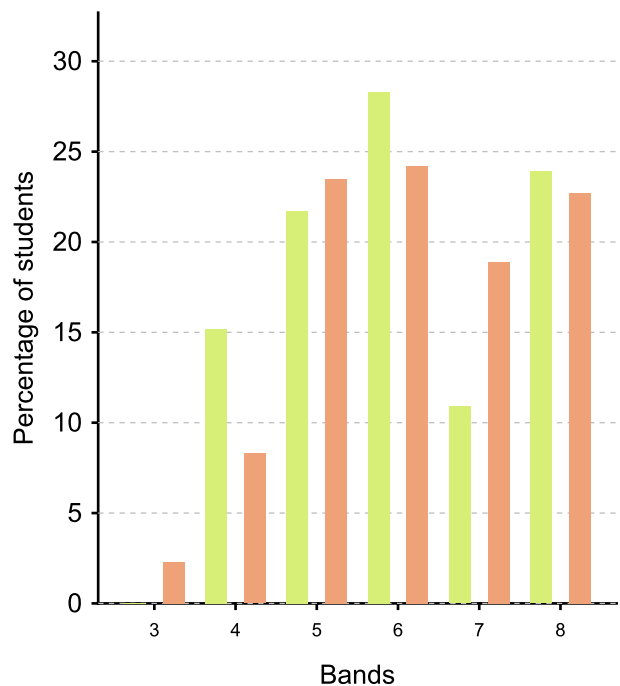
Band	1	2	3	4	5	6
Percentage of students	0.0	5.6	7.4	25.9	27.8	33.3
School avg 2016-2018	0.7	5.4	11.5	20.9	27.7	33.8

**Percentage in bands:**  
Year 3 Writing



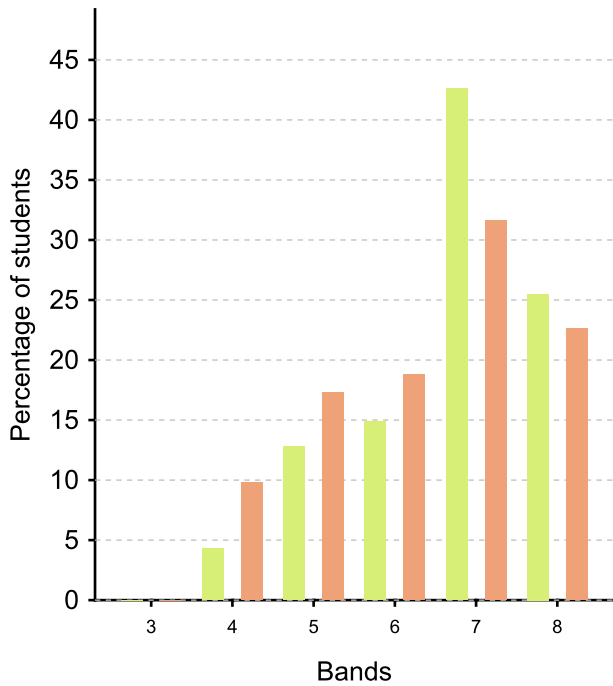
Band	1	2	3	4	5	6
Percentage of students	0.0	3.8	20.8	28.3	35.8	11.3
School avg 2016-2018	0	4.1	14.3	20.4	43.5	17.7

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



Band	3	4	5	6	7	8
Percentage of students	0.0	15.2	21.7	28.3	10.9	23.9
School avg 2016-2018	2.3	8.3	23.5	24.2	18.9	22.7

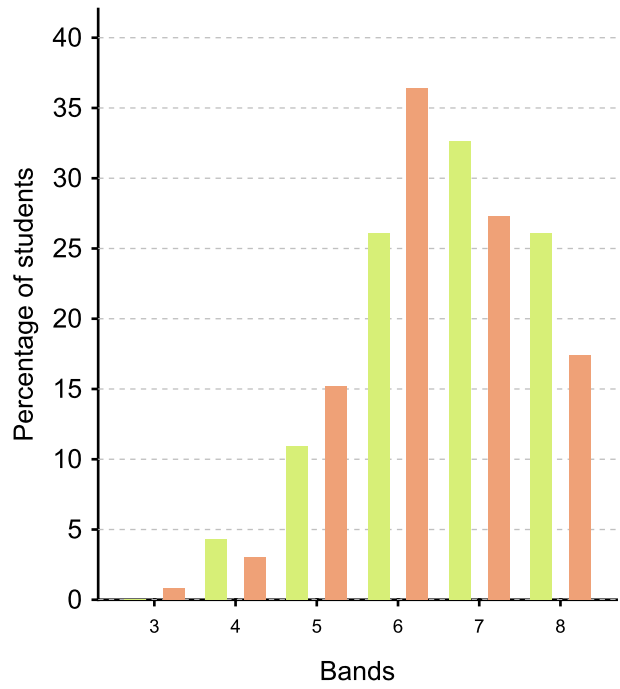
**Percentage in bands:**  
Year 5 Reading



Percentage in Bands  
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	0.0	4.3	12.8	14.9	42.6	25.5
School avg 2016-2018	0	9.8	17.3	18.8	31.6	22.6

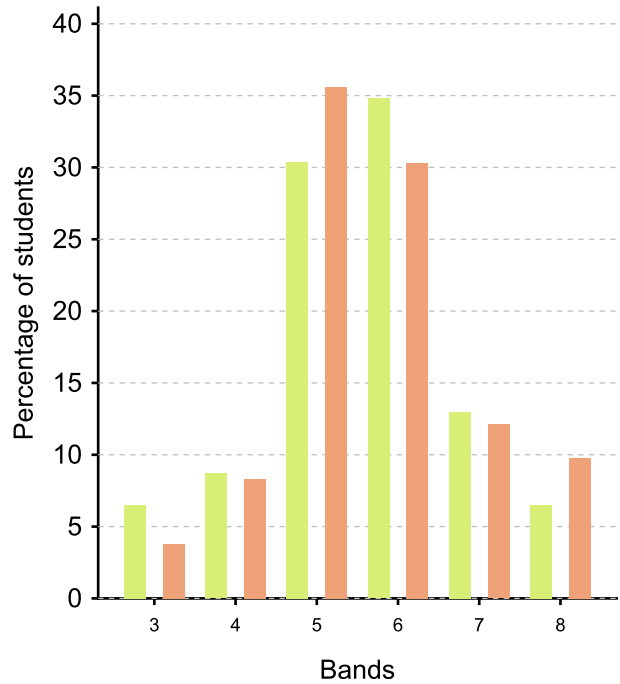
**Percentage in bands:**  
Year 5 Spelling



Percentage in Bands  
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	0.0	4.3	10.9	26.1	32.6	26.1
School avg 2016-2018	0.8	3	15.2	36.4	27.3	17.4

**Percentage in bands:**  
Year 5 Writing



Percentage in Bands  
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	6.5	8.7	30.4	34.8	13.0	6.5
School avg 2016-2018	3.8	8.3	35.6	30.3	12.1	9.8

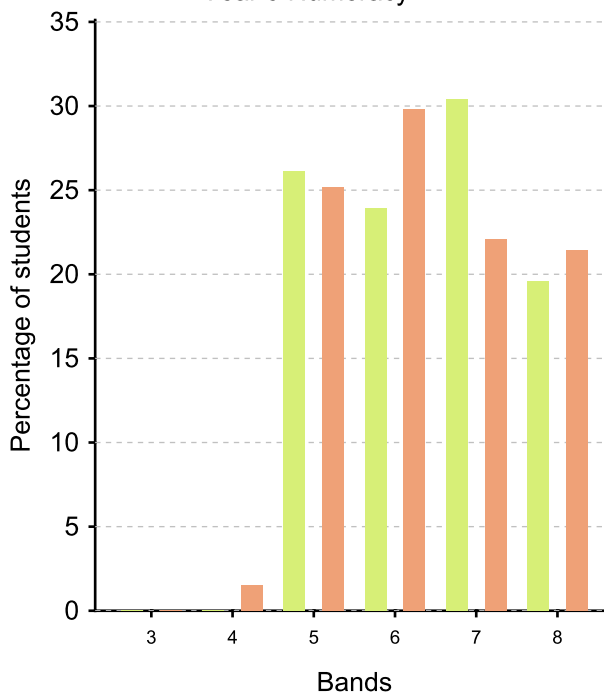
The graphs and tables below show the bands our students achieved within Numeracy.

Overall the results indicate that in Year 3 Numeracy approximately 58.9% of students are in the top two skills bands (Band 5 and 6).

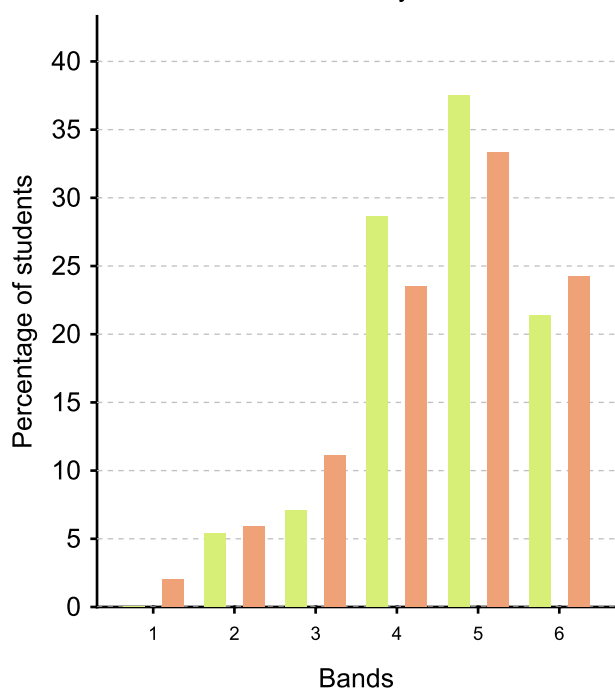
In Year 5 Numeracy approximately 50% of students are in the top 2 skill bands (Bands 7 and 8), with the other 50% of students falling in the middle two bands; this leaves no students achieving in the lowest two bands of Numeracy in Year 5 in 2018.

**GROWTH:** In Year 5 Numeracy 74% of students are at or above expected growth, 26% are below expected growth and 0% of students experienced negative growth.

**Percentage in bands:  
Year 5 Numeracy**



**Percentage in bands:  
Year 3 Numeracy**



<span style="color: green;">■</span> Percentage in Bands
<span style="color: orange;">■</span> School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	26.1	23.9	30.4	19.6
School avg 2016-2018	0	1.5	25.2	29.8	22.1	21.4

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.

#### Student Performance: Top two NAPLAN Bands

Merewether Heights Public School continues to strive for academic excellence for its students. In line with the Premier's Priorities of increasing the percentage of students in the top two bands, the school reviews its NAPLAN results for Reading and Numeracy over a four-year trend. The 2018 average results are shown below compared to the 2017 average.

Overall 2018 results are:

Year 3 Reading: 59.26% (2017 61.70%)

Year 3 Numeracy: 58.93% (2017 55.32%)

Year 5 Reading: 68.09% (2017 40.00%)

Year 5 Numeracy: 50.00% (2017 38.46%)

**Overall 59.11% (2017 49.71%)**

In 2018, Merewether Heights Public School had only 1 student in Year 3 and Year 5 identify as having Aboriginal or Torres Strait Islander heritage.

<span style="color: green;">■</span> Percentage in Bands
<span style="color: orange;">■</span> School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	0.0	5.4	7.1	28.6	37.5	21.4
School avg 2016-2018	2	5.9	11.1	23.5	33.3	24.2

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below. In 2018 the school used internal surveys to gather data but will move to the 'Tell Them From Me' survey run by the Learning Bar Company to allow for review of responses against state norms and a more detailed analysis of satisfaction.

Community members responded to a survey which enabled response selections from strongly agree – agree – neither agree nor disagree – disagree – strongly disagree. 35% of community members responded to the 10 question survey; their responses are shown below.

Parents and carers:

- feel the communication between school and home is effective – on average 83% either agree or strongly agree
- feel comfortable about approaching the school – on average 92% either agree or strongly agree
- feel well informed about their child's progress at school – on average 63% either agree or strongly agree
- feel satisfied with the teaching at the school – on average 84% either agree or strongly agree
- feel the school prepares students for the future – on average 75% either agree or strongly agree
- feel the staff treat students fairly – on average 94% either agree or strongly agree
- feel the students at the school are well behaved – on average 78% either agree or strongly agree
- feel the school is a safe place to learn – on average 94% either agree or strongly agree
- feel the school encourages a healthy lifestyle – on average 95% either agree or strongly agree

Students from Year 4–6 responded to a survey which enabled response selections from strongly agree – agree – neither agree nor disagree – disagree – strongly disagree. 89% of students completed the survey. The majority (over 90%) of students indicated they believed the teaching prepared them for the future and felt challenged to do well at school.

## Policy requirements

### Aboriginal education

Merewether Heights Public School remained committed to Aboriginal Education and recognising and celebrating the traditional owners of the land. In 2018, 4 students identified as Aboriginal.

Highlights in 2018 include:

- Completion of Personalised Learning Plans (PLPs) for all students who identified as Aboriginal.
- Parents of indigenous students invited to attend all school Aboriginal education team meetings.
- NAIDOC celebration with visiting presenters.
- Whole staff excursion to local significant sites in Glenrock and aboriginal perspectives across the curriculum in Term 4.
- Regular attendance at AECG meetings.

### Multicultural and anti-racism education

In 2018 the school maintained a focus on multicultural education in all areas of the curriculum by providing programs which developed the knowledge, skills and attitudes required for a culturally diverse society.