

Madang Avenue Public School Annual Report



2018



4449

Introduction

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

Meredith Myers

Principal

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School background

School vision statement

At Madang Avenue Public School we believe that to become confident, creative and resilient learners for life students need to be engaged in relevant and challenging educational programs within a culture of respect for self and others.

School context

Madang Avenue Public School is a small school in Whalan within the Mt Druitt community of schools. The student population is approximately 360 and includes a Preschool and three Special Education classes. 42% of students are from a non-English speaking background and 18% are from an Aboriginal background.

The school is committed to achieving quality learning outcomes for all students in a caring environment. Teaching and learning programs are presented in a safe, supported environment within a culture of cooperation, tolerance and respect. Quality learning in a team environment is a shared focus for staff, students and the community.

To prepare students to be 21st century learners the school will be focusing on developing a cohesive learning community with high expectations for all students in a productive and engaging learning environment.

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 Learning there is a demonstrated commitment within the school community to the belief that all students will make learning progress. The school collects and analyses information to support successful transitions and seeks to collaborate with parents of students whose continuity of learning is at risk. Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement. The school's curriculum provision ensures all students effectively develop their knowledge, understanding and skills. Positive respectful relationships are evident among students and staff and promote student wellbeing and a positive environment for learning across the school contexts. The school implements a comprehensive program of assessment and reporting to ensure learning is accurately monitored and levels of performance are accurately shared among the stakeholders.

In the domain of Teaching a whole school approach ensures the most effective teaching methods are utilised to optimise the learning progress for all students. Teachers collaborate to develop the most effective learning experiences to meet the needs of students. All classrooms and learning environments are well managed with students engaging in productive learning with minimal disruption. All teachers use professional standards and Professional Development Plans to identify and monitor specific areas for development and continued improvement.

In the domain of Leading the school's management practices and processes are responsive to school community feedback. There is a whole school commitment to improving service delivery and informed choices about administrative practices are made in response to evidence, local context and need. Professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and leadership development. The leadership team establishes a professional learning community which is focused on continuous improvement in teaching and learning.

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

Motivated and Productive Learners

Purpose

Within a challenging and responsive learning environment students will be inspired to take an increasingly active and collaborative role in their pathway to improved performance.

Overall summary of progress

Students continued to set high quality explicit learning goals for themselves and confidently shared their plans with the wider school community. A culture of high expectation within the school community exists. Goals were shared with parents and carers at regular 3 way interviews during the year. Students demonstrated their ability to independently set learning goals and evaluate their progress towards achieving these goals.

The school leadership team participated in ongoing professional learning to build the capacity of their instructional leadership to promote and model quality teaching. Teachers are committed to identifying, understanding and implementing the most effective, explicit teaching methods using evidence based strategies across all stages. Teachers regularly review learning with each student ensuring all have a clear understanding of how to improve their performance.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students regularly setting and reviewing performance goals in literacy and numeracy.	Executive, teachers, support staff and professional learning \$184 400	100% of classrooms have student goals displayed or stored in accessible ways. Goals are regularly reviewed, evaluated and then discussed with students and parents at 3 way interviews. Student capacity to set goals demonstrates understanding of the purpose of the strategy and the processes involved. School wide shared language is developing for talking about the process of setting goals. Learning goals are shared regularly by teaching staff at team meetings through ongoing collaborative practices resulting in a growth mindset in students and as a result realistic and the meeting of challenging academic goals. All students have shown growth in their personal goals in both Literacy and Numeracy. Personalised Learning Plans have been developed and reviewed for students in EAL/D programs, Aboriginal students, students with disabilities or learning difficulties, OOHc students and students with identified speech therapy needs.
School Excellence Framework data indicates growth in effective classroom practice from sustaining and growing to excelling.	Executive, teachers, support staff and professional learning \$179 000	Leaders evaluate the effectiveness of best practice with stage teams through regular and sustained collaborative practice. Ongoing student feedback is sought for feedback on method of delivery of teaching and learning. Adjustments are made to suit student needs in consultation with the Learning Support Team, LAST and Instructional Leader. Teachers collaborate to share curriculum

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School Excellence Framework data indicates growth in effective classroom practice from sustaining and growing to excelling.		<p>knowledge data and feedback about student progress and achievement.</p> <p>All classrooms are well managed with a school wide approach. Anecdotal evidence shows students are highly engaged and motivated learners.</p> <p>Leaders regularly reflect, review and use the School Excellence Framework to determine future directions and areas for improvement.</p>

Next Steps

- Continue to use learning goals for students and ensure they are regularly reviewed, evaluated and discussed at 3 way interviews.
- Investigate ways to encourage a higher proportion of parents attending and participating in 3 way interviews and how to best communicate student learning goals.
- Continue to develop PLPs for identified students in EAL/D programs, Aboriginal students, students with disabilities or learning difficulties, OOHC students and students with identified speech therapy needs.
- Further develop the collaboration process to ensure there is optimal participation of all stakeholders in the development of PLPs.
- Provide ongoing professional learning as identified by leaders and staff to continually improve teaching practice.
- Utilise expertise within the school to build the leadership capacity of all staff to provide professional learning opportunities to engage as a community of reflective learners.



Strategic Direction 2

Quality Teaching

Purpose

Teachers will be working collaboratively to develop and implement high quality learning experiences for all students.

Overall summary of progress

Teacher capacity to identify student needs through relevant assessment tasks and to develop activities to improve the learning outcomes of all students in literacy and numeracy has been enhanced. Ongoing mentoring combined with collaborative practice has seen increased student engagement and ongoing informed dialogue between colleagues. As a result of extensive professional development on number sense and creating texts, staff collaboratively develop assessment tasks and monitor student performance to inform future directions.

The Leadership Team undertook professional learning around effective PDP practice and led their teams to produce PDP's which clearly demonstrate teachers are reflective in their own practice and informed by evidence, feedback, the school plan and goals set by school teams. PDP's have been produced by all staff and reflect the school's shared vision of effective teaching and learning. Staff referred to the Professional Standards for Teachers to develop their plan and this reflection assisted executive staff to plan for ongoing professional learning. A shared commitment exists to ensure a more sustained collection of and reflection on evidence in the decision-making process.

Aspirations for leadership opportunities were identified through the PDP process. Opportunities were developed by the executive for staff to lead curriculum areas and school plan priorities including EAfS requirements and projects. As a result four staff have commenced working towards the Highly Accomplished Teacher standard.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Movement of assessment and learning culture from sustaining and growing to excelling.	Executive, teachers, support staff and professional learning \$293 000	Release was provided for teachers to engage in professional learning and capacity building with Instructional Leader. This included opportunities for teachers to observe best practice and collaborate with each other to develop consistency in assessment. Ongoing informal and formal data collection has informed forward planning. Ongoing professional learning for teachers to embed number sense in numeracy groups. Teachers released to collaborate on Learning Progressions in Literacy and Numeracy to develop and address individual student need. Whole staff PL on using progressions and consistent teacher judgement in the area of Creating Texts. Whole staff PL on Effective Reading, synthetic phonics and use of decodable texts. Staff capacity built through identification of strengths and areas for development. Self identified staff lead professional learning in a number of areas and developed a team culture to deliver learning to their colleagues.
100% of staff develop PDPs and reflect on practice according to professional standards at level of proficiency and beyond.	Executive, teachers and professional learning \$126 000	All staff have evaluated performance against their set goals and share progress in conversations with stage team and mentor.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff develop PDPs and reflect on practice according to professional standards at level of proficiency and beyond.		<p>Executive staff received professional learning on effective PDP practice and then led their teams to produce PDPs.</p> <p>Opportunities were developed by the executive for staff to lead curriculum areas and school plan priorities including EAfS requirements and projects.</p> <p>Mentors aloted to engage in professional dialogue with sustained ongoing feedback among teachers to explore strengths and areas for development. Staff evaluated their performance against their set goals and shared progress with school teams, mentors and leaders.</p>

Next Steps

- Teachers will continue to work collaboratively to develop assessment practices to drive future teaching and learning. Assessment will be regularly planned and data systematically collected.
- Release will be provided for staff to collaborate to analyse student progress and achievement data using Literacy and Numeracy Progressions and other planned assessment to inform their teaching.
- Further development to enable students to provide feedback on their learning to inform teaching.
- Professional Learning for leadership team in analysis of data and support for their staff in evidence based judgement and moderation.
- Further development and support of staff to continue their Highly Accomplished Teacher Accreditation.



Strategic Direction 3

Cohesive Learning Community

Purpose

Positive links between home and school are vital to the success of learning and wellbeing programs.

Overall summary of progress

Through sustained commitment to Kids Matter as part of a whole school focus on a positive mindset, students are supported to be successful, safe and happy learners in all situations at school. Positive impact on the playground culture has been identified through analysis of data and observations. The most significant impact has been the decrease in the number of negative playground incidents. The Kids Matter leadership team has continued to maintain a cohesive learning community through regular inclusive school wide initiatives and activities. Feedback is varied and informal, gathered at 3 way interviews, regular meet and greets at the school gates before and after school and in general classroom interaction and frequently in professional dialogue. Parents have access to a range of communication methods to better engage with the school community and to positively promote the school.

This is the third year Life Skills has been implemented for all students. The whole school community is benefiting from the strategies presented to students to enhance their capacity to regulate their emotions and maintain a positive mindset.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students positively engaging in active and passive recreational activities during recess and lunch breaks.	Executive, teachers, support staff and professional learning \$221 000	Consistent implementation and sustaining of school wide initiatives of THINK and Kind hands, Kind Feet and Kind Voice. Opportunities for students to engage in passive recreational activities at recess and lunch breaks. These opportunities include computer room, library and equipment to promote collaborative play. Positive informal feedback collected from students, staff and parents indicates satisfaction with school initiatives and activities such as Life Skills, Kids Matter and Harmony Day.
Parents indicating they have access to an effective range of communication tools to be informed about school matters and the education of their children.	Executive and teacher release, professional learning \$46 000	Responded to parent feedback and replaced Skool Bag app with Facebook. Feedback from Tell Them From Me Survey respondents indicates parents believe they are well informed about school activities, communication between home and school is good, and the school principal, executive and staff are easily accessible to meet with.

Next Steps

- Transition from Kids Matter to Be You Mental Health Program to sustain and expand positive mindset practices across the school.
- Continue with Life Skills and the promotion of passive play spaces for all students.
- Introduction of IPlay online professional learning to help teachers promote activity within the school day.
- Professional learning for K–6 staff on the Bounce Back program to be lead by Kids Matter Team.
- Development of a formalised feedback/response survey for staff, parents and students to complete regarding Kids Matter, Life Skills and Bounce Back.
- Investigate ways to expand parent response to the Tell Them From Me survey.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Teacher and SLSO release to implement projects \$47 500</p> <p>Naidoc Activities \$4 500</p> <p>Professional Learning \$15 200</p>	<p>Aboriginal students have developed an Individual Learning Pathway with plans developed in collaboration with parents, students and teachers. Plans have been reviewed each semester. Parents are encouraged to share in the process. Feedback from ACU and DEC about Ngara Wumara Project shows positive feedback from families of Aboriginal students about the PLP and the process of sharing information. Personal Learning Pathways have been developed for all Aboriginal students.</p>
English language proficiency	<p>Teacher release and training \$13 000</p> <p>Teacher and SLSO support \$45 000</p>	<p>System support accessed to address identified need for EAL/D and refugee professional learning. Training completed by all staff and strategies applied to class programs with ongoing support provided by EAL/D teacher and support staff .</p> <p>Students showed higher level of confidence in their use of English and an improvement in performance levels.</p> <p>Program strengths identified and modification of areas for improvement undertaken. Priorities established for 2019.</p>
Low level adjustment for disability	<p>LST, IL, LaST and SLSO support. Low level adjustment for disability \$60 800</p>	<p>Support plans developed through teacher reflection of student needs. SLSOs reflect on program strategies and their relative effectiveness. Data was collected during the year and analysed to determine level of progress achieved. Teachers collaborate with IL and LAST and participate in workshops to develop skills to increase effectiveness of intervention programs.</p> <p>Professional development undertaken for teachers and SLSOs. Teachers participate in reflection on support provided for students and collaborate with IL and LAST to evaluate program effectiveness and priorities for 2019.</p>
Quality Teaching, Successful Students (QTSS)	<p>Teacher release \$69 000</p>	<p>Professional Development for all teachers to enhance skills to implement quality teaching and learning in all classes. These courses were directly linked to the Australian Teaching Standards and were reflected in the PDPs of all staff. Teachers were released regularly to view the practice of others and share in peer mentoring opportunities.</p> <p>Workshops were undertaken to improve skills in data analysis to support program development.</p> <p>Data on effectiveness and feedback from participants indicate success of program in ensuring teachers are continuing to improve their ability to implement quality teaching programs at a proficient level.</p>
Socio-economic background	<p>Teaching staff \$315 000</p>	<p>Students developed their personal learning plans and developed the skills to record their achievement and share this information with</p>

<p>Socio-economic background</p>	<p>Teacher release \$105 000</p> <p>SLSO support \$180 000</p> <p>Executive staff \$85 000</p> <p>Support for excursions and camps \$55 000</p> <p>Programs for attendance and engagement \$130 000</p> <p>Specialist services \$80 000</p>	<p>their family.</p> <p>Additional teachers and specialist staff were employed to implement support programs across the school. Class sizes facilitated a higher proportion of teacher support for program implementation for all students.</p> <p>Additional executive staff were employed to ensure programs were managed and supported effectively.</p> <p>Resources were allocated to ensure specialist teaching areas were adequately staffed and that participation in whole school learning projects was available for all students.</p> <p>Feedback from students and teachers indicate progress towards achievement of program goals. Evaluation of framework effectiveness with staff and feedback on changes in student attitude over time.</p>
<p>Early Action for Success</p>	<p>Instructional Leader \$166 000</p> <p>Teacher Release</p>	<p>PLAN 2 and Progressions– All staff familiar with, successfully use and implement PLAN2 and progressions and link to the NSW English and Maths syllabus documents. Building Numeracy Leadership (BNL)–4 leaders successfully completed year long professional development.</p> <p>All teachers K–6 have enhanced knowledge of and can demonstrate Working Mathematically and number talks is embedded into their programs and classroom practice. All students are actively engaged in numeracy. Teachers are able to design, implement and evaluate rich tasks and design assessments to be used for and of learning. In class support and collaborative planning has built teacher capacity to identify student needs and develop activities and assessment tasks which improve the learning outcomes of all students in literacy and numeracy.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	156	158	160	157
Girls	146	145	150	148

Student attendance profile

Year	School			
	2015	2016	2017	2018
K	92.9	92.7	88.3	90.8
1	91.6	90.8	87.5	90.5
2	93	91.4	91.2	89
3	90.7	91.6	87.8	92.2
4	94.3	89.5	89.6	91.3
5	89.9	93.8	87.7	87.4
6	89	90.6	91.3	91.5
All Years	91.9	91.5	89.1	90.2
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

Madang Avenue Public School has a range of initiatives to encourage the attendance of students. Class and whole school strategies are developed and implemented on an annual basis to reward improved and consistently high attendance. Staff work with the Home School Liaison Officer (HSLO) to identify students whose attendance is a concern and work with the parents and students to resolve any issues. Messages about the importance of regular school attendance are shared with the community.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	15.53
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	1.4
Teacher Librarian	0.6
School Administration and Support Staff	8.12

*Full Time Equivalent

Madang Avenue Public School has two Aboriginal members of staff who work with students in all classes including Preschool and support classes.

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	30

Professional learning and teacher accreditation

Three teachers are working towards accreditation at Proficient level with another four teachers working towards accreditation at a Highly Accomplished level. The remaining teachers are accessing comprehensive professional learning programs to maintain their accreditation at a Proficient level.

Building on from our professional learning model in 2017, staff participated in a range of professional learning activities in 2018 which catered for every learning style and level of experience. At the end of 2017 then again in 2018 staff were surveyed as to their preferred method of delivery of professional learning. The responses were collated and the leadership team planned professional learning to address the identified learning needs and styles of staff. This ensured maximum participation and built the capacity of several staff members to lead professional learning to grade, stage and whole school teams.

The full time Instructional Leader works with the leadership team to identify and develop professional

learning P–6. The leadership team maintained a focus on distributed instructional leadership to sustain a culture of effective evidence based teaching and ongoing improvement so that every student could make measurable learning progress and decrease gaps in student achievement.

The leadership team engaged in professional learning using the Principal Standard professional practice of Leading improvement, innovation and change. The team met fortnightly to reflect on professional readings, their current practice and areas for development at an individual, team and school level. This learning provided a basis from which the team could lead improvement, innovation and change at the school.

Incorporated into all professional learning, evidence based teaching methods and practices were presented and further professional readings recommended. Staff reflection was shared during focus groups and bring their thoughts and ideas to focus groups. These ideas and reflections were used as part of the Spiral of Inquiry which was introduced to all staff as a way of placing students at the centre of all learning.

Building Numeracy Leadership supported four staff members to participate in a year long project to improve numeracy through Number Sense and Number Talks. Professional Learning was delivered via EAfS conferences and then shared with P–6 at a school level. The team delivered mentoring, demonstration lessons, team teaching, collaborative practices in planning and assessing across stages and within stages. The capacity of staff was extended to include other staff members to lead areas of best practice. Ongoing collaborative practices were initiated and further developed across the school.

A team of five teachers attended system initiated professional learning on Effective Reading from which workshops were planned to promote effective reading in the early years and the use of decodable texts. P–6 staff received introductory professional learning followed by a series of workshops for K–2 staff. Content included best practice in the use of decodable texts and opportunities to share effective strategies in early literacy.

All staff K–6 participated in whole school introductory professional learning on the new Literacy and Numeracy Progressions. K–2 staff attended ongoing workshops, one to one mentoring and coaching sessions on using the progressions and PLAN data and the progressions to inform future practice. Staff understanding increased and enabled successful differentiation of curriculum with a focus on explicit systematic teaching. Data collected by the end of the year showed growth in student performance in both literacy and numeracy.

Areas of focus from the learning progressions have included Creating Texts and Quantifying Numbers. Whole school professional development in these areas allowed further opportunities for collaborative practice. Consistency in teacher judgement was developed across K–6 writing during whole staff professional learning sessions. Teachers analysed data, developed

realistic assessment tasks and collected and analysed assessment data to inform further planning.

Professional learning is ongoing and reflective. It encourages collaboration between staff to facilitate professional dialogue. The leadership team identifies expertise within the school to further develop this professional learning community. Teachers are supported to trial innovative, evidence based practices.

PDPs have been produced by all staff reflecting the school's shared vision of effective teaching and learning. Staff linked their PDPs to the Professional Standards for Teachers and this reflection assisted executive staff to plan for ongoing professional learning.

In 2019 these practices will be expanded to incorporate student learning goals, further analysis of data from a range of sources and an increase in the number and level of staff sharing their expertise.

Financial information

Financial summary

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

	2018 Actual (\$)
Opening Balance	503,661
Revenue	4,875,114
Appropriation	4,712,313
Sale of Goods and Services	109,925
Grants and Contributions	48,840
Gain and Loss	0
Other Revenue	0
Investment Income	4,035
Expenses	-5,187,461
Recurrent Expenses	-5,187,461
Employee Related	-4,672,081
Operating Expenses	-515,381
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-312,347
Balance Carried Forward	191,314

School expenditure is planned and monitored according to the school budgeting process and is directly linked to

the strategic directions and key initiatives as detailed in the school plan.

Funds available cover expenditure necessary to complete programs commenced but not completed in the current year.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	2,203,365
Base Per Capita	67,304
Base Location	0
Other Base	2,136,061
Equity Total	1,018,087
Equity Aboriginal	58,431
Equity Socio economic	684,265
Equity Language	68,776
Equity Disability	206,615
Targeted Total	570,614
Other Total	629,855
Grand Total	4,421,921

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.

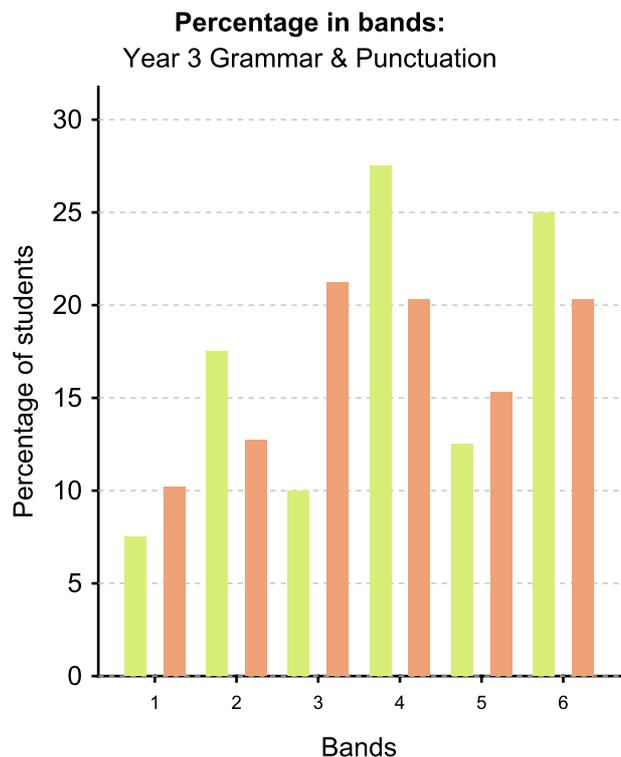
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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.

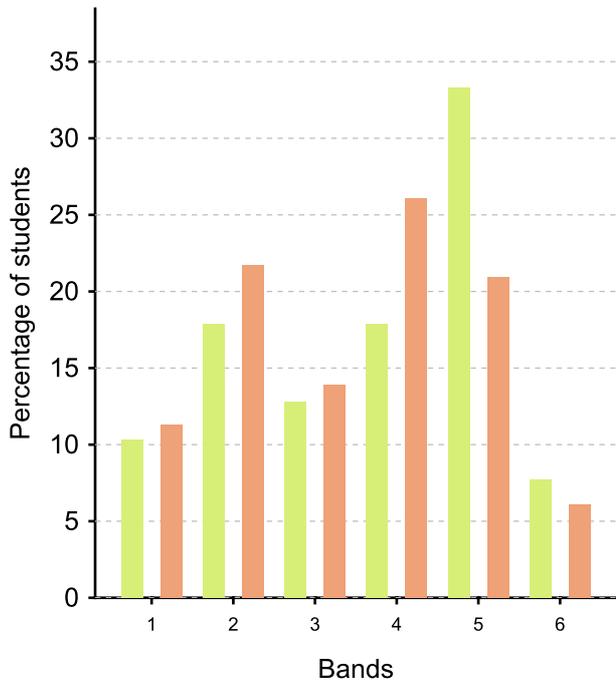
NAPLAN – Literacy

The number of students performing in the lowest two bands dropped from 41% to 28%. The proportion of Year 5 students performing in the lowest two bands in Reading dropped from 53% to 31%.

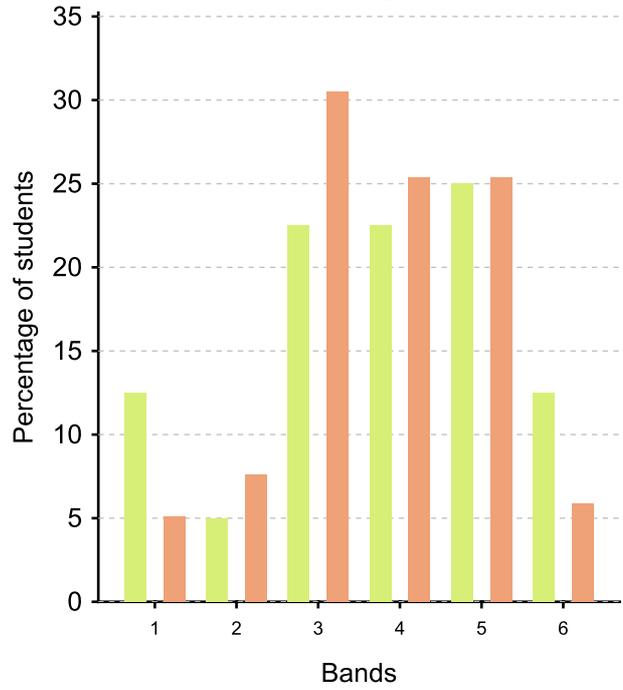
In Year 5 65% of students are at or above expected growth in Reading and 51.2% are at or above expected growth in Writing.



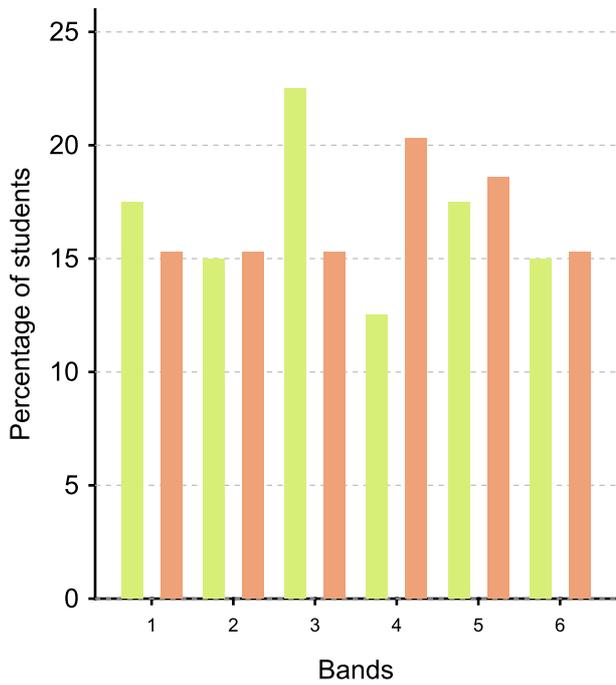
Percentage in bands:
Year 3 Reading



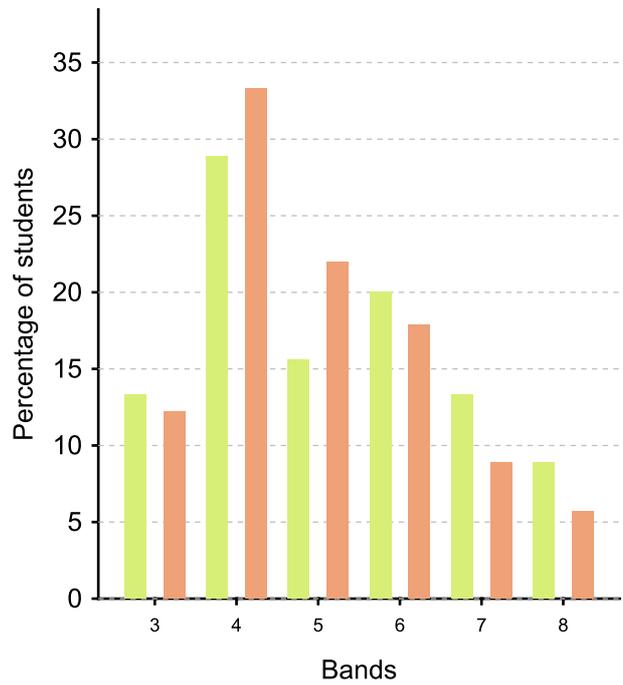
Percentage in bands:
Year 3 Writing



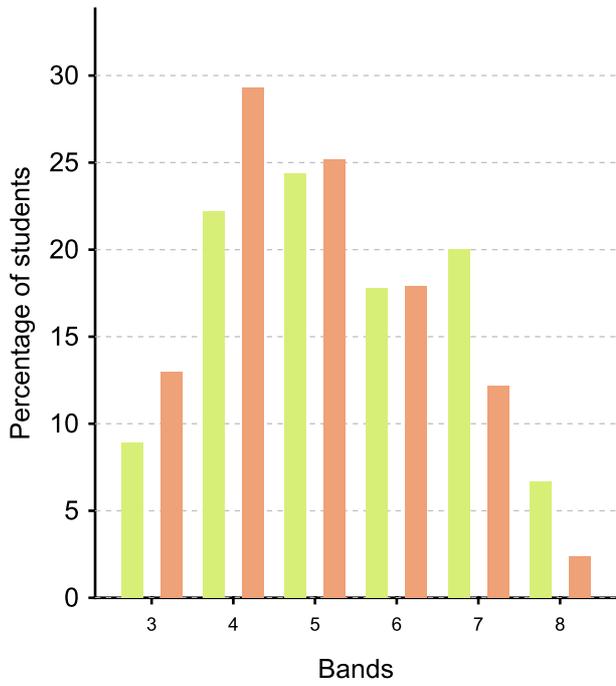
Percentage in bands:
Year 3 Spelling



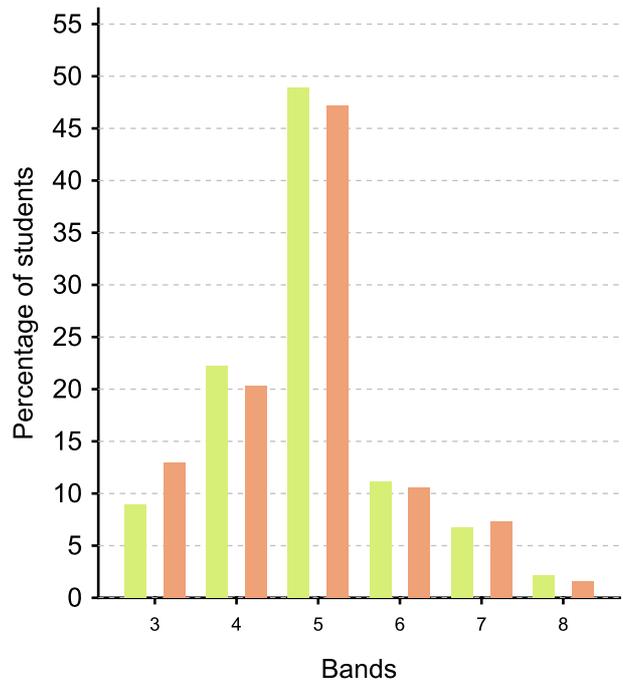
Percentage in bands:
Year 5 Grammar & Punctuation



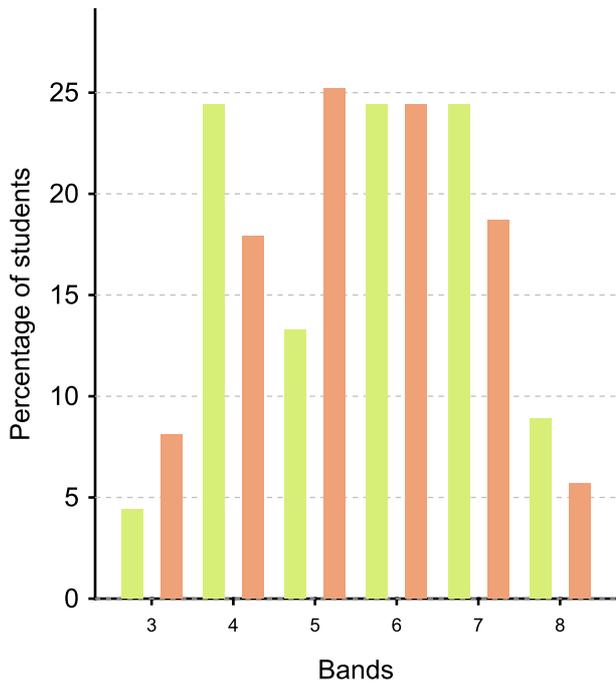
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Spelling

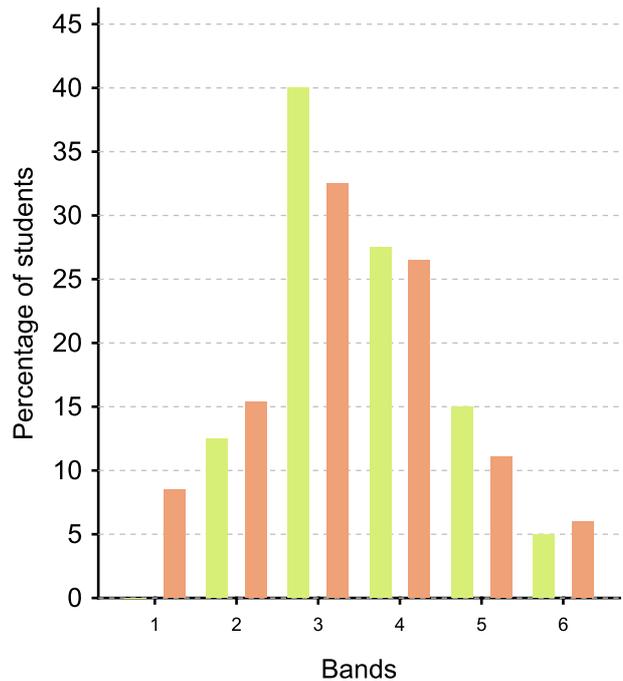


NAPLAN – Numeracy

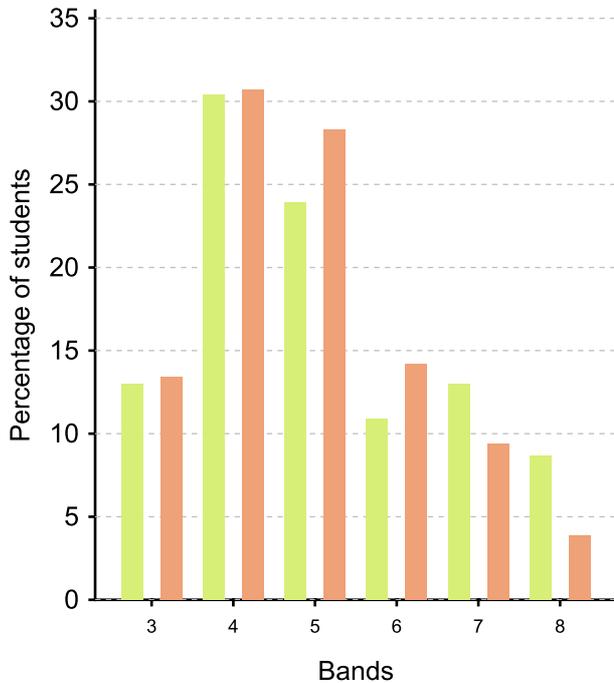
The proportion of Year 3 students performing in the bottom 2 bands decreased from 41% to 13%.

In Year 5 50% of students demonstrated at or above expected growth in Numeracy.

Percentage in bands:
Year 3 Numeracy



**Percentage in bands:
Year 5 Numeracy**



Premier's Priorities: Improving education results

Increase in percentage of students in top 2 bands in Literacy

In Year 3 the number of students performing in the top two bands increased in Reading from 11% to 41%, Spelling from 24% to 33% and Writing from 11% to 37%.

In Year 5 the number of students performing in the top two bands increased in Reading from 8% to 27%, in Spelling from 23% to 33% and in Writing from 6% to 9%.

Increase in percentage of students in top 2 bands Numeracy

In Year 3 the number of students performing in the top two bands in Numeracy increased from 11% to 20%. In Year 5 the number of students increased from 6% to 22%.

There has been an overall increase for Numeracy and Reading in the percentage of students in the top 2 bands from 9% in 2017 to 27% in 2018.

State Priorities: Better services – Improving Aboriginal education outcomes

In Year 3, 20% of Aboriginal students performed in the top two bands for Grammar and Punctuation with 40% achieving the same level in Writing. 60% performed in the middle two bands in Reading.

In Year 5, 29% of Aboriginal students performed in the top two bands for Numeracy and 25% achieved the same level in Spelling.

Other school priority areas – Performance against EAFS targets

Reading Targets

43% of Kindergarten, 60% of Year 1 and 76% of Year 2 are working at or beyond expected targets in Reading.

Writing Targets

71% of kindergarten, 58% of Year 1 and 80% of Year 2 students are working at or beyond expected targets in Writing.

Parent/caregiver, student, teacher satisfaction

Students indicate a high level of support for the quality of their learning experiences at school. 48% of all surveyed believe they will access tertiary education in the future, 88% are interested in what they are learning at school and 92% work hard to succeed. These figures exceed state norms. 75% of Aboriginal students feel good about their culture at school and 85% of Aboriginal students believe that their teachers understand their culture. 87% of students feel they have someone at school who consistently provides encouragement and who can be turned to for advice again exceeding state norms.

Strong links exist between home and school for many parents with 88% indicating they communicate with their child's teacher at least two times each week. 82% of parents have attended meetings three or more times a year and over 70% encourage their children to do well at school and praise them for their achievement. Over 90% of parents believe that teachers show an interest in their child's learning, that their children are encouraged to do their best work and that teachers take into account their needs, abilities and interests.

Teachers rate the school as highly effective in setting high expectations for student performance. They understand the needs of the students and have clear expectations for positive classroom behaviour. The significant level of collaboration and teamwork which exists among members of staff creates a dynamic self-reflective culture throughout the school.



Policy requirements

Aboriginal education

During 2018 two teachers participated in the Ngara Wumera research project led by the Australian Catholic University and the Department to identify high achieving Aboriginal (and non-Aboriginal) students. The teachers attended a two day conference where they learned about Healthy Culture Healthy Country. This incorporated local Aboriginal cultural curricula, exploring Aboriginal teaching methods and an excursion to the State Library to view artefacts and historical literature in local Aboriginal languages. Staff participated in professional development to identify young gifted and talented learners and explore self-determination theory with Professor Rich Ryan.

Teachers took part in online modules during the year which included professional development in the areas of English as an additional language/dialect for Aboriginal students, building a learning profile of a young gifted learner, mindfulness and wellbeing, enhancing students' self-concept through effective teacher feedback, Physical Literacy continuum K-10 and differentiating the curriculum for gifted learners. This information was shared among staff in all stages.

This year Ngroo Education worked with students and staff to provide support to Kindergarten, Year 1 and Year 2 Aboriginal students identified as being at risk of not achieving minimum standards in the areas of literacy and numeracy. Ngroo Education supported Aboriginal students by providing trained teachers from Learning Links on a weekly basis to work with Year 1 and 2 students in small groups to work with Kindergarten students in class and during break times offering both academic and cultural support.

In Term 3 the Preschool accessed support from Ngroo Education with the introduction of their Connected Beginnings program. Each week an Aboriginal staff member worked with students in the Preschool to help develop cultural awareness and assist in school readiness objectives for Aboriginal students.

On Naidoc Day students took part in a variety of cultural activities led by teachers and local Aboriginal community members. The activities were based on the Aboriginal Eight Ways of Learning and incorporated a range of creative art, storytelling and sporting activities. Instructors from Foot Steps Dance Company led a series of lessons over 4 weeks to teach an Aboriginal dance to each stage. This was performed at the end of Naidoc Day for parents and community members.

Students who identify as Aboriginal and/or Torres Strait Islander formulate an Individualised Learning Pathway in collaboration with parents and teachers. These are reviewed each semester and provide ongoing positive reinforcement for progress being achieved.



Multicultural and anti-racism education

Approximately 42% of students speak a language other than English. This is a significant increase from previous years and shows the growing diversity within our community. Multicultural education is part of teaching and learning within classrooms and across the school and is incorporated in the school-wide Kids Matter mental health and wellbeing program. The school celebrated multiculturalism by hosting Harmony Day where students took part in activities fostering acceptance and kindness and promoting cultural diversity.

Leadership staff took part in professional development led by regional staff to improve capacity to support refugee students. The information was shared with all staff to strengthen their ability to support students from a refugee background. An additional staff member was trained as an Anti-Racism Contact Officer.

To further support students the EAL/D teacher and Learning and Support Teacher developed a link with a local school with a high percentage of students who come from a variety of non-English speaking backgrounds. This collaboration allowed the sharing of resources and knowledge of effective strategies for teaching children who are from a non-English speaking background and including those who may have been exposed to trauma.