

Daceyville Public School Annual Report



2018



7413

Introduction

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

Michelle Hostrup

Principal

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Message from the Principal

2018 has been a year full of exciting learning for students, staff and the community. This year all classes implemented Project-Based Learning (PBL), starting with our Wellbeing Festival in Term 3. Project-Based Learning has provided students with opportunities to apply their learning to solve authentic problems within the community. Already students have: designed, coordinated and implemented a 'Buddy Bench' in the school playground; designed and built a school chicken coop; designed a frog pond (to be built in 2019); researched, pitched to the Director and planned for a school dog for 2019; researched, purchased and set up 'Classroom Cool Down Kits; and so much more. Through these processes students have liaised with experts from within and outside the school community, developed budgets, given each other feedback and refined their products to maximise the impact of each one. It has been with delight that I have received emails from students across the school requesting permission for particular activities or submitting budgets for approval. Seeing them using technology and communication skills in such meaningful ways is a powerful reminder of the authenticity of this process. Student reflections on the year have mentioned time and time again how much they have enjoyed PBL time and what they have learnt. This has been a huge learning journey for both students and staff and we are looking forward to building on these skills and successes in 2019.

We have also enhanced our partnerships with the community this year in a number of different ways. Parents and community members have been regular visitors to classrooms to provide students with advice, information and feedback as part of PBL and we are excited to continue this ongoing involvement in learning in 2019. Our Partnerships in Learning project provided families with the opportunity to come along to various sessions before and after school and in evenings to learn more about what happens in the classroom and get some ideas for how they can help their child at home. The community feedback about these has been overwhelmingly positive with many requests for more in 2019. Teachers have worked hard to design these workshops to make them meaningful for parents and have also developed a series of high quality videos to provide information to those parents unable to attend. The response to these videos has also been incredibly positive and they showcase the wonderful work happening at Daceyville Public School.

Our extra-curricular programs have gone from strength to strength this year, with the Senior Band tackling some very complex pieces and receiving rave reviews at the Big Band Bash. Our Junior Band members have worked hard to improve their skills and have performed confidently at a number of school events. This year we also introduced a Drumming club; and the Recorder program and Choir continue to provide opportunities for students to explore a range of musical interests. The Senior Dance group gave an impressive performance as part of the Showcase event and then worked incredibly hard to learn a second dance to perform for the school. The huge amount of students in both Senior and Junior Dance groups is a testament to the student interest in performance and their teamwork and the quality of their work speaks to their dedication and the hard work of the teachers involved. Art Club provided further opportunities for students to express themselves creatively and the student artworks provide a talking point for students and visitors around the school.

All of these achievements would not have been possible without the efforts of our committed teaching and support staff.

Staff at Daceyville Public School go above and beyond each and every day to ensure that every student is afforded the very best learning opportunities and this is evident in the progress students are making and the high levels of student engagement and motivation across the school. The Daceyville P&C has continued to support the school by providing a valuable source of community feedback on particular initiatives, such as the canteen and changes to the school uniform, as well as running a number of successful fundraising activities. This year the P&C have enabled us to subsidise the cost to each student of the mindfulness program and to purchase additional technology for classrooms. In addition to these activities the community supports the school by attending our termly working bees and making positive changes to the school environment and volunteering in the school canteen, reading programs, supporting in classrooms and at events like the Big Band Bash. We have really appreciated the tremendous support of the whole school community this year and are excited to continue these partnerships into the future.

We are proud to have achieved so much success towards the goals set in our school plan and have identified clear and specific targets to build on these achievements in 2019.

Message from the students

A message from the SRC

2018 at Daceyville Public School has certainly been very busy. We would like to thank all of the teachers at our school for making this year memorable. With their support, and the support of our parents, volunteers and members of the community, we have had many amazing events and experiences.

This year we have had exciting sports carnivals and excursions. Stage 2 and 3 enjoyed their camp experience. The SRC successfully hosted Walk Safely to School Day, Feed a Farmer Day and the Big Veggie Crunch. It would not be Daceyville without our annual Big Band Bash. The Big Band Bash fills us with pride and joy.

We have enjoyed Project-Based Learning because we get to take charge and control what we need to do to learn. We meet new people and learn new facts. Not to mention it is a great way to practise our learning dispositions.

We would like to thank our Principal, Ms Hostrup, for providing us with so many new opportunities to create new spaces in our school like the buddy bench, cubby house, compost area, citrus garden and chicken coop.

We hope everyone has enjoyed this year as much as we have. We wish you a safe and happy holidays.

Best wishes, The SRC.

School background

School vision statement

At Daceyville Public School we are committed to achieving excellence for all learners in partnership with our supportive community.

We deliver excellence for all learners within an inclusive, culturally rich and caring learning environment. We ensure every student achieves their personal best across all aspects of academic, social, emotional and creative learning. With a focus on building on students' strengths and by encouraging all learners to take risks, our students become creative and critical thinkers, self-directed learners and collaborators. Our students make choices that foster health and wellbeing and develop positive relationships.

Our students are taught by outstanding teachers with high expectations who model a commitment to lifelong learning. A culture of continuous improvement is fostered through quality collaboration and professional learning.

We build strong partnerships with our parents and community, working together to support students in maximising their potential and ensure best practice is at the core of all of our endeavours.

School context

Daceyville Public School is a metropolitan school situated in Sydney that has a long history of providing outstanding public education since 1914. The school has an enrolment of 280 students with a consistent number of enrolments each year due to community confidence and housing development in the area. 64% of students at Daceyville are from culturally and linguistically diverse backgrounds with 45 different languages being spoken by our students. 6% of students are from Aboriginal and Torres Strait Islander background.

All educational endeavours are informed by a clear vision focused on academic excellence, personalised learning and educating the whole child. The school operates within a positive behaviour for learning framework, fostering student wellbeing through explicit teaching of our core values – respect, safety and lifelong learning. We use current research to inform practice and foster a strengths-based culture. We have a strong commitment to improving teacher quality through targeted professional learning initiatives. Innovative programs include integrated approaches to learning that engage members of the wider community to inspire and work with our students.

Our staff is a mix of early career and experienced teachers enabling us to put strong mentoring strategies in place, building best practice in teaching. Daceyville is the base school for a team of itinerant teachers who support hearing impaired students across many schools.

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.

Our self-assessment shows progress in a number of areas across the School Excellence Framework. In the domain of Learning we moved from 'Delivering' to 'Sustaining and Growing' in the areas of Learning Culture, Wellbeing, Curriculum and Reporting. This progress reflects the work undertaken by the whole staff around collaborative programming, implementing a range of evidence-based approaches and the work of the Wellbeing team in refining and sharing Wellbeing programs and systems across the school and consulting with the community.

In the domain of Teaching we made particular progress in the area of 'Learning and Development' through our rigorous professional learning programs, established programs for coaching and mentoring and our efforts in trialling, evaluating and implementing innovative future-focused practices, such as Project-Based Learning. Our school plan milestones for 2019 will enable us to make further progress in the areas of data, assessment and differentiation.

In the domain of Leading we are 'Sustaining and Growing' in three of the four levels. Our processes of community consultation, student involvement and effective use of finances and physical resources have been evaluated and refined in 2018. In 2019 we will continue to analyse and improve these practices and will further enhance our strategies for

educational leadership and high expectations across the school.

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 in Teaching and Learning

Purpose

To use quality, evidence-based teaching practices so that all students at Daceyville achieve maximum learning growth, are self-directed, reflective learners and engaged creative and critical thinkers prepared for future learning and work.

Overall summary of progress

In 2018 significant work was undertaken in the areas of assessment, differentiation and programming. Programming expectations across the school are consistent and teachers are collaborating to develop responsive teaching and learning programs that address syllabus requirements and support and extend students as appropriate. Our assessment and moderation process was further refined and members of the Executive attended training on how to incorporate the Learning Progressions and PLAN2 software into these processes to help us more effectively track student progress. Teachers are using a range of technology within classroom practice, including robotics and coding and students have demonstrated their skills in a range of projects throughout the year. A significant focus for Teacher Professional Learning was Project-Based Learning in 2018 and all classes are now using a Project-Based Learning approach to integrate content and engage students in meaningful learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The number of students in the top 2 bands in NAPLAN Literacy and Numeracy is trending upwards over time.	\$3000 Teacher Release	Student data shows some growth in aspects of Literacy and consistent growth in Numeracy.
The school's value added trend in Literacy and Numeracy improves over time.		2018 Value Added reports show that results are trending upwards.
Students are achieving at or above expected levels of progress and achievement in creative and critical thinking as measured using internal and external tools.	\$2000 teacher release and course fees QTSS funds for teacher release for Philosophy for Children project and the Creative Thinking project	School based assessment processes are in development to be refined and implemented in 2019.

Next Steps

In 2019 we will focus on our assessment practices and embedding a range of rigorous formative and summative assessment processes into programs and refine our processes for tracking this data and using it effectively to inform programming. We will continue to evaluate and refine our collaborative programming expectations and focus on incorporating aspects of Visible Learning into classroom practice to enable students to become more independent and reflective learners.



Strategic Direction 2

Partnerships in Learning

Purpose

To partner with community members to develop reciprocal relationships that promote a shared purpose, responsibility and aspirations for learning and achievement.

Overall summary of progress

In 2018 we were awarded a Community Partnerships grant through the Department of Education. We used this funding to release teachers to plan for and run a series of parent workshops about different aspects of student learning. All workshops were well attended with parents requesting further workshops in 2019. We also released teachers to create videos that were shared online with parents to explain different strategies that they might use at home with their child to support reading, writing, spelling and mathematics. We had increasing numbers of parents participating in classroom learning programs as experts and to provide students with feedback and attending learning events.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The attendance and punctuality rate improves over time.		Increased number of students with attendance over 90%. Increased number of students attending school on time.
Improved parent survey data in regards to the school's communication systems and strategies.		Increased amount of parents subscribing to different communication tools. Positive parent feedback regarding school communication strategies.
Increased number of parents are engaged in learning programs and activities to motivate students to deliver their best and continually improve.	\$14400 Community Partnerships grant – Teacher release, resources	High rates of attendance at parent workshops and seminars. High volume of views of school created YouTube content informing parents about student learning. High community turnout at Project-Based Learning events and school events. Increased number of parents sharing expertise and providing feedback during Project-Based Learning.

Next Steps

In 2019 we will identify areas of need for further parent workshops and release teachers to deliver these. We will also establish a list of 'experts' within the school community that we can use to support learning in different areas of the curriculum to further engage parents in learning programs.



Strategic Direction 3

Positive school culture and wellbeing

Purpose

To embed consistent approaches to wellbeing and behaviour that strengthen a school culture characterised by a sense of belonging, caring for others, respect and responsibility and a commitment to a healthy lifestyle.

Overall summary of progress

In 2018 we refined and implement our Positive Behaviour For Learning expectations across the school and implemented a new reward system based on these expectations. Students have responded positively to the 'Hoot Card' system and our Tiered Fidelity Assessment conducted in Semester 2 showed that 100% of students could list the school-wide expectations and 100% of staff having taught the expectations explicitly. These processes are now embedded across the school. The gardens and outdoor learning programs continued to work effectively and students engaged in a range of programs explicitly teaching wellbeing, such as the Life Skills program and our Term 3 Project-Based Learning Wellbeing Festival. As a result of these processes students' ideas have been put into practice, including the 'Buddy Bench', chicken coop, weekly lunchtime disco and school pets.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Survey data shows increased positive responses related to student wellbeing, engagement and belonging.	\$2000 teacher release	TTFM survey data shows significant growth in students who are interested and motivated in their learning and growth in belonging. Student plans from Term 3 Wellbeing Project-Based Learning are implemented across the school.
School based data and surveys shows increase in respectful behaviours and relationships across the school between students and students and teachers.	\$450 to develop resources \$200 for resources \$450 for teacher release	Programs across the school show evidence of PBL lessons each week. TFI shows evidence of improved understanding across the school of the PBL expectations and process. Frequency of problematic behaviours is reduced across the school.
Survey and other data shows increased understanding of and commitment to healthy life choices, such as walking to school, healthy lunch boxes and extra-curricular exercise.	QTSS funding – Garden/outdoor learning project	Teacher programs show evidence of weekly sessions integrating physical activity into teaching and learning programs.

Next Steps

In 2019 we will gather a second set of data about healthy eating and physical activity from students. Teacher surveys show some ongoing uncertainty about how to integrate outdoor learning and the school gardens into teaching and learning programming so further professional learning will take place. We will work with students and community members to transform part of the outdoor area into a Nature Play space for students to access during playtimes. The outdoor education program will be extended in 2019 to allow two classes per week to participate, this will also engage teachers in ongoing professional learning about incorporating outdoor learning opportunities into their program.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> Aboriginal background loading (\$9 000.00) 	<p>Teachers report increased awareness and understanding of Aboriginal culture and history and ways of embedding these understandings in teaching and learning programs.</p> <p>Increased connection with the local Aboriginal community.</p> <p>Community involvement in NAIDOC celebrations.</p>
English language proficiency	<ul style="list-style-type: none"> English language proficiency (\$21 500.00) English language proficiency (\$18 000.00) 	All EAL/D students have made progress in their language acquisition.
Low level adjustment for disability	<ul style="list-style-type: none"> Low level adjustment for disability (\$25 000.00) 	All students have made progress towards their individual learning goals.
Quality Teaching, Successful Students (QTSS)	0.42 FTE teacher position	Teacher evaluations and evidence demonstrate achievement of PDP goals and identification of futures areas for development. Evaluation of QTSS projects shows growth in teacher confidence in implementing specific approaches and strategies. Areas for development are identified for 2019.
Socio-economic background	<ul style="list-style-type: none"> Socio-economic background (\$16 000.00) 	Additional SLSO support in class to support students to make progress towards their learning goals.
Targeted student support for refugees and new arrivals	None in 2018	



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	145	148	140	138
Girls	116	131	137	149

Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.7	95.2	94.5	95.4
1	92	93	95.2	94.8
2	93.1	94.7	93.2	94.2
3	95.4	94.3	94.2	94.6
4	94.7	94.8	93.3	95.4
5	94.8	96.8	94.8	93.4
6	94.7	93.8	95	94
All Years	93.8	94.5	94.3	94.6
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 2018 we established systems across the school to monitor and support positive attendance patterns. In Week 7 of each term we took an attendance audit and identified students with unsatisfactory attendance rates for both whole day attendance and punctuality. Parents were informed of their child's attendance rate and were invited to meet with the Principal to identify strategies to improve these patterns of attendance. This initial intervention resulted in improved attendance for the majority of targeted students. For those students who continued to have significant absences or who were frequently late to school we referred the student to the Home School Liaison Officer and worked with the family to identify strategies to improve attendance. All students showed significant improvement in attendance

and were removed from the HSLO caseload by the end of the year.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	15.42
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
Teacher ESL	1
School Administration and Support Staff	2.52

*Full Time Equivalent

In 2018 one member of staff identified as Aboriginal or Torres Strait Islander.

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

In 2018 four Early Career Teachers achieved accreditation with the New South Wales Education Standards Authority (NESAs) and four teachers successfully maintained their accreditation. Through this process teachers engaged in ongoing reflection on their practice, evaluated progress towards their goals and participated in a range of professional learning opportunities.

Throughout the year teachers engaged in a range of professional learning activities both within the school and with external providers. The main focus for our professional learning in 2018 was building understanding and capacity in the Project-Based Learning approach. We did this by conducting a Whole School Project around Wellbeing in Term 3 and linking Professional Learning in Terms 2 and 3 to this Project. Teachers engaged in professional reading and

research, collaborative planning, analysis and evaluation of teaching and learning and gathering evidence of student progress. Teachers also experienced and utilised Design Thinking methodologies both in their own learning and in their classroom practices. A rigorous Instructional Coaching model is in place where teachers receive support and coaching from a member of the school executive to help them work towards achieving the goals set in their Performance Development Plans.

Teachers across the school participated in a number of external professional learning opportunities connected to their own professional development goals as well as the school plan. These included sessions on spelling approaches, differentiation, reading in the early years, STEM for social innovation, implementing the learning progressions, supporting students with additional needs and English as an Additional Language or Dialect. As part of our whole school professional learning teachers shared their learning with the whole staff and we developed common approaches and understandings.

Teachers also acted as leaders of learning and peer mentors through the special projects in feedback, Philosophy for Children and outdoor learning and by collaborating using team teaching with a peer throughout the year. A number of Daceyville teachers are part of the Botany Bay STEM Network in which they collaborate with teachers across a number of schools in the area to share ideas about incorporating STEM into classroom programs and learn together.

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	540,826
Revenue	3,539,878
Appropriation	3,266,783
Sale of Goods and Services	51,690
Grants and Contributions	214,914
Gain and Loss	0
Other Revenue	300
Investment Income	6,191
Expenses	-3,403,746
Recurrent Expenses	-3,403,746
Employee Related	-2,935,382
Operating Expenses	-468,364
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	136,132
Balance Carried Forward	676,958

The Finance Committee meets monthly to evaluate budgeting and spending. Each term the budget and Finance Overview Report are reviewed by the school executive.

In 2018 our surplus was reduced. This surplus will be put towards additional support staff in 2019 to support student learning programs as well as future capital expenditure including: painting classrooms and hallways, refurbishing carpets, additional technology and improving the playground spaces to provide more shade in play areas as well as additional playground options, such as nature play and sensory environments. Some of this money will also be set aside to continue the development of community partnerships and resources through additional teacher release time, enhancing the community resource room and developing relationships with community organisations.

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	2,217,879
Base Per Capita	53,563
Base Location	0
Other Base	2,164,316
Equity Total	269,766
Equity Aboriginal	11,214
Equity Socio economic	16,404
Equity Language	144,392
Equity Disability	97,756
Targeted Total	61,548
Other Total	712,064
Grand Total	3,261,256

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. In 2018 37 Year 3 students sat the Year 3 NAPLAN tests and 36 Year 5 students sat the Year 5 tests. Daceyville Public School students completed the NAPLAN tests on paper. Due to the transition to online testing in some schools the 2018 results should be read taking into consideration the differences in the test formats and the difficulties in comparing different test processes.

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.

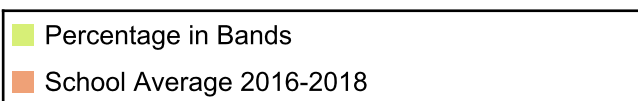
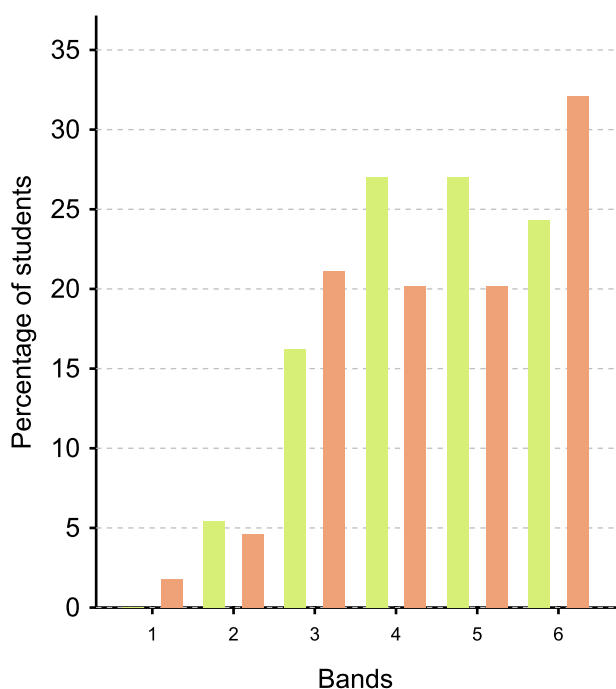
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats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

Our Year 3 Literacy results show improvements in Reading and Writing with slight dips in Spelling and

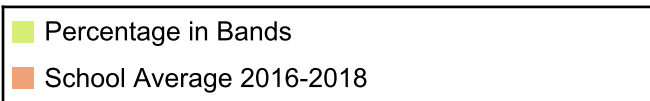
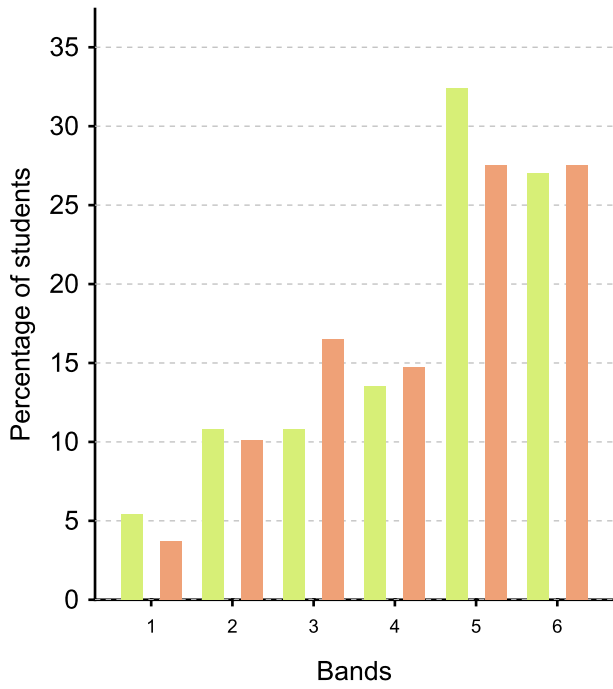
Grammar and Punctuation in terms of the numbers of students in the top two bands between 2017 and 2018. Overall there is a shift into the middle and higher bands and a reduction in the percentage of students in the lower bands.

Our Year 5 Literacy results show a similar shift with increasing percentages of students in the higher bands and smaller percentages in the lower bands. Our 2018 results show particular improvement in Spelling and consistent results in Reading and Grammar and Punctuation. The 2018 Writing results were less strong and the school has in place a range of strategies to support students in improving their achievement in this area. A large number of students in Year 5 have been and continue to receive support with a specific focus on writing through our Learning and Support program.

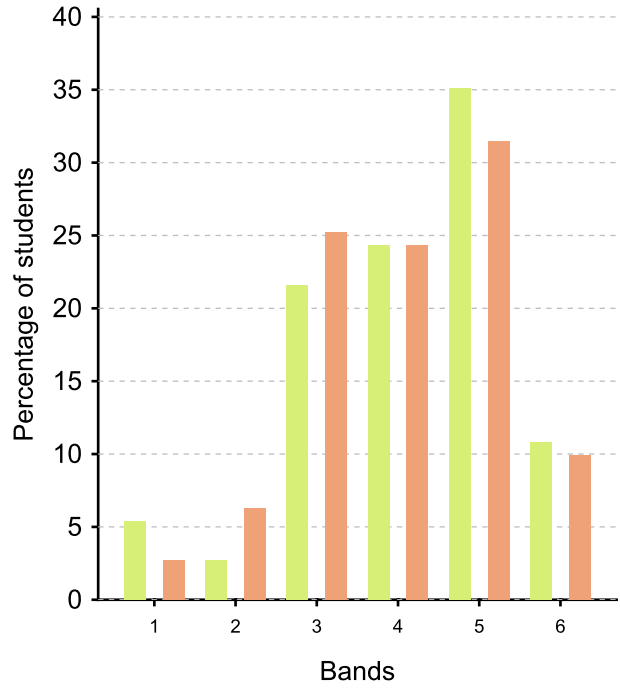
Percentage in bands:
Year 3 Grammar & Punctuation



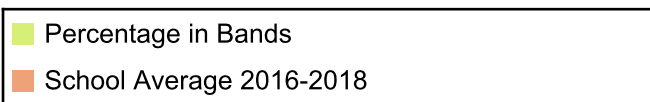
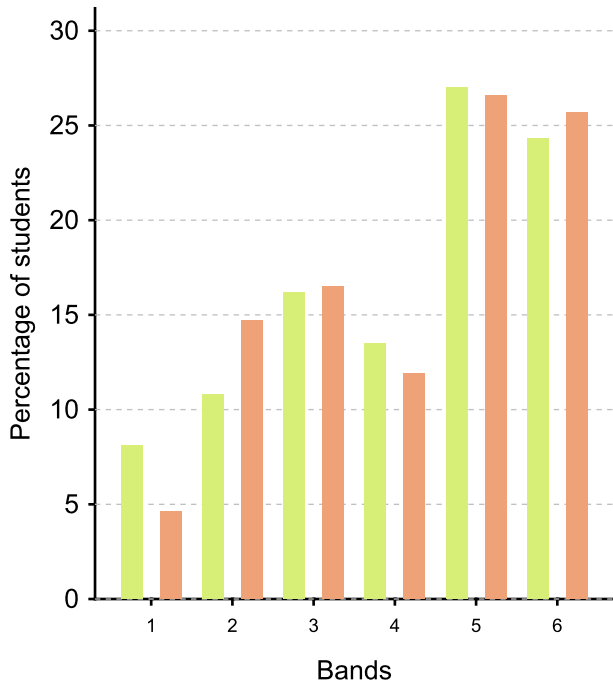
Percentage in bands:
Year 3 Reading



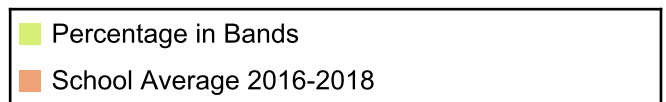
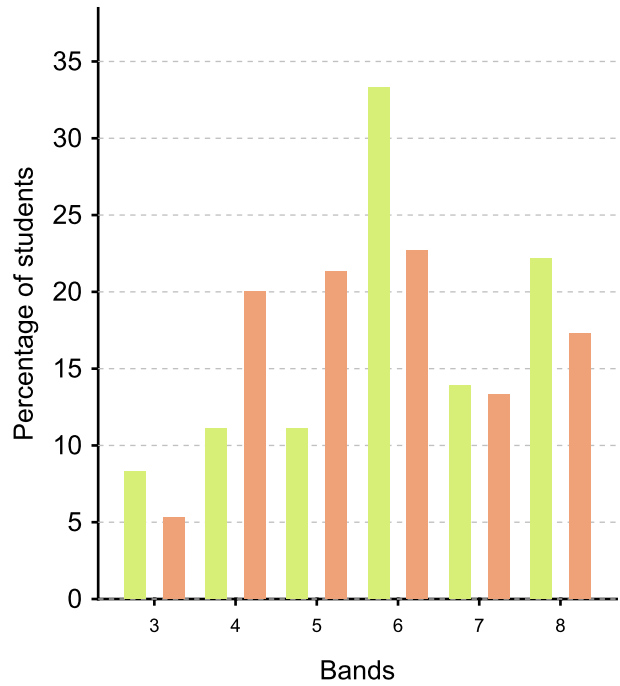
Percentage in bands:
Year 3 Writing



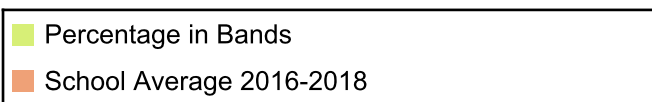
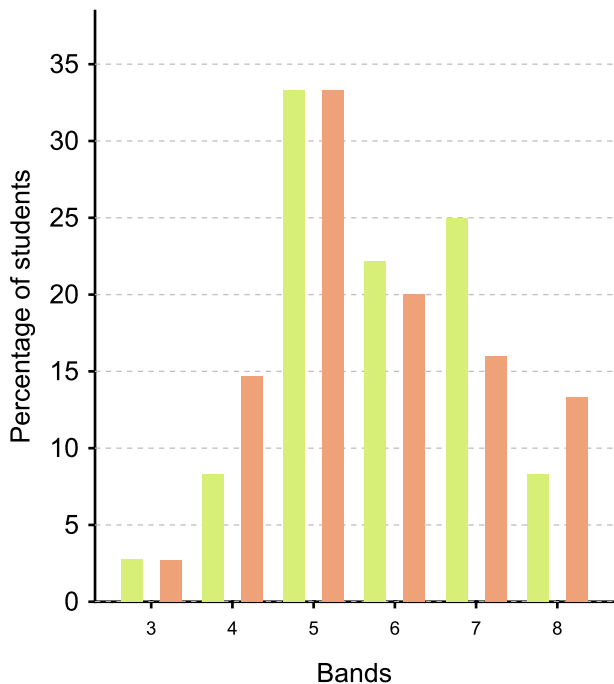
Percentage in bands:
Year 3 Spelling



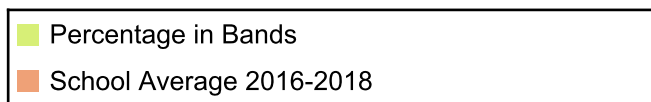
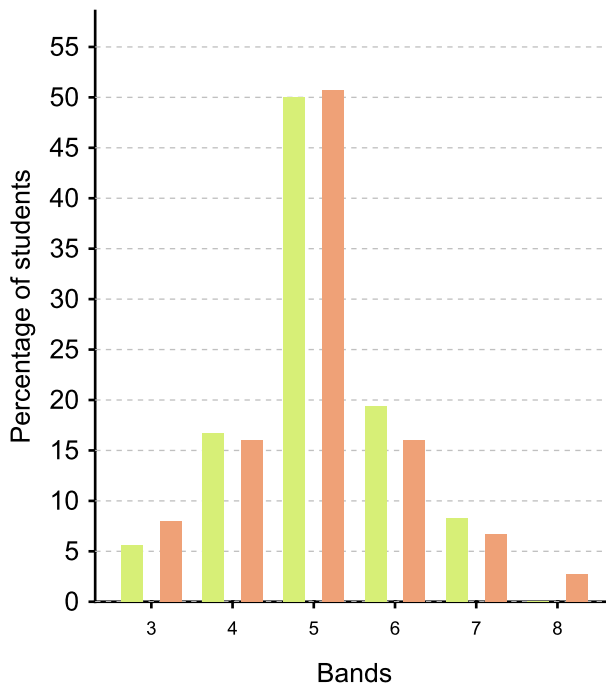
Percentage in bands:
Year 5 Grammar & Punctuation



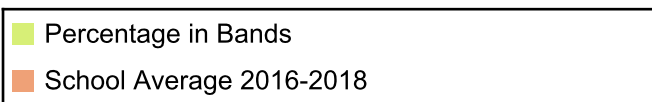
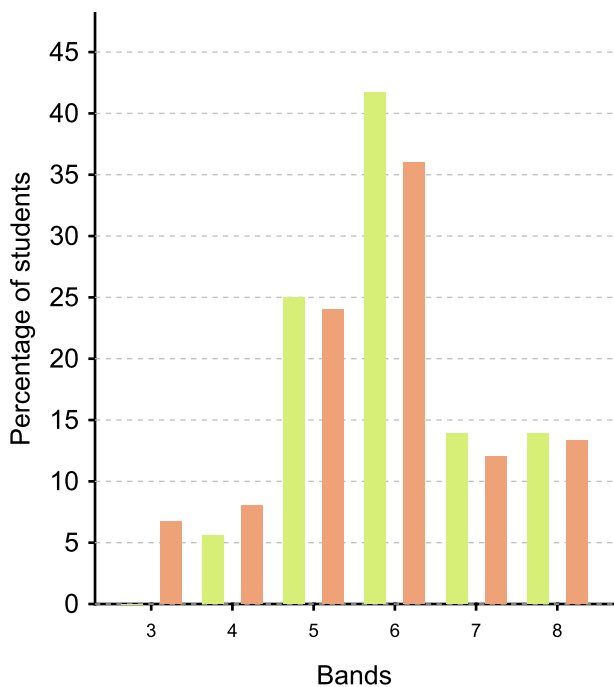
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Spelling



The Year 3 Numeracy results show consistent improvement in the percentage of students in the top two bands over the past three years. For the past two years Year 2 students have received additional support through the Literacy and Numeracy funding to develop their problem solving skills. This program will continue in 2019.

The Year 5 Numeracy results also show consistent improvement in the percentage of students in the two bands as well as a decreased percentage of students in the bottom two bands. This data is in line with our school based moderation processes.

Parent/caregiver, student, teacher satisfaction

In 2018 we gathered feedback from parents and caregivers through specific surveys on particular focus areas, the Tell Them From Me survey and through the P&C organisation. The Tell Them From Me survey was completed by 25 families. Parent responses were above the state norm in all areas, with some areas, such as safety and inclusivity being significantly above the norm. An area for improvement is around reporting, ensuring that reports are written in terms that parents understand. The Year 4–6 responses to the Tell Them From Me survey were also positive, with the school showing responses similar to or above state norm in all areas. The most significant difference was in the area of interest and motivation, with 87% of students saying they are interested and motivated in their learning. An area that we will focus on in 2019 through our Positive Behaviour for Learning program, is ensuring that all students understand the rules and expectations for classroom behaviour. Teachers also responded positively showing growth in all eight drivers of learning areas and maintaining an average above and significantly above state norms. Areas for focus in 2019 include: integrating technology into goal setting and aspects of learning and engaging parents in providing feedback for student learning.

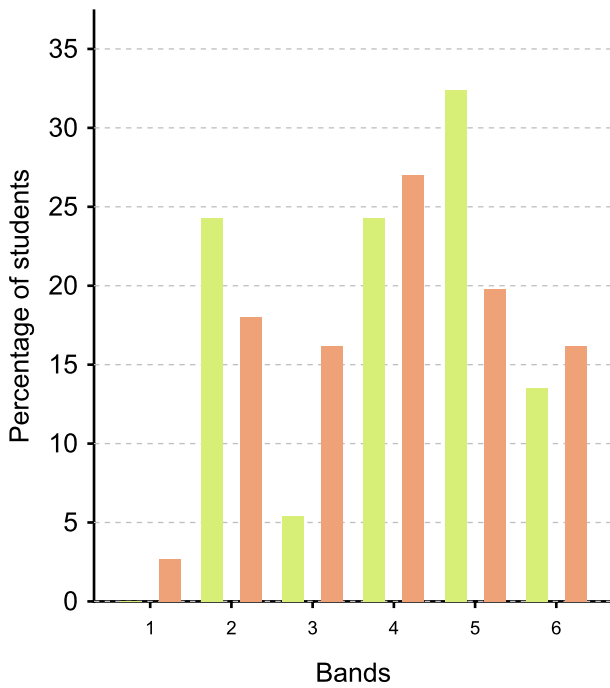
Policy requirements

Aboriginal education

In 2018 we worked with members of our school community and the local Aboriginal community to provide a range of learning opportunities for students as part of the NAIDOC week celebrations. Aboriginal community members were invited to share their perspectives and to help plan the NAIDOC events by identifying particular learning they considered important and significant. Aboriginal students worked with a local elder to create a range of artworks that they shared with the community. One student participated in the Yarn Up program. Teachers attended professional learning in the lead up to NAIDOC Week and classes across the school developed art works inspired by this cultural learning program. A range of Aboriginal texts are incorporated regularly into classroom learning programs and Stage 3 engaged in a focus study of Indigenous knowledge of the solar system as part of their Project-Based Learning.

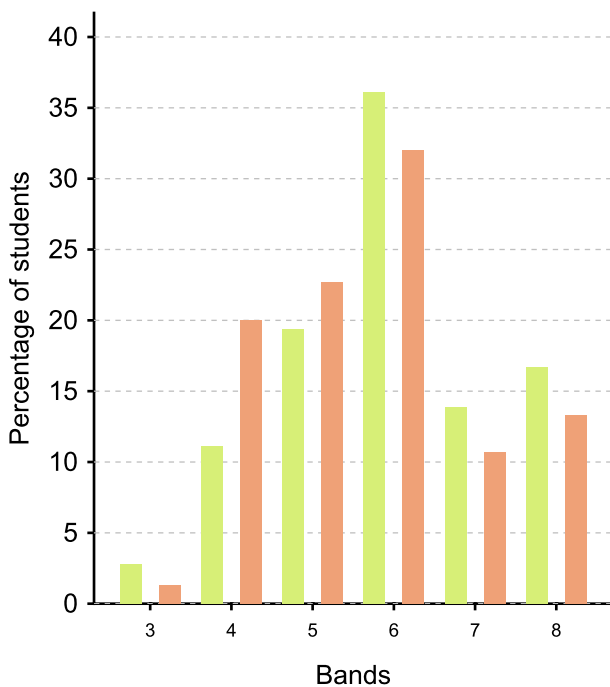
In 2019 we are looking forward to building on these relationships with local community members through the development of a mural on the school hall and a whole school focus in Term 2 leading up to NAIDOC week.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

Over 50% of Year 3 students and 30% of Year 5 students were in the top two bands for reading. 46% of Year 3 students and 31% of Year 5 students were in the top two bands for numeracy.

There were fewer than ten Aboriginal students in the NAPLAN cohort in 2018.



Multicultural and anti-racism education

In Term 1 Harmony Day was coordinated by the Stage 3 students, who led a range of activities across the school to build students' understanding and awareness of the different cultures in our community. A significant number of parents and community members came to share lunch with the students as part of the celebration. Our Anti-Racism Contact Officer facilitated staff training in processes and procedures for reporting any incidents of racism. A range of texts, artworks and knowledge from different cultures was integrated into classroom learning programs throughout the year.