

# Camden Public School

## 2019 Annual Report



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## Introduction

The Annual Report for 2019 is provided to the community of Camden 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.

### School contact details

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4655 8049

## School background

### School vision statement

Our vision is to work in partnership with our families and community to develop in students a strong sense of belonging and create an environment where learners thrive. We share with our community the responsibility for a well-rounded, inclusive education that supports students' cognitive, social, emotional and physical wellbeing. We aim to empower students to achieve their personal best in a supportive environment where challenges are embraced and effort is celebrated as a path to improvement. We are committed to inspiring our students to become respectful, inclusive, resilient, lifelong learners and responsible citizens who make valuable contributions to a sustainable society.

### School context

Camden Public School has a long tradition of quality public education dating back to 1849. It continues to serve the township that bears its name as well as the surrounding semi-rural community. Our children have a history of strong academic, sporting and cultural involvement. Camden Public School is inclusive of students with special learning needs. The school strives to provide a wide-ranging educational experience that provides a consistent, relevant, challenging and diverse curriculum for all students. The school has a strong productive partnership with the community, who are active contributors to the school's success.

## Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1

Quality collaborative teaching, learning and leadership in literacy.

### Purpose

To ensure a collaborative learning culture in literacy which is underpinned by high expectations, curriculum knowledge, outstanding understanding of individual students and evidence-informed practices that deliver expected or above expected growth for all students.

### Improvement Measures

80% of students (2018 Kindergarten cohort) reaching expected growth in the 'Aspect of Writing' by 2020.

A 9% improvement of students reaching or exceeding expected NAPLAN growth by 2020 in Reading.

A 9% improvement of students reaching or exceeding expected NAPLAN growth by 2020 in Writing

85% of students (2018 Kindergarten cohort) reaching expected growth in 'Reading Level Targets' by 2020.

### Progress towards achieving improvement measures

**Process 1:** Development and implementation of a whole school approach to collaborative planning.

Evaluation	Funds Expended (Resources)
Stage teams continued to utilise the CPS 'Collaborative Planning Guidelines' to support the planning of high quality teaching and learning and facilitate professional conversations about teacher practice related to student outcomes. This included staged-based sprints related to; Vocabulary, Writing and Modelled Reading. Student growth in reading continues to be a focus. 74% of 2019 Year 1 students reached expected growth in reading level targets.	\$30 000

**Process 2:** Professional learning, coaching and peer mentoring to continue to support explicit and effective teaching strategies including evidence-informed lesson components including the use of formative assessment practices.

Evaluation	Funds Expended (Resources)
Each stage was provided with the opportunity to engage in weekly instructional leadership time to improve the use of the school's evidenced-based lesson format and embedding formative assessment in teacher practice. The school continues to successfully build a school culture that embraces peer feedback when undertaking individual mentoring and coaching sessions. In 2019 there was a 24.8% increase in students reaching or exceeding expected NAPLAN growth in writing based on average base-line data from 2015-2017.	\$40 000

**Process 3:** Providing opportunities to inform the school community on current teaching practices and content knowledge within literacy.

Evaluation	Funds Expended (Resources)
In 2019 the Seesaw App was extended to Stage 2 classes. This saw 11 classes out of 14 utilising the Seesaw App. This improved the school's ability to inform the school community about current teaching practices within literacy. Class teachers have built the capacity of parent and caregiver volunteers who provide support in the classroom. This has seen parents and caregivers who are able to provide higher quality support which includes feedback, referring students to the focus of the lesson and higher order questioning.	\$2 250

## Next Steps

In the area of literacy the leadership team will strategically plan the consistent implementation of collaborative planning throughout stage-based teams. This will focus on the use of student data to drive student learning, improve student results and drive the focus of professional learning at a whole school level. Class teachers will continue to utilise the Seesaw App. to model effective practice that will support parent and caregiver volunteers to help within the classroom. All 15 classes at Camden Public School will have access to the Seesaw App.

## Strategic Direction 2

Quality collaborative teaching, learning and leadership in numeracy.

### Purpose

To ensure a collaborative learning culture in numeracy which is underpinned by high expectations, curriculum knowledge, outstanding understanding of individual students and evidence informed practices that deliver expected or above expected growth for all students.

### Improvement Measures

A 9% improvement of students reaching or exceeding expected NAPLAN growth by 2020 in Numeracy.

6% increase in students (2017 Kindergarten cohort) reaching and exceeding end of year expectations in Mathematics K–6 syllabus strand of Number and Algebra by 2020.

6% increase in students (2017 Year 2 cohort) reaching and exceeding end of year expectations in Mathematics K–6 syllabus strand of Number and Algebra by 2020.

### Progress towards achieving improvement measures

**Process 1:** Detailed and regular whole school and stage analysis of growth in numeracy to identify the impact of planned delivery of personalised approaches to numeracy, to inform teaching and learning and support professional learning.

Evaluation	Funds Expended (Resources)
Stage teams continued to utilise the CPS 'Collaborative Planning Guidelines' to support the planning of high quality teaching and learning and facilitate professional conversations about teacher practice related to student outcomes. This included staged-based sprints related to Numeracy, where stage teams; collected and analysed student data to inform teaching and learning, as well as support professional learning. Student growth in numeracy continues to be a focus. There was an 8% decline of students reaching or exceeding end of year expectations in Number and Algebra from Kindergarten 2017 to Year Two 2019 in Number and Algebra. However, there was a 11% increase between Year Two 2017 to Year 3 2018 students.	\$5 000

**Process 2:** High quality, needs-based professional learning to ensure the delivery of personalised approaches to learning and the effective use of assessment to improve student outcomes in numeracy.

Evaluation	Funds Expended (Resources)
Utilised the school's instructional leadership time to support Stage 3 teachers to design whole class teaching programs to further develop each student's numeracy understanding. The focus included modelling and coaching teachers, with an emphasis on developing learning experiences related to place value. There was an 8.2% improvement in students reaching or exceeding expected NAPLAN growth in numeracy between Years 3 and 5.	\$10 000

**Process 3:** Providing opportunities to inform the school community on current teaching practices and content knowledge within numeracy.

Evaluation	Funds Expended (Resources)
In 2019 the Seesaw App was extended to Stage 2 classes. This saw 11 classes out of 14 utilising the Seesaw App. This improved the school's ability to inform the school community about current teaching practices within numeracy. Class teachers have built the capacity of parent and caregiver volunteers who provide support in the classroom. This has seen parents and caregivers who are able to provide higher quality support which includes	\$2 250

### Progress towards achieving improvement measures

feedback, referring students to the focus of the lesson and higher order questioning.	
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### Next Steps

Continue to utilise instructional leadership time to support individual teachers to implement the 'Taking off with Numeracy' program. The leadership team will develop a K–6 monitoring system to support the analysis of student progress in 'Additive Strategies.' The leadership team will support the consistent use of the school's evidence-based lesson format in Mathematics lessons K–6.



### Strategic Direction 3

#### Student Wellbeing – Connect, Succeed and Thrive

#### Purpose

To develop and shape the character, wellbeing and engagement of students through fostering mindfulness (self-regulation and positive behaviour), curiosity, courage, resilience, ethics and leadership and the effective implementation of new syllabi.

#### Improvement Measures

Quality opportunities for parents, students and staff to learn about and implement wellbeing strategies at home and at school.

Teachers with a high level of content knowledge, evidence of explicit instruction and knowledge of assessment practices when implementing the new Science and Technology and PDHPE Syllabi

An increase of 4% of Yr 4, 5 and 6 students with a positive sense of belonging by 2020. The 2017 'Tell Them From Me Student Survey' indicated 83% of students indicated a high level of belonging.

A 2 point increase of parents supporting their child's learning at home by 2020 according to "Tell Them From Me" parent survey

#### Progress towards achieving improvement measures

**Process 1:** Opportunities provided for individual and groups of parents and caregivers to build capacity in aspects of student wellbeing including growth mindset and fostering social and emotional intelligence. Strengthening communication strategies between home and school.

Evaluation	Funds Expended (Resources)
Staff continue to explicitly teach wellbeing strategies and provide regular opportunities for students to further develop their skills in self-regulation. These strategies have been shared with the community through Seesaw communication, School Newsletters, Little Steps to Big School parent information sessions and P&C meetings. Resources have been made available to the community to support the implementation of mindfulness practises in the home, for example Smiling Mind. According to the 'Tell Them From Me' parent survey in 2019, there was an increase in the number of families supporting their child's learning at home. An average of 6.9 out of 10 parents and caregivers indicated they were engaging in their child's learning at home. The school hosted a workshop for students, teachers and parents on establishing healthy habits around the use of digital technology. The workshop run by Dr Kristy Godwin also offered parents access to resources that could support parenting in the digital age.	\$5 000

**Process 2:** Professional learning to support the implementation of the new PDHPE K–10 Syllabus and Science and Technology K–6 Syllabus

Evaluation	Funds Expended (Resources)
Staff participated in professional learning before implementing the new Science and Technology and PDHPE syllabi. New CPS Scope and Sequences were developed to support the implementation of the new syllabi. Teachers worked collaboratively to design learning opportunities for students to apply working scientifically, design and production skills in Science and Technology. Professional learning in Digital Technologies, was provided through the STEMShare program and robotics resources were purchased to support the implementation of the Digital Technologies strand of the Science and Technology syllabus. Staff representatives worked collaboratively with several schools in the Macarthur network to develop a consistent Scope and Sequence for the implementation of the new PDHPE syllabus. Stage teams	\$9 500

## Progress towards achieving improvement measures

worked collaboratively to design programs that reflected the 5 propositions of the new syllabus.

**Process 3:** Expectations of student behaviour, growth mindset and social and emotional intelligence (including mindfulness) are explicitly and consistently applied across the school.

Evaluation	Funds Expended (Resources)
The wellbeing of individual and target groups of students were discussed at regular Learning and Support Team meetings. Focus groups were established to target particular groups of students with needs in building resilience and self-regulation eg Lego group, Kid's Shed. The expertise of the School Counsellor and the Autism Support Unit teacher were used to educate staff and parents but also to run small lunch time wellbeing group activities for students.	\$1 500

**Process 4:** Whole school approach to physical health and fitness, social skills and friendship, empathy and resilience, peer support and mentoring, student leadership, citizenship and community engagement. Including staff professional learning on skills, strategies and knowledge that support student wellbeing.

Evaluation	Funds Expended (Resources)
The staff worked in partnership with parents and caregivers demonstrating a collective responsibility for student success. There was a school wide implementation of S.T.A.N.D as a playground strategy to support student's self-regulation and resilience. As a result, students have a better knowledge of their responsibility as learners and a practical understanding of how they can exercise self-regulation. In 2019, 81% of Year 4, 5 and 6 students indicated a positive sense of belonging in the 'Tell Them From Me' student survey.	\$0

## Next Steps

Continue to provide collaborative planning time for Stage teams to develop new Science and Technology and PDHPE learning programs. Further educate parents on the use of wellbeing strategies at home and at school. Seek ongoing professional learning opportunities for staff in the use of Digital Technologies, for example 3D printing.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$14 187	All students celebrated NAIDOC week, which included a whole school assembly. Our Aboriginal students and a number of their family members created personalised artwork with a local Aboriginal artist, Danielle Mate Sullivan. This took place in our school's Art Hub. Students created artwork that represented themselves, which included their Aboriginal identity and family history. Each piece of artwork was created on a wooden puzzle piece that was joined together and displayed outside the school hall entry.
<b>English language proficiency</b>	\$5 660	Supplement additional School Learning Support Officer time to successfully support EAL/D students through the Learning and Support Team.
<b>Low level adjustment for disability</b>	\$25 756	Supplement additional Learning and Support time to support students through the Learning and Support Team.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$57 344	Provide Instructional Leader opportunities for all staff. Supported the professional growth of teachers in the areas of literacy and numeracy. Increased the leadership team's ability to support whole school initiatives and link the professional learning of teachers with the needs of all students.
<b>Socio-economic background</b>	\$30 270	Supplement additional Learning and Support time to support students through the Learning and Support Team.
<b>Targeted student support for refugees and new arrivals</b>	\$9 249	Supplement additional Learning and Support teacher time to plan, implement and review the school's New Arrival program.



## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	146	148	152	156
Girls	149	155	159	148

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.1	96	94.4	96
1	93.7	95.9	94.8	93
2	93.2	93.8	94.7	93.7
3	94.8	94.6	93.7	94.7
4	95.5	95.5	95	93
5	94.5	95.6	94.2	93.1
6	93	94.4	93.9	92.8
All Years	94.2	95.1	94.4	93.7
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	13.2
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	5.87

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 <b>Actual</b> (\$)
<b>Opening Balance</b>	338,543
<b>Revenue</b>	3,452,121
Appropriation	3,302,299
Sale of Goods and Services	9,588
Grants and contributions	138,318
Investment income	1,716
Other revenue	200
<b>Expenses</b>	-3,414,794
Employee related	-3,093,003
Operating expenses	-321,791
<b>Surplus / deficit for the year</b>	37,327

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.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	564,805
<b>Equity Total</b>	150,573
Equity - Aboriginal	14,187
Equity - Socio-economic	30,270
Equity - Language	5,660
Equity - Disability	100,457
<b>Base Total</b>	2,075,454
Base - Per Capita	78,017
Base - Location	0
Base - Other	1,997,437
<b>Other Total</b>	442,499
<b>Grand Total</b>	3,233,332

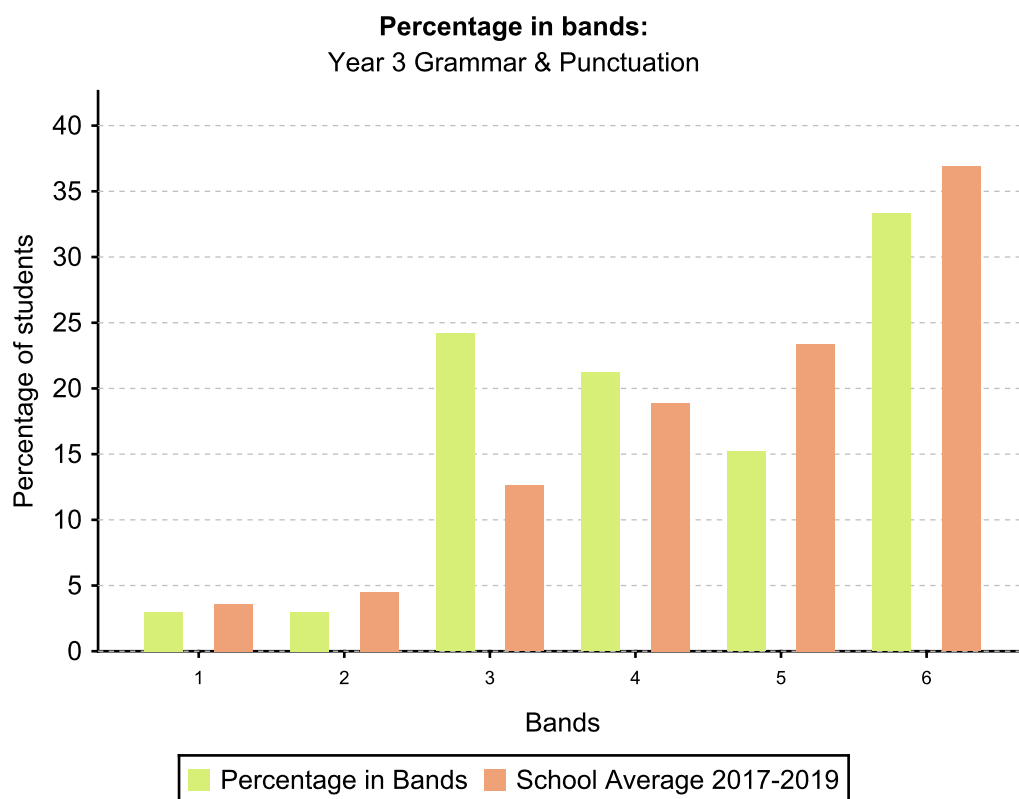
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## 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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

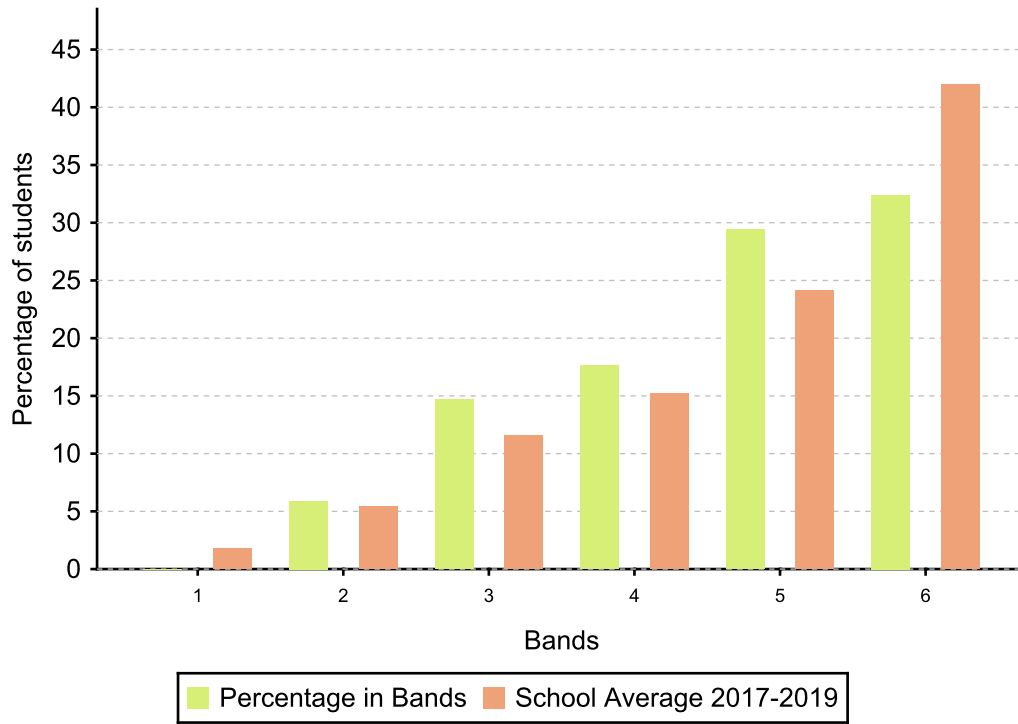
### Literacy and Numeracy Graphs



Band	1	2	3	4	5	6
Percentage of students	3.0	3.0	24.2	21.2	15.2	33.3
School avg 2017-2019	3.6	4.5	12.6	18.9	23.4	36.9

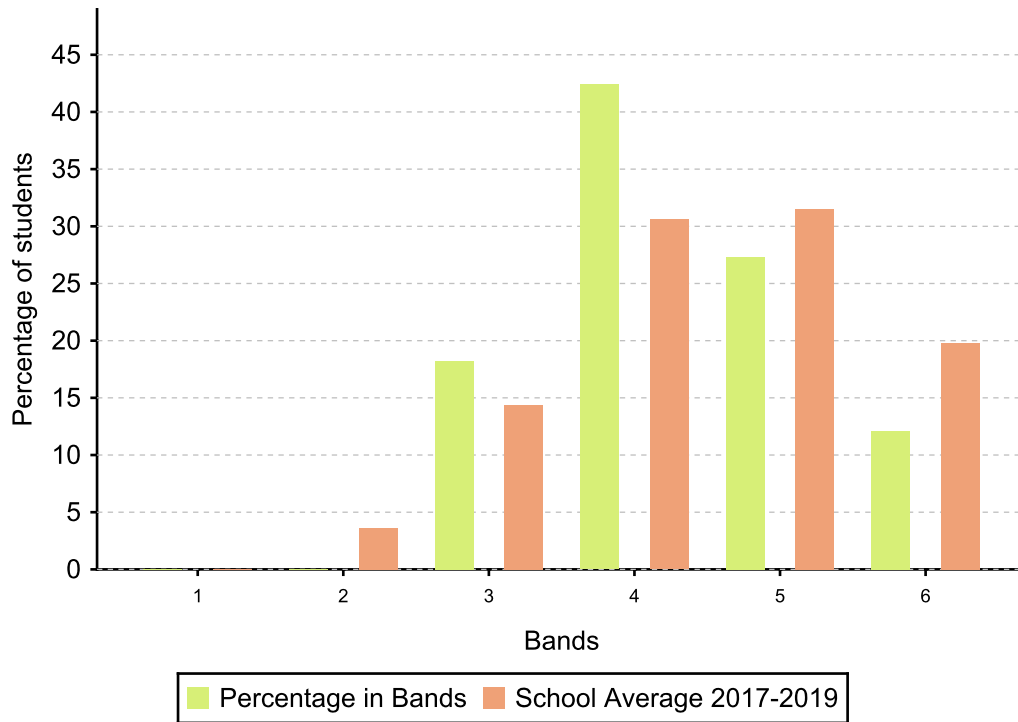


**Percentage in bands:**  
Year 3 Reading



Band	1	2	3	4	5	6
Percentage of students	0.0	5.9	14.7	17.6	29.4	32.4
School avg 2017-2019	1.8	5.4	11.6	15.2	24.1	42

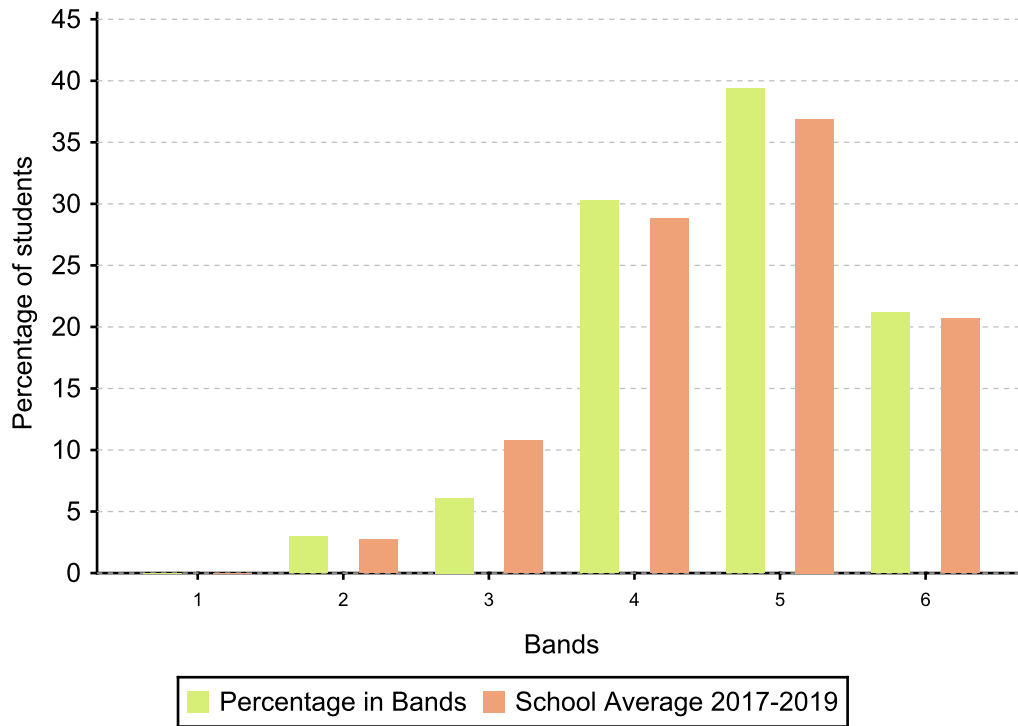
**Percentage in bands:**  
Year 3 Spelling



Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	18.2	42.4	27.3	12.1
School avg 2017-2019	0	3.6	14.4	30.6	31.5	19.8

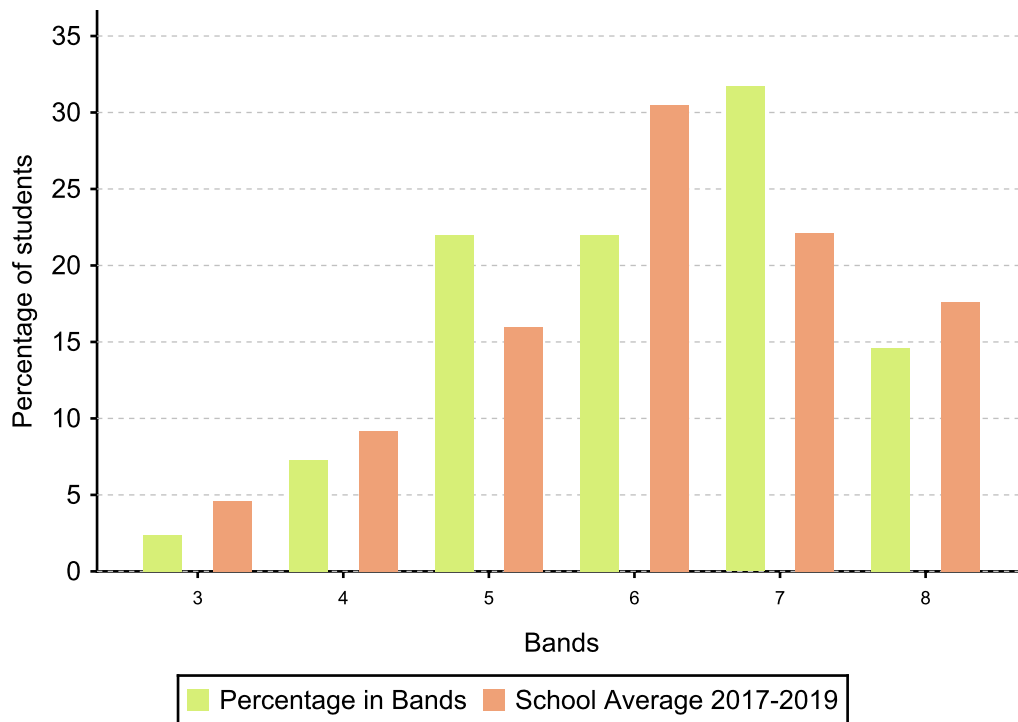
### Percentage in bands:

#### Year 3 Writing



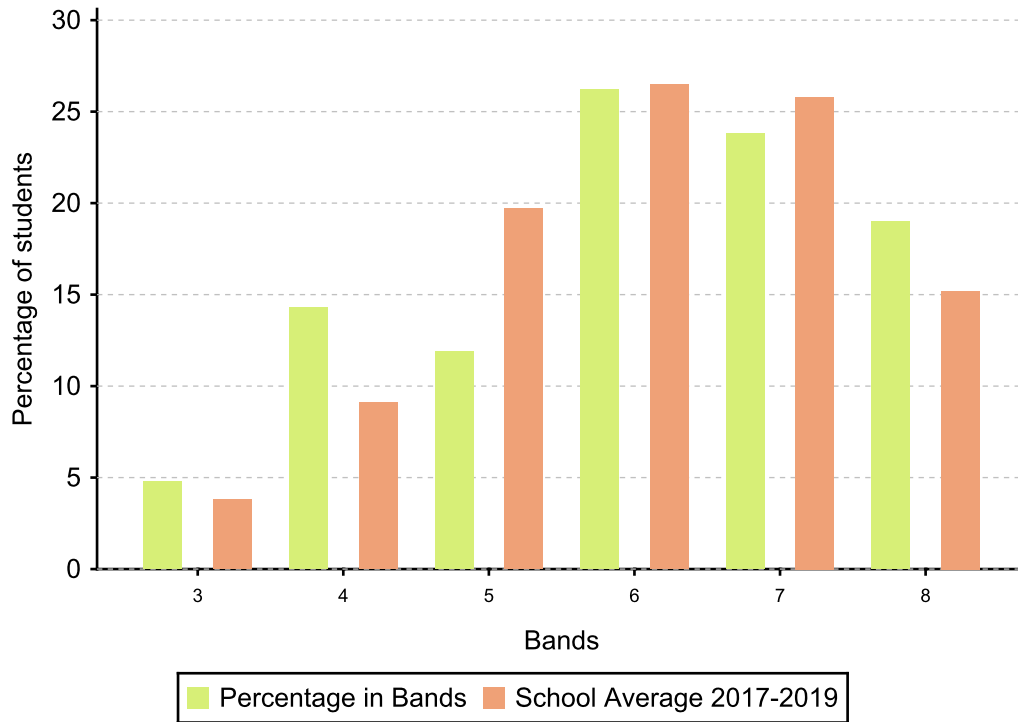
Band	1	2	3	4	5	6
Percentage of students	0.0	3.0	6.1	30.3	39.4	21.2
School avg 2017-2019	0	2.7	10.8	28.8	36.9	20.7

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



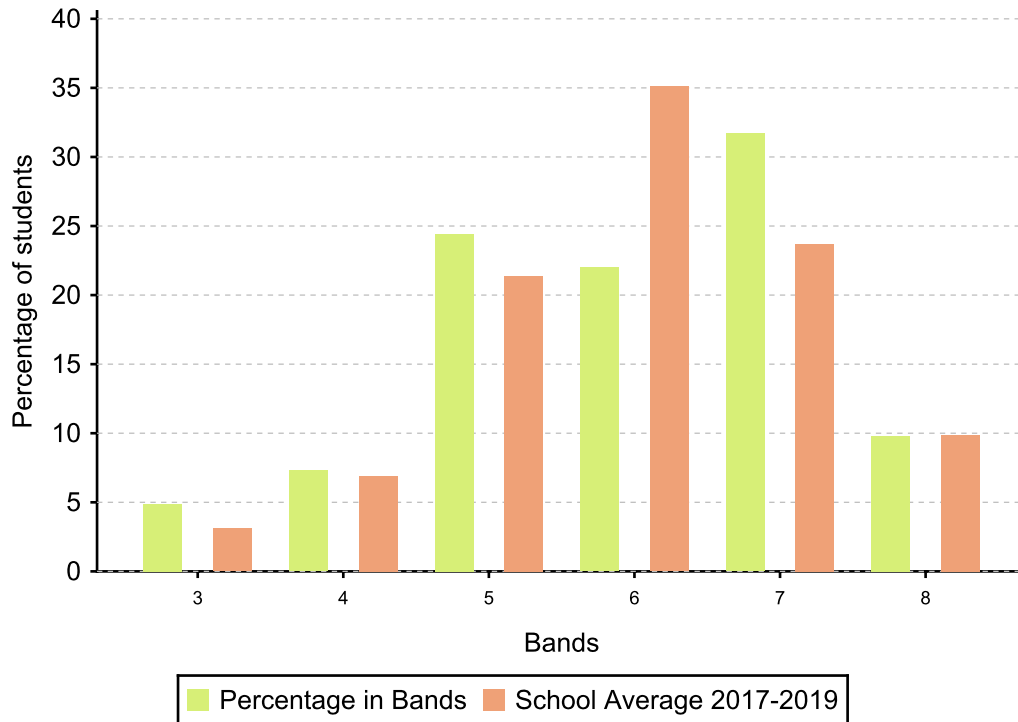
Band	3	4	5	6	7	8
Percentage of students	2.4	7.3	22.0	22.0	31.7	14.6
School avg 2017-2019	4.6	9.2	16	30.5	22.1	17.6

**Percentage in bands:**  
Year 5 Reading



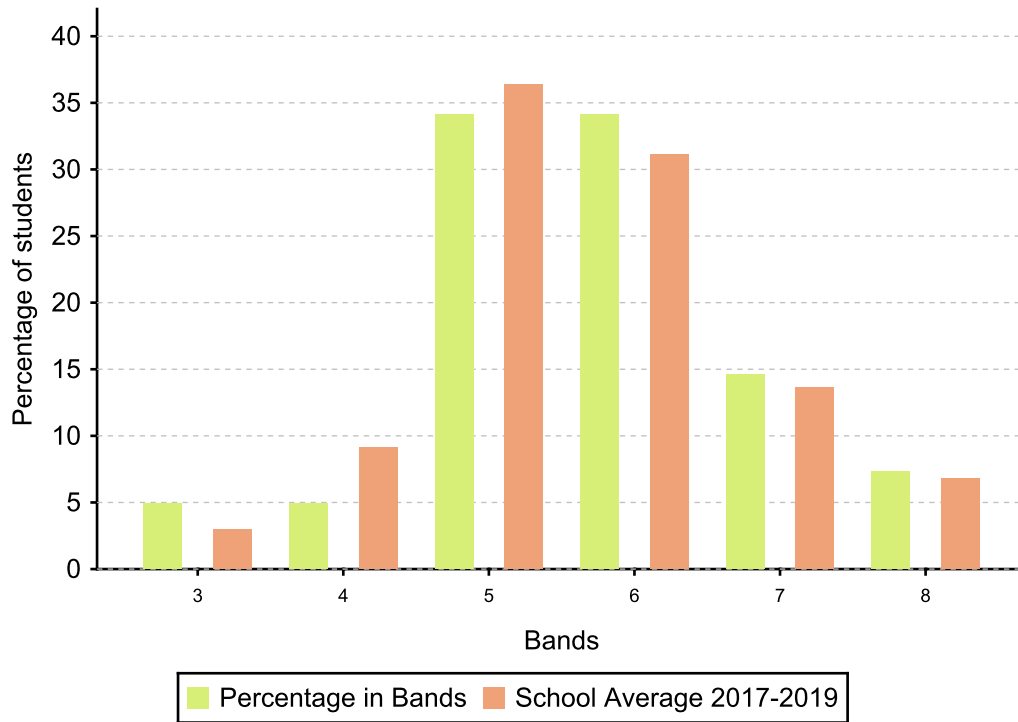
Band	3	4	5	6	7	8
Percentage of students	4.8	14.3	11.9	26.2	23.8	19.0
School avg 2017-2019	3.8	9.1	19.7	26.5	25.8	15.2

**Percentage in bands:**  
Year 5 Spelling



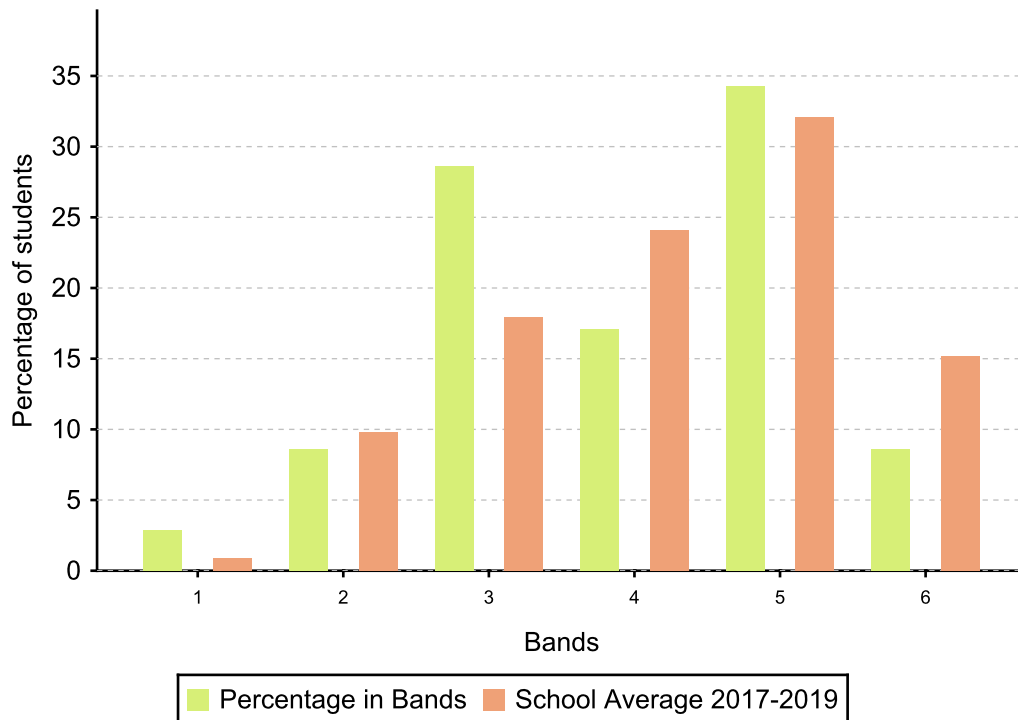
Band	3	4	5	6	7	8
Percentage of students	4.9	7.3	24.4	22.0	31.7	9.8
School avg 2017-2019	3.1	6.9	21.4	35.1	23.7	9.9

**Percentage in bands:**  
Year 5 Writing



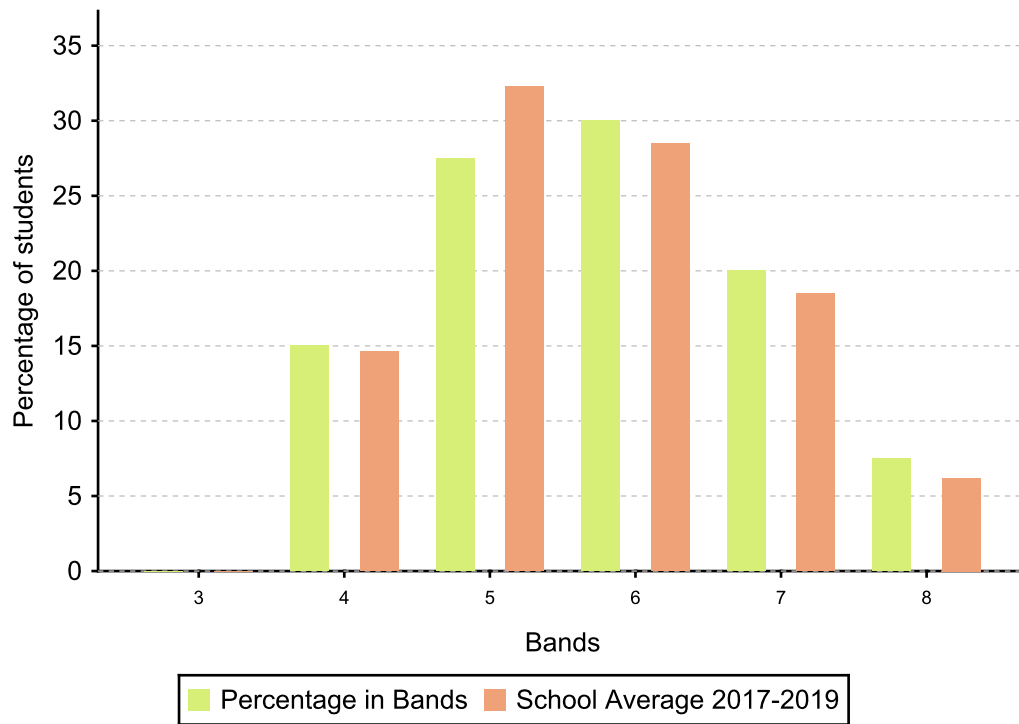
Band	3	4	5	6	7	8
Percentage of students	4.9	4.9	34.1	34.1	14.6	7.3
School avg 2017-2019	3	9.1	36.4	31.1	13.6	6.8

**Percentage in bands:**  
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	2.9	8.6	28.6	17.1	34.3	8.6
School avg 2017-2019	0.9	9.8	17.9	24.1	32.1	15.2

**Percentage in bands:**  
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	0.0	15.0	27.5	30.0	20.0	7.5
School avg 2017-2019	0	14.6	32.3	28.5	18.5	6.2

## Parent/caregiver, student, teacher satisfaction

Students in Years 4 to 6 participated in the Tell Them From Me Student Survey. The survey measures 20 indicators based on the most recent research on school and classroom effectiveness. The data below is based on the following number of students who participated in the survey in 2019. Year 4: 34, Year 5: 40 and Year 6: 45.

- 88% of students in this school had a high rate of Participation in Sports; the NSW DoE norm for these years is 83%.
- 52% of students in this school had a high rate of Participation in Extracurricular activities; the NSW DoE norm for these years is 55%.
- 81% of students in this school had a high sense of belonging; the NSW DoE norm for these years is 81%.
- In this school, 82% of students had positive relationships; the NSW DoE norm for these years is 85%.
- 94% of students in this school valued School Outcomes; the NSW DoE norm for these years is 96%.
- In this school, 49% of students had positive homework behaviours; the NSW DoE norm for these years is 63%.
- In this school, 94% of students had positive behaviour; the NSW DoE norm for these years is 83%.
- 75% of students in this school were interested and motivated; the NSW DoE norm for these years is 78%.
- 94% of students in this school tried hard to succeed; the NSW DoE norm for these years is 88%.
- 39% of students in this school had scores that placed them in the desirable quadrant with high skills and high challenge. The NSW DoE norm for these years is 53%.
- 29% of students in this school were victims of moderate to severe bullying in the previous month; the NSW DoE norm for these years is 36%.
- In this school, students rated Advocacy at School 8.2 out of 10; The NSW DoE norm for these years is 7.7
- In this school, Positive Teacher–Student Relations were rated 8.7 out of 10; the NSW DoE norm for these years is 8.4.
- In this school, students rated Disciplinary Climate of the Classroom 7.5 out of 10; the NSW DoE norm for these years is 7.2
- In this school, students rated Teachers' Expectations for Academic Success 8.8 out of 10; the NSW DoE norm for these years is 8.7.

Parents and caregivers participated in the Tell Them From Me 'Partners in Learning' Parent Survey. The survey is designed to provide feedback to the school on seven separate measures which were scored on a ten–point scale. The seven measures included:

- Parents feel welcome (8.2)
- Parents are informed (7.9)
- Parents support learning at home (6.9)
- School supports learning (8.0)
- School supports positive behaviour (8.4)
- Safety at school (7.8)
- Inclusive school (7.7)

All seven measures had scores above the average NSW Government Primary scores.

Areas of particular strength highlighted from parent feedback included:

- The positive availability of class teachers and the school principal.
- Parents are consistently informed about their child, including easy to understand reports.
- There are high standards set at the school.
- Students have a clear understanding about expectations of behaviour.
- Students feel safe at school.

Teachers participated in the Tell Them From Me 'Focus on Learning' Teacher Survey. The survey is designed to gain feedback on eight of the most important aspects of student learning. The research on classroom and school effectiveness has consistently shown these factors to have a strong correlation with student achievement. The eight aspects of student learning were scored on a ten–point scale. The eight aspects included:

- Leadership (7.8)
- Collaboration (8.0)
- Learning Culture (8.1)
- Data Informs Practice (8.0)
- Teaching Strategies (8.2)
- Technology (6.6)
- Inclusive School (8.4)
- Parent Involvement (7.4)

All eight aspects except for Technology, had scores above the average NSW Government Primary scores.

Areas of particular strength highlighted from teacher feedback included:

- School leaders provide guidance for monitoring student progress create a safe and orderly school environment.
- Collaboration with other teachers to support student engagement.
- Teachers setting high expectations for their students.
- Ability of teachers to monitor individual student progress.
- Assessment is used well to inform teaching and learning.
- Teachers use a range of teaching strategies to support learning.
- Students with special learning needs are well-catered for.
- Teachers and parents demonstrate strong relationships and consistently collaborate to support children.



# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.