

Coonamble Public School

2019 Annual Report



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Introduction

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

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School background

School vision statement

Achieving personal best as learners, in a safe, respectful and engaging environment.

School context

Coonamble Public School is located in North West NSW approximately 170km north of Dubbo. It is a river town surrounded by a levee bank. The community is serviced by many non-Government and Government organisations in the area of Health and Wellbeing. The community has reasonable access to local medical, banking, hospitality and sporting opportunities.

The school has a 90% Aboriginal population with a variety of family, social and financial backgrounds. The school's FOEI is between 186 and 206. This indicates a high level of unemployment, low level of income and family education attainment.

Coonamble is an EAfS school with a fulltime Instructional Leader appointed. There is a strong focus on providing every opportunity for early achievement from Preschool to Year 2.

From the TTFM surveys, there is strong evidence that our local families feel a strong connection to their culture.

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	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Safe, Respectful, Engaging Learning Environment

Purpose

Positive wellbeing is critical to successful learning.

Our purpose is to optimise the learning opportunities for all students by focusing on their physical, intellectual, social and emotional wellbeing to enable them to connect, succeed and thrive.

Improvement Measures

Reduced number of major levels for antagonising others and non compliance.

Reduction in percentage of parents, community and students who identify that bullying is an issue in the school.

Improve the consistent delivery of PATHs in every classroom as evidenced in teaching programs.

Overall summary of progress

In 2019, there was a significant reduction in the number of majors received by students and the number of suspensions (from approx. 85 to 57). This improvement in students engaging in more appropriate behaviour is directly attributed to the explicit and targeted reteaching of behaviours and the establishment of a wellbeing centre within the school. The professional learning for staff in trauma informed practice and implementation of innovative strategies across the school also contributed to the positive results in 2019. This will be extended and enhanced in 2020 as we move into the final year of this plan.

Progress towards achieving improvement measures

Process 1: Deliver targeted specific evidence based professional learning.

Evaluation	Funds Expended (Resources)
<p>Professional learning opportunities were provided to all staff to deepen their knowledge and understandings of trauma-based practice and the impact on learning. Follow up sessions were provided at staff meetings and supplemented by external providers in the field throughout the year.</p> <p>93% of teaching staff say they model positive wellbeing interventions to students. 86% say that they have meaningful conversations about therapy with colleagues and collaborate to plan reteaching strategies .</p> <p>79% of teachers state that they use trauma practices in their class and understand how it impacts on behaviour and learning.</p>	<p>Engagement of KidsExpress to deliver a full day of professional learning to whole staff (\$4,500) with follow up sessions and ongoing support for the establishment of the wellbeing centre (Maliyan room).</p> <p>Staff meeting sessions presented by NALAG to further develop & enhance understanding of the impact of trauma on cognitive functioning and provide strategies to enhance social emotional wellbeing of students.</p> <p>Some staff trained in "Through our Eyes" – using photography to develop expression of emotions.</p> <p>Selected staff trained in drumbeat and heavy work programs.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$9000.00)

Process 2: Teach explicit lessons focused on wellbeing.

How is PATHS implemented deeply?

Progress towards achieving improvement measures

Process 2:

Explicitly taught in Semester 1

Evaluation	Funds Expended (Resources)
<p>There is evidence through survey results and observations that staff and students use the language of the Positive Behaviour for Learning (PB4L) matrix regularly in conversations about behaviour expectations and in reteaching sessions. The installation of the large PB4L signs in every area of the school support the improved, regular use of the language by everyone.</p> <p>Evaluations in teaching programs demonstrate that the PB4L and PATHS lessons were delivered consistently in every class and students expressed more positive attitudes to the strategies and expectations. They were able to articulate and reflect on their behaviour and accept greater responsibility for their actions.</p> <p>Surveys of students revealed improved understanding of bullying and awareness of how to address issues assertively and positively. There was a reduction in the incidents of bullying and major levels in 2019.</p> <p>Tell Them From Me (TTFM) data revealed an increase in positive attitudes to school for most students. They feel safe and valued and were keen to be in class for learning.</p>	<p>Positive Behaviour for Learning (PB4L) lessons are taught at a common time across the school. The PB4L matrix and area signs are displayed throughout the school. Acknowledgement systems are fully implemented and celebrated.</p> <p>PATHS lessons are taught consistently at a common school time in every class.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$18000.00)

Process 3: Coordinate strategic resources to ensure wellbeing best practice.

Evaluation	Funds Expended (Resources)
<p>The Maliyan room provides a suitable space for explicit reteaching, intervention and calming of traumatised, disengaged or behaviour disordered students with the focus to facilitate their return to class.</p> <p>Evaluation surveys and focus groups report that there is a more positive sense of wellbeing from students, staff and families. Suspensions have reduced significantly and students are being catered for at school with less students requiring to be sent home. Truancy has also reduced.</p> <p>All classrooms are implementing trauma informed practice strategies into the usual routines which has created calm, productive learning environments in most classrooms.</p> <p>Drumbeat and bike programs are creating alternatives and skills for previously disengaged students who now have a positive purpose in the school.</p> <p>Classrooms have benefited as the learning of students is valued and less disrupted through the work of the Maliyan room. There is an expectation of learning which is separated from behaviour. It has not translated to improved academic performance as yet – this is the next stage. There is a general improvement in positive attitudes to school as reported in TTFM surveys.</p> <p>The community are not involved in the daily operations of the Maliyan room at this stage but there is collaboration and support with external agencies to provide comprehensive and cohesive service to students and families.</p>	<p>Initial establishment of the school wellbeing centre (Maliyan room) as a safe, reteaching space including furniture, art therapy resources, furnishings, equipment, bike safety resources, and kitchen facilities.</p> <p>Employment of wellbeing teacher, youth mentor and psychologist.</p> <p>Purchase of drums.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$275000.00)

Next Steps

In 2020, there will be:

- a greater understanding by all staff of the impact of trauma on cognitive functioning,
- an increased resource base to implement trauma informed practices across the school,

- improvement in the implementation of effective, consistent reteaching strategies to enhance student wellbeing,
- quality professional learning for all staff to develop and strengthen implementation of all wellbeing programs (PB4L, PATHS, Trauma Informed Practice) and
- full implementation of a high functioning wellbeing centre with quality staff who work collaboratively to provide a safe, respectful, engaging learning environment across the school.

Strategic Direction 2

A Culture of Learning

Purpose

Life opportunities are maximised by successful learning.

Our purpose is to create a place where all stakeholders are motivated, improve their educational performance and aspire to achieve their personal best.

Improvement Measures

Increase the percentage of students demonstrating expected growth in literacy and numeracy.

Increase parent engagement in learning.

Increase teacher capacity to monitor, plan, differentiate and implement effective literacy and numeracy practices.

Overall summary of progress

In 2019, there was an increase in knowledge and use of both the English and the maths syllabuses. The progressions have been used by teachers who report that there is a significant increase in their practice. Teachers had a greater emphasis on developing effective success criteria during professional learning sessions and this sustained focus was beneficial for staff as they worked collaboratively to improve their development of criteria.. The strong leadership of the implementation of the Teaching Sprints resulted in its effective use as a flexible tool to structure the professional learning days. Learning meetings with families improved the connection with the achievements of their children and built understanding of expected outcomes.

Progress towards achieving improvement measures

Process 1: Strengthening data driven, evidence –based differentiated literacy and numeracy experiences and interventions with support from Instructional Leaders and paraprofessionals.

Evaluation	Funds Expended (Resources)
<p>There has been an increase in the percentage of teachers who identified that their knowledge of the English syllabus improved (52% in 2018, 80% in 2019). Their knowledge of the maths syllabus also improved to a lesser extent (50% in 2018, 58% in 2019). In addition, 75% of staff identified that they access both syllabus documents more frequently in 2019.</p> <p>Examination of teaching programs demonstrated that lesson content reflected the syllabus outcomes and there was agreed expectations and practice in the teaching of reading across the school. Teachers reported that the progressions had a strong impact on their understanding of literacy and numeracy development and where students achieve in relation to the syllabus outcomes.</p>	<p>The resources used to achieve this milestone were the syllabus documents , the progressions, teaching sprints and learning conversations protocol. The professional learning was provided by the Instructional leaders to build the capacity of teachers to implement curriculum effectively, plan and administer formative assessments, analyse data and track student progress using the learning progressions.</p>

Process 2: Implement explicit teaching using modelled, guided and independent strategies through the I Do, We Do, You Do Model.

Evaluation	Funds Expended (Resources)
<p>73% of students in the Tell Them From Me (TTFM) survey identified that learning intentions and success criteria are clearly explained in all or most lessons.</p> <p>An analysis of guided reading teaching programs provided strong evidence that most lessons included a learning intention and success criteria.</p>	<p>This milestone has been delivered through the work of the instructional leaders who lead professional learning on the key components in staff meetings. There is individualised follow up with teachers in collaborative time once per fortnight. The</p>

Progress towards achieving improvement measures

A survey of students proved that there was an increase in the ability of students to answer the question "where are you going with your learning?" and some students improved their ability to answer "how are you going with your learning?".

Staff identified that their professional learning was supported by working collaboratively, collegial discussions and sharing examples of teaching. Further, they reported that as a result of the professional learning, they were now more explicit in their planning and use of success criteria.

80% of surveyed teachers are committed to making it part of their everyday practice.

instructional leaders also model strategies in classrooms and provide feedback on practice from observations. Teachers share their practice and analyse the implementation of the strategies.

Dylan William's Formative Assessment training package is the basis of the professional learning.

Funding Sources:

- Socio-economic background (\$1500.00)

Process 3: Embedding **explicit** practices and systems for professional learning and evaluating their impact on teaching and learning.

Evaluation	Funds Expended (Resources)
<p>Teaching sprints were implemented at least once in each stage across the year, with some teams completing 3 sprints. Staff surveys identified that teaching sprints had a positive impact on the practice of every teacher involved.</p> <p>88% agreed or strongly agreed that they support teaching sprints as a common process for collaborative professional learning. 100% of staff agreed or strongly agreed that teaching sprints are a sustainable process for continued professional growth.</p> <p>Staff identified that the use of the tool resulted in an increased focus on teaching & focussed practice development.</p>	<p>Provision of professional learning in formative assessment and teaching sprints during hub days by instructional leaders. Teachers released to work together in stage based groups and reflect on practice, plan future teaching focus areas and share teaching strategies. Classes are covered with casuals from school in Sydney.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$30000.00)

Process 4: Engaging parents in learning experiences and conversations about their child's learning.

Evaluation	Funds Expended (Resources)
<p>89% of parents surveyed in Tell Them From Me (TTFM) survey expressed that learning report meetings allowed them to know how their child was progressing in comparison to where they should be achieving.</p> <p>71% of parents/carers attended semester one Learning Report Meetings and 75% attended semester 2..</p>	<p>Teachers prepared worksamples and notes on learning outcomes for a discussion with parents/carers around their child's learning achievements. Time was provided to release the teachers to conduct an interview with each child and their family to present the achievement. A written summary of the interview and the A-E grading was provided for each family to summarise the discussion.</p>

Next Steps

For 2020, there will be:

- an increased focus on maths syllabus and numeracy progressions,
- a stronger focus on assessment practices to provide evidence of learning and the impact of teaching,
- a continued focus to plan success criteria and work collaboratively in hub days and staff meetings,
- a process to ensure new staff receive professional learning to plan success criteria
- consolidation of the use of the Learning Conversation Protocol as a tool for hub days,
- ongoing implementation of teaching sprints as a tool in classrooms and introduction as a tool for executive meetings,

- an examination of the consistency of protocols in collaborative time,
- an increased focus on teacher consistency & student leadership in learning report meetings (age appropriate),
- an increased use of facebook to improve parent awareness & knowledge of learning and
- improved opportunities for feedback and evaluation.

Key Initiatives	Resources (annual)	Impact achieved this year
<p>Low level adjustment for disability</p>	<p>Employment of a SLSO which is topped up by other school funds.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$48 659.00) 	<p>Personalised support is delivered daily for students identified through school data analysis which occurs every 5 weeks. This support occurred individually or in small groups and enhanced the opportunity to increase engagement for vulnerable students who were unable to follow whole class instruction. There was an increase in confidence and subsequently achievement for many of these students, especially in the early years. School data shows that they moved to on track performance.</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>OoMSEE entitlement of 0.383 plus some school funds used to provide 2 hours per week in addition to the allocated release from face to face teaching.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$41 895.00) 	<p>The collaborative time and additional mentoring for teachers provided by the APs enhanced the quality of programming for teaching and learning and improved teaching practice in most classrooms. regular analysis of data in stage groups resulted in evidence based planning for instructional teaching in reading and numeracy. The APs also had increased opportunity to observe lessons and provide relevant feedback to staff to improve their practice.. The APs were also able to improve the management of student wellbeing more effectively.</p>
<p>Socio-economic background</p>	<p>Employment of 3 additional teachers for intervention and to create smaller class sizes. (\$318,000.00)</p> <p>Employment of additional 3 X SLSOs to implement speech and OT programs (\$165,000.00)</p> <p>Engaged a speech therapist to assess speech and OT needs of students and develop programs for Kindergarten. (\$26,621.00)</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$509 621.00) 	<p>The quality of teaching was improved as class groups were established based on learning needs which could be addressed more specifically by intervention teachers. There was enhanced explicit instruction and regular tracking of student progress. Teaching was responsive to needs.</p> <p>The SLSOs provided individualised and small group intervention during the literacy sessions and therapy (speech & OT) in the afternoons. More students reached their "on track" goal by the end of the year as reflected in school tracking data. More students achieved success which resulted in an increased confidence to participate fully in class lessons.</p>
<p>Support for beginning teachers</p>	<p>Funds are received for each beginning teacher employed at the school.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$70 650.00) 	<p>Temporary beginning teachers received regular, structured support from instructional leaders and supervisors which facilitated their development as proficient classroom teachers. Observing other colleagues and being observed was reported as a very positive professional learning opportunity by all beginning teachers. They value seeing good practice in operation.</p> <p>The induction program offered weekly strengthened their understanding of the policies and guidelines within the Department of Education and the school. Each week a different aspect, skill or knowledge base is explored in a collaborative environment.</p> <p>An analysis of survey responses revealed that</p>

Support for beginning teachers	Funds are received for each beginning teacher employed at the school. Funding Sources: <ul style="list-style-type: none">• Support for beginning teachers (\$70 650.00)	all beginning teachers believed they were well prepared to become proficient teachers and they had a solid understanding of the various departmental documents and regulations to do the job.
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Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	107	99	101	99
Girls	86	95	88	84

Student attendance profile

School				
Year	2016	2017	2018	2019
K	89	88.8	91	82.8
1	88.4	86.5	89.7	90.3
2	90.3	87.6	87.9	85.8
3	88.1	88.7	88.3	86.1
4	86.6	88.8	94.4	84.1
5	87	88.1	87.9	91.7
6	87.9	89.2	89.4	86.6
All Years	88.3	88.2	89.8	86.5
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)	8.66
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.4
School Administration and Support Staff	8.28
Other Positions	1

*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 ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
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 Actual (\$)
Opening Balance	980,458
Revenue	5,121,220
Appropriation	5,064,617
Sale of Goods and Services	16,343
Grants and contributions	36,464
Investment income	3,796
Expenses	-5,326,463
Employee related	-4,910,169
Operating expenses	-416,293
Surplus / deficit for the year	-205,243

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.

The school expended a substantial proportion of funds carried forward to employ additional staff, both teaching and non teaching, to provide explicit, quality intervention to students who are not on track with their learning.

There is no income from voluntary contributions.

The school subsidises major excursions and events to ensure that all students have equity of access. This includes assistance for uniforms, emergency lunches, breakfast club, overnight excursions and classroom equipment.

The canteen is operated by the P&C and does not generate income for the school. The P&C generate funds from the canteen and fundraising to provide resources for the school. In 2019, the goal was to install upgraded water stations with filtered, cooled water across the school.

The majority of RAM funds is allocated to additional staffing – both classroom teachers and school learning support officers. This reduces class sizes and enhances student access to individualised support for improved learning outcomes.

Financial management is led by the Principal and the School Administration Manager. Budgets are submitted by individual staff or teams to support initiatives in the school plan and are approved by the executive.

Financial summary - Equity loadings

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

	2019 Approved SBA (\$)
Targeted Total	616,727
Equity Total	1,428,797
Equity - Aboriginal	709,809
Equity - Socio-economic	541,635
Equity - Language	634
Equity - Disability	176,718
Base Total	1,454,460
Base - Per Capita	52,160
Base - Location	117,418
Base - Other	1,284,882
Other Total	994,881
Grand Total	4,494,865

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.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

Each year the school seeks the opinions of parents, carers, staff and students about the school. In 2019, information was gathered from these groups through Tell Them From Me (TTFM) surveys, information sessions and face to face discussions. The data shows that 35 parents participated in the TTFM survey which is the highest recorded number of participants, 25/29 staff and 66/70 students also completed the TTFM surveys.

Parents/Community

The majority of parents, carers and community members feel welcome and valued in the school. This is evidenced through the TTFM survey with 8.5/10 parents stated that they feel welcome (NSW Govt norm is 7.4/10). A majority of parents reported that the school communicates well through Facebook and newsletters and that classroom teachers also provide regular information and make themselves available to parents and carers for discussions about individual students (65% of parents talked with a teacher more than 3 times).

Parents and carers agree that most issues are followed up quickly and they are comfortable to approach the teachers to discuss concerns. There was an increase in communication with parents to inform them of positive achievements or behaviours of students.

The introduction of learning report meetings has resulted in an improved focus on learning across the school. 75% percent of parents/carers attended the report learning meetings for their child and offered constructive feedback to be considered for the 2020 meetings. Parents/carers confirm that they have an increased understanding of the areas of achievement as well as the areas which their child needs to develop and improve (65% of parents agreed that they know how their child is progressing).

Parents and carers attend school assemblies and events like Easter hat parade and recognise the positive impact this has on their children. The connections between school and home are strengthened as a result (8.1/10 parents acknowledged the strong connections which is well above the NSW Govt norm of 6.6/10).

Bullying remains a concern for parents and carers. However, they do acknowledge that the school attempts to address bullying through proactive strategies and programs (7.3/10 parents feel the school supports children to improve behavior with the NSW Govt norm being 7.4/10). Through Positive Behaviour for Learning, there will be a focus on anti-bullying at the beginning of each term. Surveys will be conducted and counselling offered to support the identified bullies and victims to develop resilience and respectful actions.

Students

Students are surveyed regularly and feedback is gathered through the Student Representative Council as well as the TTFM survey in Terms 1 and 4.

Students enjoyed high levels of participation in a variety of sports as well as choir and band. They aspire to competing in sporting events that are outside the school and their confidence is improving. Student's participation in school sports is 85% which matches the NSW Govt norm of 85%.

Students generally believe that they try their best in class and are gaining confidence to have a go when it seems difficult. They agree that the teachers are always willing to provide help in all aspects of learning. 84% of students felt a sense of belonging which is slightly better than the NSW Govt norm of 81%. They also believe that most teachers are fair in monitoring and addressing inappropriate behaviours with 38% saying that PB4L is helping improve the student behaviour in rooms and 48% stating that it is sometimes helping improve behaviour in rooms.

Almost all students report that the school psychologist is a positive and important member of staff and that she is trusted by everyone. In the TTFM survey, 84% of students felt a sense of belonging which is higher than the NSW Govt norm of 81%.

Students would like to be responsible for school initiatives, especially gardens and hands-on activities. 97% expressed a positive response to the whole school acknowledgment systems and enjoy watching their photos appear on the PB4L goldies board. Students are valuing school outcomes.

Teachers

The majority of staff (75%) agree that the school is working to provide a safe, orderly and respectful learning environment for all students. 7.7/10 of staff believe that the leadership structures provide relevant and strong support which enhances their ability to improve learning outcomes for students which is compatible with the NSW Govt norm of 7.1/10.

Teachers are appreciative of the instructional leadership provided across the school which builds their capacity through

collaborative practices and excellent professional learning opportunities. They feel confident to discuss learning, issues and concerns with their colleagues and have developed a problem solving approach to improvement.

There is a common belief that all teachers have high expectations for students in both learning and wellbeing. They continually seek new strategies and opportunities to improve engagement and ensure that all students are included in school life. Learning is monitored and meaningful feedback is provided to students to assist them to improve.

Analysis of data is an increasing focus for teachers as they develop processes to plan future learning experiences for students. Teachers are improving their ability to gather, analyse, interpret and plan effectively from a variety of data sources. 7.0/10 of teachers are generally keen to interact with parents and carers in a positive, proactive approach in the future which is higher than the NSW Govt norm of 6.8/10. 68% stated that they selected a 5 (highest score) when asked the likelihood of recommending CPS to other teachers.

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.