

Coutts Crossing Public School

2019 Annual Report



1666

Introduction

The Annual Report for 2019 is provided to the community of Coutts Crossing 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

Coutts Crossing Public School

1570 Armidale Road

COUTTS CROSSING, 2460

www.couttscros-p.schools.nsw.edu.au

couttscros-p.school@det.nsw.edu.au

6649 3225

School background

School vision statement

Coutts Crossing Public School works in partnership with its community to maintain an inclusive and nurturing learning environment which empowers students to be resilient, successful lifelong learners.

Our school provides innovative and flexible learning programs which support children's social and emotional development, assisting students to reach their full potential as active citizens, prepared to excel in a complex, changing world.

Our priorities for learning are literacy, numeracy, and student well-being and engagement in a future focused learning environment; whilst fostering in students the core values of the school: show respect, personal best, be safe and be responsible.

School context

Coutts Crossing Public School is a small school within the village of Coutts Crossing, 20km south of Grafton. It is a small school with a teaching principal and three classes. The school has an enrolment of 78 students at the beginning of 2019.

Coutts Crossing Public School lives by its motto of 'Cooperative and Caring'. The school has highly dedicated teachers who provide quality learning environments and a wide variety of opportunities for personal growth and enrichment. The school promotes academic, social, cultural and sporting excellence for all students to enable them to reach their full potential. The school is participating in Early Action for Success with a focus on K-2 literacy and numeracy. The school has an Instructional Leader position two days per week through 2018-2020.

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	Sustaining and Growing
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	Delivering
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Learning

Purpose

Students will develop foundation skills in literacy and numeracy, strong content knowledge and the ability to learn, adapt and be responsible citizens. Students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school community.

Improvement Measures

80% of year five students at or above expected growth for NAPLAN writing data.

80% of year five students at or above expected growth for NAPLAN numeracy data.

Students achieve at or above NSW Govt norm for Socio-Emotional Outcomes on Tell Them From Me surveys.

100% of students K-6 are tracked on Literacy and Numeracy Progressions in PLAN2 for Creating texts, Additive Strategies and Quantifying numbers.

Progress towards achieving improvement measures

Process 1: Wellbeing program focused on healthy mind, healthy body and healthy spirit.

Evaluation	Funds Expended (Resources)
<p>Question—How has implementation of well being programs impacted the well being of students so far?</p> <p>Data/Evidence—You can do it (YCDI) program evaluations, speech therapy progress notes and feedback, TTFM survey data, attendance data, behaviour incidents.</p> <p>Analysis—Teachers report students are responding well to YCDI across the school and are adopting the 'language' of the program during wellbeing check ins. Regular YCDI updates have been included in weekly newsletters to inform parents about the program. Speech therapy sessions have seen improvement, particularly for students with articulation errors. Students with language processing issues may take longer to see results. Tell Them From Me (TTFM) survey data shows a small improvement on 2019 data regarding percentage of students with positive wellbeing, in particular a sense of belonging, although the school remains below the State and Statistically Similar School Group (SSSG) averages in this area. Average attendance data has improved from 91% in 2018 to 93% in 2019 across the school.</p> <p>Implication—</p> <p>Introduction of small group YCDI program to meet the additional needs of identified students. YCDI implementation, focusing on fostering a sense of belonging, will be supplemented by Be You and Rock and Water activities in 2020. With attendance rates above state average, strategies will be maintained to ensure current attendance rates are sustained. Speech therapy sessions will continue for students with NDIS and selected students with identified needs.</p>	<p>'You can do it' subscription— \$1200</p> <p>Replacement slide \$2288</p> <p>Spot4You speech assessments \$590</p> <p>Luke Kennedy motivational speaker \$550</p> <p>Weekly speech therapy sessions \$30 000</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$34628.00)

Process 2: Curriculum provision that ensures differentiation and quality teaching and learning programs in writing and numeracy.

Evaluation	Funds Expended (Resources)
<p>Question—Has the focus on providing personalised, differentiated programming and quality teaching impacted learning outcomes?</p>	<p>Assistive technology headphones – \$107.45</p>

Progress towards achieving improvement measures

Data/Evidence– Teacher programs, Learning & Support programs, PLPs, classroom data

Analysis–50% of teaching staff have completed Quality Teaching training, the remaining 50% are scheduled to complete training in 2020 .Teacher feedback indicates improved student engagement with students able to participate in all classroom activities at a learning level which is both challenging and achievable for them. All identified students have PLPs which inform individual learning goals and are regularly updated.

Implications– Quality Teaching workshop will be included in Term 1 SDD with all staff to be fully trained within the year and QT rounds implemented. PLPs will continue to be a focus for differentiated support and additional L&S time offered to meet needs of students in 2020.

Literacy and Numeracy Strategy
Advisor support

QT Professional Learning–casual
release x 2 days – \$1000

Funding Sources:

- Socio–economic background (\$1107.45)

Process 3: Formative assessment and whole school monitoring of student learning progress.

Evaluation

Funds Expended (Resources)

Question–What is the student data showing? Are the findings from the analysis of data consistent across other data sources?

Data/Evidence– PAT data, classroom data, NAPLAN data, PLAN data

Analysis–All teachers have been using a range of ongoing assessments to inform their teaching practice and measure and track student growth. NAPLAN year 5 results show 55.6 % of students at or above expected growth in numeracy which is above State and Statistically Similar School Group averages but below school target of 80%. NAPLAN year 5 data also shows 44.4% of students are at or above expected growth in writing, which is below State and Statistically Similar School Group averages. Comparatively, classroom and PAT data across the whole school shows 67% of students are at or above expected growth in numeracy. Pat testing also indicates positive growth with 62.5% across the school achieving at or above expected growth in comprehension, 50% across the school achieving at or above expected growth in vocabulary, and 73.2% across the school achieving at or above expected growth in spelling.

Implications– Comparative data across both external and internal sources indicates we are achieving positive growth, although we have still not reached our individual school targets. PAT testing was introduced as a performance measure in term 1 2019 and has provided a baseline from which achievement will continue be monitored each semester. Writing continues to be an area of concern and will continue to be an area of focus in planning for 2020 and beyond. Data has been analysed and recorded at student, class, grade and whole school level and is being utilised by teachers to inform learning and support plans and extension programming to meet the need of all students.

Literacy and Numeracy Strategy
Advisor support

Additional employment of Instructional
Leader– cost shared across a number
of initiatives– \$6830

Funding Sources:

- Socio–economic background (\$6830.00)

Strategic Direction 2

Teaching

Purpose

Teachers individually and collaboratively evaluate the effectiveness of their teaching practices. They take shared responsibility for student improvement and contribute to a transparent learning culture through peer observation. Teachers demonstrate personal responsibility for improving their teaching practice and providing rich learning experiences to improve student learning.

Improvement Measures

90% of students regularly achieve individual learning goals.

100% of teaching programs include use of data to inform teaching practice.

90% of students can articulate a response to Visible Learning questions identifying learning intentions and success criteria.

Progress towards achieving improvement measures

Process 1: Focus on explicit teaching of curriculum and teachers providing specific and timely feedback to students.

Evaluation	Funds Expended (Resources)
<p>Question—What has been the biggest shift in teacher practice? What extent of student improvement has been achieved?</p> <p>Data/Evidence—Lesson plans, classroom data, teacher/student learning conference notes</p> <p>Analysis—Individual learning conferences have been regularly implemented throughout 2019 to allow teachers to provide specific, timely feedback and allow discussions about student learning and personalised goal setting. All teachers have attended PL in providing effective feedback and fostering peer feedback, with regular feedback being implemented in everyday classroom practice. All teachers have demonstrated commitment to improving student engagement in learning and improved outcomes by providing explicit feedback about how to achieve individual learning goals. Data shows 80% of students regularly achieve learning goals which is an improvement on 2018 data.</p> <p>Implications— Individual learning conferences will continue to be held twice each term throughout 2020 with an ongoing focus on effective feedback to provide students with the understanding of how to improve and succeed. Teachers will continue to work with students to develop individual learning goals with a target of 90% of students regularly achieving learning goals reached by the end of 2020.</p>	<p>Student teacher learning conferences casual release x 8 days – \$4000</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$4000.00)

Process 2: Staff regularly use student data to inform their teaching and learning programs.

Evaluation	Funds Expended (Resources)
<p>Question—To what extent are teachers using classroom data and PLAN data to inform planning and programming?</p> <p>Data/Evidence—PLAN data and classroom data analysis, teacher programs, PLPs conference notes and learning goals</p> <p>Analysis—100% of teachers are implementing the current CCPS assessment schedule and participating in data analysis of student results with an</p>	<p>PAT tests – Spelling, Reading, Mathematics, Vocabulary</p> <p>Data analysis and planning– casual release x 1 day– \$500</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background

Progress towards achieving improvement measures

Instructional Leader. All teachers have evidence of data being used to inform planning in classroom programs, PLPs and development of student learning goals to meet the individual needs of students.

(\$500.00)

Implications— With all teachers completing and analysing data using the assessment schedule with a range of formative and summative assessments, a comparative, authentic and consistent view of student growth is achieved. Whole school analysis of data and explicit use of data to inform teaching will continue to be a focus in 2020.

Process 3: Targeted professional learning and collaborative practice to implement Visible Learning strategies K–6.

Evaluation	Funds Expended (Resources)
<p>Questions—How have staff implemented Visible Learning strategies into teaching programs & classroom practice?</p> <p>Data/Evidence—Examples of Learning Intentions and Success Criteria (LISC), PL records, lesson observation records, peer observations.</p> <p>Analysis—All teachers have participated in PL to implement LISC in classrooms. A common framework and 'language' for LISC has been developed and is being utilised throughout the school. All teachers are using LISC for writing lessons and some teachers are extending the use across other key learning areas. Feedback from students shows they are aware of what they are learning, how to improve and what success 'looks like'. Feedback from staff shows students are more engaged in lessons when LISC are used.</p> <p>Implications— Visible Learning strategies will continue to be a focus area in 2020 to ensure all students are engaged in their learning journey and understand what they need to do to improve and succeed. Professional Learning will focus on further developing skills in writing Learning Intentions based on syllabus outcomes and using Success Criteria to differentiate learning expectations for all students.</p>	<p>Literacy and Numeracy Strategy Advisor – DOE</p>

Strategic Direction 3

Leading

Purpose

Excellent leaders have a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success. Leaders proactively engage with parents and the broader community to foster positive home-school relationships and engage families in their students learning journey.

Improvement Measures

Flexible learning spaces effectively support future focused learning.

100% of teachers achieve aspirational goals on their performance development plans

Student attendance at or above State DoE average.

Increased community satisfaction using school based surveys.

Progress towards achieving improvement measures

Process 1: Whole school approach to utilising technology and creating future focused learning environments.

Evaluation	Funds Expended (Resources)
<p>Question—Is there a greater use of technology to support implementation of key learning programs? Have all teachers embraced future focused learning practices?</p> <p>Data/Evidence— Teaching/learning programs, new school home page, google classroom , school google drive account.</p> <p>Analysis— The development of a new school home page with a staff section has encouraged greater teacher involvement in establishing websites and online learning activities for their class. 50% of teachers are using Google classroom enhance syllabus implementation through development of engaging learning activities. The development of a shared Google Drive for staff is beginning to foster greater online sharing of information and resources. Use of STEMShare kits to develop greater understanding about how new technology can support classroom practice has guided future planning and the purchase of new resources for the school.</p> <p>Implications— Continued use of technology including coding and robotics to improve student's problem solving skills, teamwork and creativity will be a focus in 2020. Purchase of Lego WeDo will support the school robotics program to engage students with extended opportunities to explore coding. Additional PL will be arranged to support staff with use of Google drive and Google classroom to facilitate planning and sharing resources, and to support implementation of more project based learning activities.</p>	<p>DOE STEMshare kit—Tablet robotics</p> <p>Library flexible furniture— \$9650</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$9650.00)

Process 2: A whole school culture of high expectations and continuous improvement of teaching and learning.

Evaluation	Funds Expended (Resources)
<p>Question— Does the culture of the school reflect high student expectations and commitment to continual improvement?</p> <p>Data/Evidence— Performance and Development Plans (PDPs), Professional Learning records, teacher feedback, student performance data.</p> <p>Analysis— Student data shows improved results across the school,</p>	<p>North Coast PPA conference fees & accommodation – \$424.84</p> <p>Maths Conference tickets x 2 with casual release x 2– \$1575</p> <p>PPA annual conference &</p>

Progress towards achieving improvement measures

particularly in students who have been exposed to L3 environment. Discussions with staff indicate PDPs could be better aligned to school targets. Staff enjoy opportunities to share their new knowledge with peers after attending Professional Learning and practice is more likely to be improved and new strategies adopted if all staff are involved.

Implications– In 2020, staff PDPs will include 2 whole school goals aligned to school strategic directions and 1 personal goal. Moving forward, more time will be provided for staff to share their knowledge with peers after attending Professional Learning.

accommodation– \$1800

Funding Sources:

- Socio–economic background (\$2224.84)
- Quality Teaching, Successful Students (QTSS) (\$1575.00)

Process 3: High–level community engagement

Evaluation	Funds Expended (Resources)
<p>Question–Are there increased numbers of community members engaging with the school and participating in school events?</p> <p>Data/Evidence– Community attendance data, informal community feedback, survey responses and analysis, P&C minutes</p> <p>Analysis–There has been a marked increase in community attendance at both school assemblies and informal school events ie Mother/Fathers Day, Easter hat parade, Christmas Carols etc Community attendance at learning based organised events ie numeracy cafe, remain low. The number of parents returning surveys has increased since 2018, with many community members sharing positive comments about the school both informally with staff, on Facebook, and via survey responses. The school worked collaboratively with parents to select a new school uniform, sourcing feedback from the whole school community via surveys and then creating a uniform committee to finalise the new design.</p> <p>Implications– Engaging the community with simple surveys about school decisions which are very easy to understand and quick to complete (tick boxes) has been a successful tool to involve more busy families in school life. Simple surveys will continue to be utilised as an effective way to seek valuable feedback from the wider school community. The school will continue to foster positive community engagement through informal school events, building up to a greater involvement in student learning.</p>	<p>Numeracy Caf&eacute; resources– \$150</p> <p>Father's Day breakfast– \$250</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio–economic background (\$400.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$13 772.00) 	SLSO support has assisted Aboriginal student to make positive growth towards learning targets. NAPLAN data for our Aboriginal students is equal or above State and Statistically Similar School Groups % of students who are achieving at or above expected growth in Reading, Writing, Spelling and Numeracy. The school is below expected growth in the area of Punctuation and Grammar and this will form the basis for support programs for Aboriginal students in 2020. There was increased community involvement in NAIDOC events and an ongoing focus on Aboriginal culture throughout the year. Additional plans are underway to develop programs with our COS for Aboriginal students to have more opportunities to engage and connect with peers across a wider network.
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$14 626.00) 	Additional teacher release has allowed individual learning conferences with students to develop personal learning goals and receive explicit feedback about how to improve. Learning and Support provided at a classroom level through adjustments and PLPs have assisted all students to make positive growth towards individual learning goals.
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$13 446.00) 	Additional employment of an Instructional Leader for 2 days a week has supported the mentoring of beginning teachers to assist with differentiation in cross stage classes and coach all staff in using data to inform teaching and programming. This has been evident in increased teacher capacity to deliver individualised programming and consistent recording, monitoring and analysing of data across the school.
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$106 832.00) 	A speech therapy program for identified students has assisted families to access necessary intervention for speech articulation errors and language processing issues. Speech reports and feedback from teachers indicates beginning improvements towards learning goals. Funds allocated to improving future focused learning within the school have resulted in improved student engagement through technology, robotics and flexible learning environments.
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$14 130.00) 	Additional release time has provided beginning teachers with opportunities to work collaboratively with the principal and an Instructional Leader to improve programming and develop strategies for differentiation. Professional Learning to support use of PLAN data and incorporate Visible Learning strategies in classroom practice has improved teacher capacity to provide a quality learning environment for students.
Early Action for Success	Funding Sources: <ul style="list-style-type: none"> • (\$65 302.00) 	Instructional Leader (IL) support in K-2 classrooms has allowed targeted support for

Early Action for Success	Funding Sources: <ul style="list-style-type: none">• (\$65 302.00)	identified students in danger of not reaching expected outcomes. IL assistance to collect and analyse a range of data to track and monitor student growth has provided teachers with authentic and accurate information to plan appropriate lessons to meet the needs of all students. The support of an IL has improved K–2 teachers capacity to provide differentiated, syllabus based activities, maximising student learning outcomes.
---------------------------------	---	--

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	41	38	37	39
Girls	46	44	33	33

Student attendance profile

School				
Year	2016	2017	2018	2019
K	91.1	93.5	88.5	94.9
1	93.3	93.7	92.8	89.7
2	91	94.1	95.2	93.7
3	95.6	90.7	94.5	92
4	89.2	94.7	94.5	97.5
5	92.5	86	92.1	92.5
6	95.5	92.3	87.1	90
All Years	92.3	92.2	92.3	92.9
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
Classroom Teacher(s)	3.56
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Administration and Support Staff	1.41

*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	166,405
Revenue	1,129,734
Appropriation	1,104,711
Sale of Goods and Services	1,601
Grants and contributions	22,528
Investment income	894
Expenses	-1,052,742
Employee related	-943,815
Operating expenses	-108,927
Surplus / deficit for the year	76,992

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 Approved SBA (\$)
Targeted Total	38,556
Equity Total	167,623
Equity - Aboriginal	13,772
Equity - Socio-economic	106,832
Equity - Language	0
Equity - Disability	47,019
Base Total	776,943
Base - Per Capita	16,425
Base - Location	2,180
Base - Other	758,338
Other Total	94,957
Grand Total	1,078,078

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 website.

Parent/caregiver, student, teacher satisfaction

This year, the community was surveyed to determine satisfaction parent/carer, student and teacher satisfaction in the areas of communication, teaching and learning programs, and student wellbeing.

In the area of communication, 76% of the community indicated they were very satisfied with the schools current communication processes; 24% of the community indicated they were satisfied with the schools current communication processes; and no one indicated they were not satisfied with the schools current communication processes.

In the area of Teaching and Learning Programs, 59% of the community indicated they were very satisfied with the schools current Teaching and Learning Programs; 29% of the community indicated they were satisfied with the schools current Teaching and Learning Programs; and 12% indicated they were not satisfied with the schools current teaching and learning programs.

In the area of student wellbeing, 76% of the community indicated they were very satisfied with the schools current wellbeing programs; 18% of the community indicated they were satisfied with the schools current wellbeing programs; and 6% of the community indicated they were not satisfied with the schools current wellbeing programs.

Feedback included suggestions for more fitness programs, more creative arts activities, additional activities using the school garden, ethics classes, less technology and more notice provided for events so working parents can arrange time off for assemblies etc.

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.