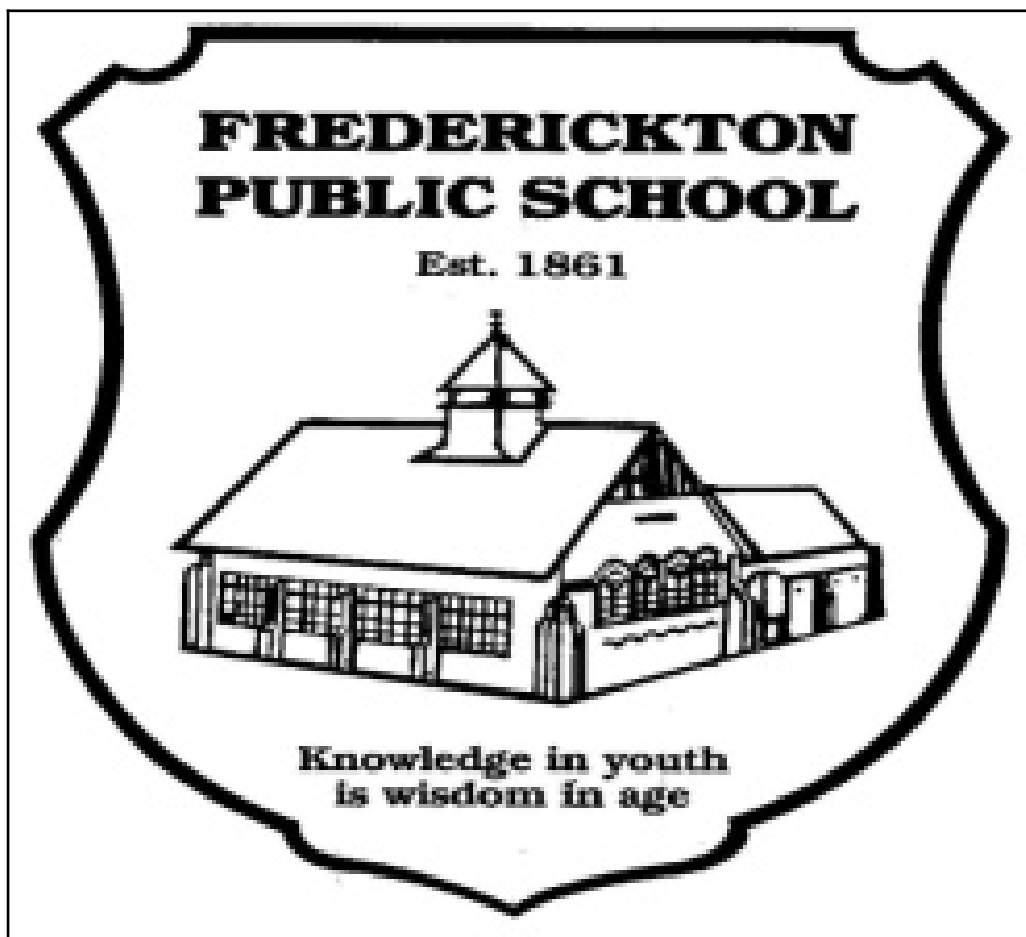


Frederickton Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Frederickton 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

Frederickton Public School
Great North Rd
Frederickton, 2440
www.frederick-p.schools.nsw.edu.au
frederick-p.school@det.nsw.edu.au
6566 8217

Message from the principal

In the aftermath of an unprecedented fire season at the end of the year it seems appropriate to recognise that we are living in interesting times where we face an uncertain future. Things beyond our control, the uncertain and the unexpected occur everyday. My staff and I, have the amazing privilege to impact this uncertain yet exciting future through the work that we do everyday: to teach, but more importantly to help our students to learn. There is no point in teaching if our students are not learning and indeed if we are not learning. One of our 4 Bs is to be a lifelong learner and this is because we believe that the future for our country rests on this current and subsequent generation of learners.

I am very proud of the learning focus that we have developed over the past 7 years at FPS under my leadership. Our staff are continuously improving and refining their art of teaching through the professional learning in which we engage. Our staff work together to improve our collective efficacy to impact on the learning outcomes for our students. The quality of the learning that happens in our classrooms is dependent on the quality of the teaching programs that occur in our school; developed and delivered by high quality teachers.

Not only do we teaching reading, writing and arithmetic we are focused on the deep learning required for students to be great global citizens with a range of adaptive and creative skills. We are in the business of sharing with parents the very important role of "growing decent human beings". We all work each day with the sole purpose of equipping our students with the learning, understandings and skills for them to create a bright future.

I thank my teachers, staff, volunteers and parents for partnering with us as we grow the next generation of lifelong learners who demonstrate perseverance, resilience, creativity, curiosity, collaboration, self-reflection, inspiration and compassion .

I thank and congratulate our students for their hard work this year,

for being prepared to jump into the "learning pit" even when they knew it was hard or uncomfortable,

for being focused on their own learning by setting goals and working towards those goals,

for accepting feedback and using it to improve learning,

for learning how to learn,

for learning how to be a friend and

for learning how to be a responsible global citizen.

This is the true essence of a successful year for our students.



School background

School vision statement

Our vision is:

to enable all members of our learning community to be lifelong reflective learners who are responsible & respectful global citizens.

We strive to:

develop creative & adaptive skills required for a diverse and rapidly changing world.

School context

Frederickton Public School is a modern school with heritage buildings, airconditioned and well-resourced, modern classrooms and excellent facilities situated in an attractive rural setting. Our school is a friendly welcoming school which encourages community involvement. Frederickton Public School is proud to be part of the Macleay Public Schools (MPS).

The school has a FOEI of 130 and attracts additional Equity Funding for Low Socio- Economic Background, Aboriginal Background & Low Level Adjustment for Disability.

We enthusiastically promote the positive values of respect, responsibility, safety & lifelong learning for all our students.

The school has dedicated, highly qualified expert teachers who have a passion for lifelong learning, offering a wide range of learning opportunities for students. Many of our teaching staff are Reading Recovery and Language, Learning & Literacy Program (L3) trained and implement these pedagogies across the school.

We believe that "Every student deserves a great teacher, not by chance, but by design" (J.Hattie) therefore we actively participate in ongoing professional learning and mentoring programs.

Opportunities exist for all students to participate and excel in academic, cultural, performing arts and sporting activities. We have a K-6 performing & visual arts development program with a strong focus on choir, dance and music.

The school hall is widely utilized by school and community activities including Out Of School Hours (OOSH), vacation care & weekly school funded playgroup.

There is an active Student Representative Council which promotes leadership & fosters responsible citizenship through cooperative decision making.

We have, and will continue to promote an open, inclusive relationship with our community fostering a collaborative and productive partnership between the school and the wider community.



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	Delivering
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	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Our school participated in the External Validation process during 2019. We conducted a thorough review of school practices using the School Excellence Framework.

Our school staff have engaged with the School Excellence Framework through a number of staff meetings and collectively determined the on-balance judgements and identified the sources of evidence for each element. A variety of staff have contributed to the preparation of the evidence sets and have engaged in a range of activities throughout the process of developing our submission.

Learning

The results of this process indicated that in the School Excellence Framework domain of Learning:

Our school self-assessment of this domain judged our school as "Sustaining and Growing" on most of the elements. There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities,

particularly in the areas of Literacy and Numeracy. Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning. Well-developed and current policies, programs and processes identify, address and monitor student learning needs. Our evidence sets demonstrate a whole school commitment to improving teacher knowledge and practice so that through our collective efficacy students' learning is maximised. Student agency in learning is promoted through Learning Maps, class programs and PBL strategies which encourage students to be self reflective and responsible for their own learning and behaviour. The evidence provided regarding learning adjustments, accommodations and supports demonstrates a whole of school expectation that all students progress in their learning.

Teaching

The results of this process indicated that in the School Excellence Framework domain of Teaching:

Within the domain of Teaching, self-assessment judged our school as "Sustaining and Growing" on most elements within this domain. The use of student data continues to be a focus within mentoring sessions for all teachers. Within the element of Collaborative Practice, our evidence demonstrates that our teachers collaborate within and across stages to ensure consistency of curriculum delivery, including the development of strategies for differentiation and consistency of teacher judgement. The school has embedded and explicit systems for collaboration, classroom observation, and the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes. School-wide and inter-school relationships provide mentoring and coaching support to ensure the ongoing development of all staff.

Leading

The results of this process indicated that in the School Excellence Framework domain of Leading:

Our school's on-balance assessment of this element is "Sustaining and Growing". The school is committed to the development of leadership skills in staff and students. The school articulates a commitment to equity and high expectations for learning for each student and is responsive to changing needs. There is broad understanding of, and support for, the school's expectations and aspirations for improving student learning across the school community. The school leadership team communicates clearly about school priorities and works collaboratively with staff to ensure school priorities are achieved collectively.

Strategic Direction 1

Culture of High Expectations

Purpose

To develop a school learning community that demonstrates aspirational expectations of learning progress and achievement for all students and is committed to the pursuit of excellence and the promotion of student endeavour and high engagement.

Improvement Measures

Student progress on Learning Progressions matches State expectations.

Student growth matches State growth as measured by NAPLAN.

EAFS milestones achieved.

School self evaluation against the SEF indicates a movement from Sustaining and Growing to Excelling in the Learning Domain element of Learning Culture and from Delivering to sustaining and Growing in the Leading Domain element Educational Leadership.

Progress towards achieving improvement measures

Process 1: Literacy and Numeracy

Participate in Early Action for Success Phase 2 professional learning opportunities and implement recommended change of practice, including providing training in L3 & L3 St1 & implement these programs within the classroom.

Participate in the Building Numeracy Leadership initiative.

Evaluation	Funds Expended (Resources)
<p>Writing</p> <p>Throughout the consistency of teacher judgement activities fostered within mentoring sessions, we see a significant improvement in the quality of student's writing worksamples across each grade. Students refer to themselves as writers and there is a marked improvement in student engagement in writing tasks reported across the school</p> <p>In Year 5 Naplan, 42% of students scored within the top 3 bands in comparison to 2018 when only 17% scored within the top 3 bands in the writing assessment.</p> <p>Two staff members participated in the Stage 3 writing project and report improved knowledge and subsequent implementation of quality writing programs have significantly improved student writing.</p> <p>Professional learning in Seven Steps for Writing and subsequent support effected a change in teaching writing in all primary classrooms with improvement in student writing evident in work samples.</p> <p>L3</p> <p>L3 results identify that we are "on track" with Early Action for Success expectations. 59% of Year 1 students completed the year above EAFS Year 1 expectations. 65% of Year 2 students achieved the EAFS year 2 expectations.</p> <p>SENA</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$31270.00)

Progress towards achieving improvement measures

All staff implemented the SENA Assessments for all students. Tracking mechanisms were established for maintaining current data for student achievement.

Visible Learning for Numeracy (D.Fisher, N. Frey) has continued to be the focus reading for whole staff professional reading activity for the majority of the year. Staff are highly engaged in the professional dialogue at every Admin Meeting and teachers support and encourage each other by sharing ideas and experience when implementing best practice in numeracy.

Process 2: Well-being

Promote student well-being in order to prepare students to become responsible, respectful and engaged global citizens (PBL, Highway Heroes).

Evaluation	Funds Expended (Resources)
<p>This is the second year of implementing the Highway Heroes program and therefore the full 2 year cycle has been implemented. All students have now covered each of the topics and so have developed surface level knowledge of the concepts and language. We anticipate in the next iteration of the cycle, that the language will become more embedded across the school. The single year Kindergarten program is valued in Kindergarten as the lessons are well planned and students are introduced early to the concepts and language.</p> <p>The PBL committee have been meeting more regularly this year and have been able to complete some new initiatives including:</p> <p>Behaviour Flowchart was completed</p> <p>Consistent Classroom Behaviour protocols established</p> <p>Sensory Pathway developed</p>	<p>Artist to paint sensory pathway (Grant \$3000)</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$5192.00)

Next Steps

Teachers to continue to ensure the provision of high quality writing programs for all students through implementing professional learning in Writing.

Teachers of Year 2 to 6 to participate in Close Reading professional learning and utilise this new knowledge in planning for literacy sessions.

K-2 staff engage in ongoing professional learning for L3 and all K-2 classes implement L3 pedagogies within the literacy and numeracy sessions.

All staff utilise Essential Assessment in Numeracy to track student progress and inform planning.

Strategic Direction 2

Making Learning Visible

Purpose

To make all learning visible and to build student's confidence in their own capacities to learn successfully & in their understanding of the relationship between effort, practice & growth.

Improvement Measures

Visible Learning

Teachers "know thy impact" and all teachers have knowledge of student learning.

Improvement in student autonomy and student agency in learning

Feedback data demonstrates higher order of feedback occurring within classrooms.

Learning Dispositions

All students understand and can articulate the Learning Dispositions and when and how they use them in their daily life.

Teacher's programs are monitored against the ACARA Capabilities Framework.

Progress towards achieving improvement measures

Process 1: Visible Learning.

Whole School focused professional learning on the concepts & use of:

- Learning Intentions and success criteria,
- Self-reflection and self-regulation,
- Quality and effective feedback,
- Growth and Mathematical Mindsets (Dweck & Boaler).

Evaluation	Funds Expended (Resources)
<p>Executive have participated in the Evidence into Action professional learning, which has deepened their understanding of Visible Learning and how to effectively measure the impact of interventions. In collaboration with executive and staff a clear Action Plan has been developed to action the implementation of Visible Learning next steps into 2020.</p> <p>The combined staff development day in Term 3 deepened teachers knowledge of Learning Intentions and Success Criteria which has resulted in all staff utilising Learning Intentions and Success Criteria in their planning and programming in Literacy. Learning Intentions and Success Criteria are visible in classrooms and students are beginning to refer to these when questioned about their learning.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$16225.00)

Process 2: Implementation of effective feedback processes across the whole school

Evaluation	Funds Expended (Resources)
<p>Quality teacher feedback and opportunities for students to receive and action feedback is a priority action within the school. Plans to collect data on feedback in Term 4 did not eventuate due to competing demands on teachers time. Data collection is planned for early 2020.</p> <p>Ongoing professional learning regarding feedback and promoting effective and productive talk moves within numeracy has been a focus this year.</p>	

Progress towards achieving improvement measures

Process 3: Learning Dispositions

Development of understandings and skills related to the following school identified **Learning Dispositions**: Resilient, Persistent, Collaborative, Compassionate, Creative, Inspired, Curious & Reflective and what it means to be in the Learning Pit..

Evaluation	Funds Expended (Resources)
<p>All 4 learning dispositions for 2019 were systematically taught across the whole school according to the Scope and Sequence. The main focus was to teach the definition of the Learning Disposition, to identify characters and emotions related to each disposition and to develop a familiarity with the continuum for each disposition. At the end of the year, all teachers developed a Y chart with their class for each Learning Disposition, which will be used as a baseline assessment regarding concept knowledge and implementation.</p> <p>A strategy to further develop the whole school and community embedding learning dispositions into all contexts related to learning will be implemented in 2020, including making the learning dispositions more visible in all contexts.</p> <p>A range of quality texts utilising the themes of each identified learning disposition have been purchased and teachers have shared resources they have used to teach the concepts.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$3000.00)

Next Steps

Continue to engage with visible Learning professional learning through Corwin contract.

Action the Visible Learning Action Plan devised during 2019.

Collect data on feedback and use this new data set to inform professional learning.

Make Learning Dispositions more visible across the whole school community.



Strategic Direction 3

Future Focused Learning

Purpose

To develop a culture of inquiry & innovation where creative exploration, critical & analytical thinking & independent learning are valued & aligned to future focused learning.

Improvement Measures

All teachers understand STEAM pedagogies and are evident in teachers programming.

Improvement in quality of Learning Maps.

Increased engagement with parents in conversations around learning and student goals through embedded structures used to implement Learning Maps for all students in Year 1 to 6.

Progress towards achieving improvement measures

Process 1: STEAM

Collaborate with Tacking Point PS STEAM experts to develop a whole school approach to the implementation of STEAM learning.

Evaluation	Funds Expended (Resources)
Accessing the eT4L resources has been invaluable in developing staff knowledge and expertise in new technologies. Each class benefited from the use of the Tablet Robotics kit in term 3. The professional learning associated with this ensured quality technology programs were developed and implemented.	

Process 2: Establish enrichment groups that provide opportunities to develop teacher expertise in STEAM and extend STEAM to include all students K–6.

Evaluation	Funds Expended (Resources)
<p>Enrichment groups were established and effectively operated during terms 1 to 3. School staff decided that too many other school priorities operated during Term 4 (eg camp and swim school) limiting the weeks available to effectively run Enrichment Groups in Term 4.</p> <p>Music was taught to every class by a specialist teacher, ensuring that a quality music program was provided to all students.</p> <p>Student feedback via questionnaires demonstrated that students appreciated the opportunity to participate in a range of self-selected learning opportunities across the year.</p> <p>Staff believe that it is important to be able to evidence the learning through mapping outcomes, and felt there was a need to develop whole school deep understanding of STEAM.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$37450.00)

Process 3: Learning Maps

Implement the Learning Maps process for all students from Year 1 to 6.

Evaluation	Funds Expended (Resources)
Learning Maps were developed throughout the year, however the process of referring to them in class in an ongoing way across all classes was not	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background

Progress towards achieving improvement measures

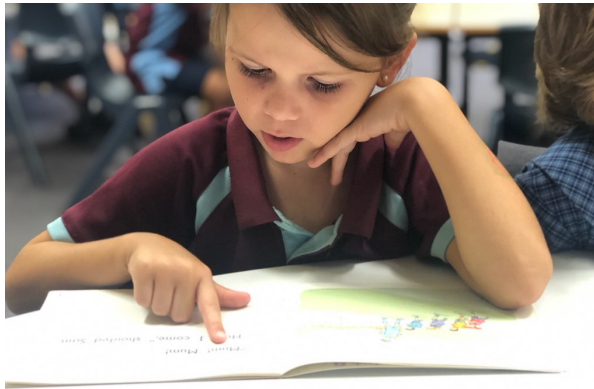
evident. Whole school discussions with teachers questioned the effectiveness of this methodology of goal setting for our students. Teachers were disappointed in the lack of ongoing engagement with the Seesaw App from parents. Teachers felt that there was a large amount of school funding to utilise this protocol with minimal impact on student learning and student ability to talk about their Learning Maps. The implementation of Learning Maps will be reviewed early in 2020.

(\$10000.00)

Next Steps

Engage with eT4L Coordinator to lead professional learning in developing teachers expertise in STEAM and technology planning and programming.

Discontinue Learning Maps.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$44 922.00) • Low level adjustment for disability (\$2 772.00) 	<p>By employing an Aboriginal SLSO in Kindergarten, this ensures that our transition to Kindergarten programs are successful, particularly for our Aboriginal students.</p> <p>Our Aboriginal SLSO, a teacher and the School Administration Officer participated in the Connecting to Country professional learning opportunity with local Dunghutti elders.</p> <p>This SLSO also runs our inschool playgroup which operates one morning per week. This ensures that relationships with a familiar adult are developed early and therefore assists with transition.</p> <p>Each class was named after the Dunghutti name for native animals. Artworks were painted by students as a Naidoc Day activity with Uncle Elwyn Toby. These artworks are now displayed at the entrance to each classroom,. Two additional artworks need to be created for other classrooms in 2020.</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$81 185.00) • Socio-economic background (\$40 483.00) 	<p>Flexible staffing responses were required to respond to the complex needs of students, some of whom were new to our school in 2019. Students with complex needs were provided with an individualised learning plan and classes were supported by the employment of School Learning Support Officers in most classrooms.</p>
Quality Teaching, Successful Students (QTSS)		<p>This staffing allocation was utilised to support the implementation of the whole school mentoring program for staff.</p>
Socio-economic background		<p>Low socio-economic funds have been expended throughout the year to ensure the continuation of established programs not otherwise recorded in the school plan.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	67	74	78	64
Girls	84	87	102	83

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.5	94.8	92	94.1
1	92.4	95.3	93.1	90.6
2	93.1	91.8	92.4	91.8
3	96.7	93	88.8	93.8
4	93.5	94.4	92.5	85.8
5	92.9	93.7	93.4	94.1
6	94.7	94.7	92.3	88.9
All Years	94.1	94	92.1	91.2
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)	3
Classroom Teacher(s)	5.14
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.4
School Administration and Support Staff	1.91

*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	236,957
Revenue	2,331,151
Appropriation	2,293,027
Sale of Goods and Services	927
Grants and contributions	34,873
Investment income	2,324
Expenses	-2,164,291
Employee related	-1,938,669
Operating expenses	-225,622
Surplus / deficit for the year	166,861

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	55,637
Equity Total	345,114
Equity - Aboriginal	51,192
Equity - Socio-economic	202,336
Equity - Language	0
Equity - Disability	91,586
Base Total	1,266,871
Base - Per Capita	42,235
Base - Location	4,935
Base - Other	1,219,701
Other Total	335,855
Grand Total	2,003,477

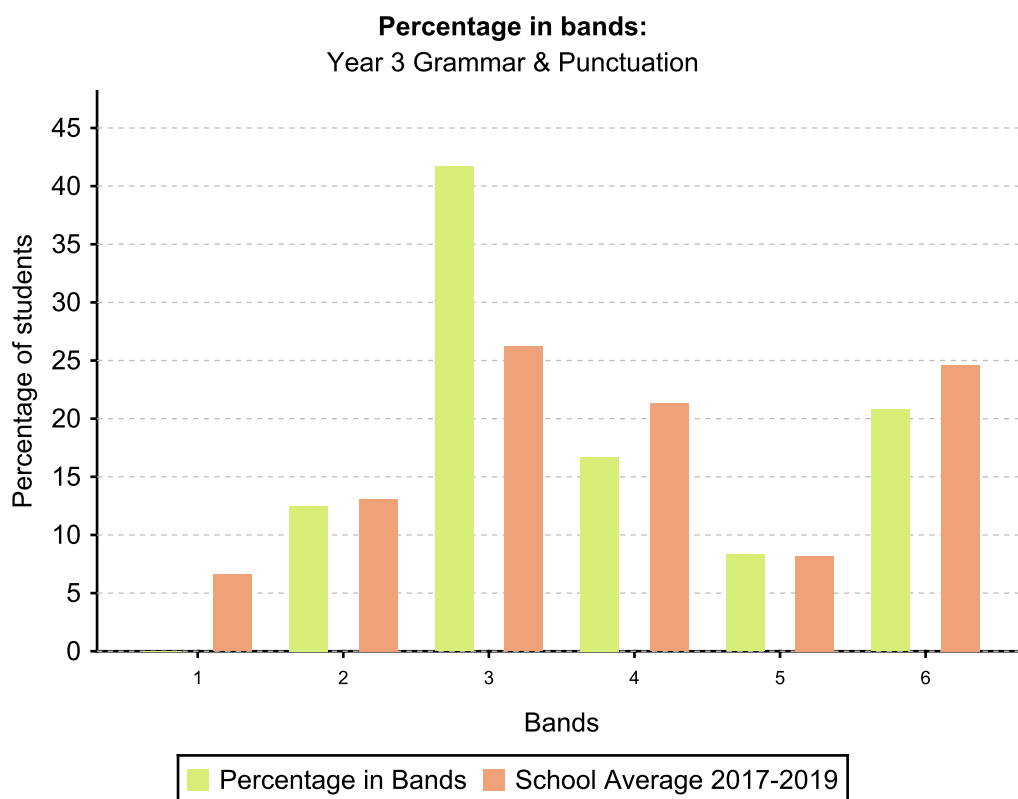
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School performance - NAPLAN

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.

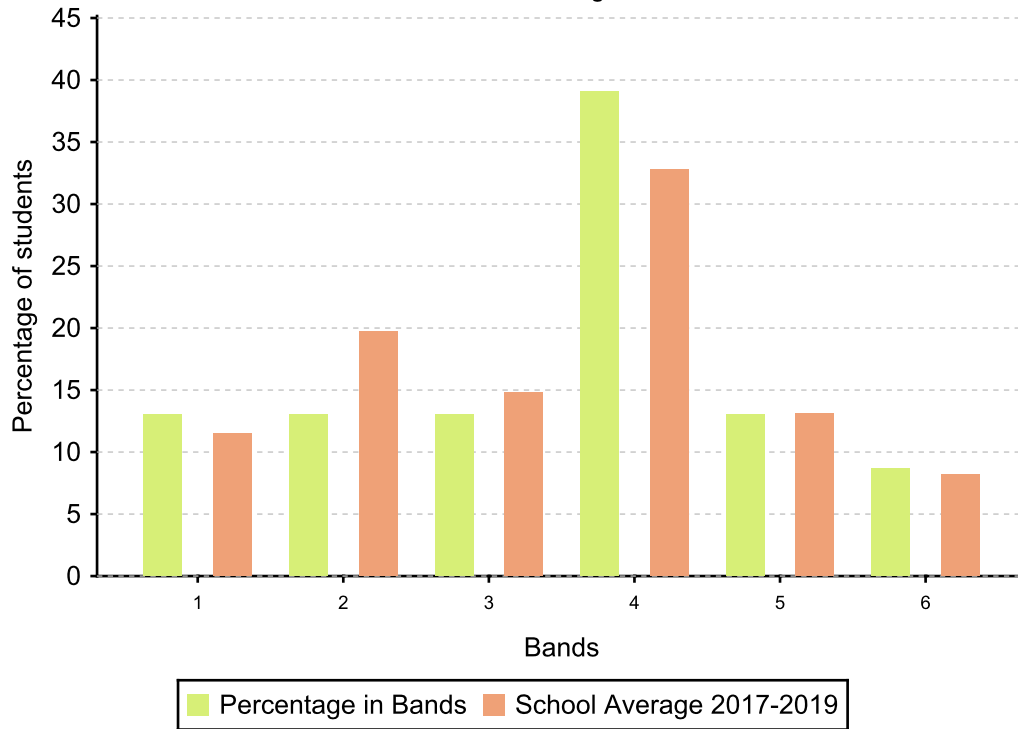
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison 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



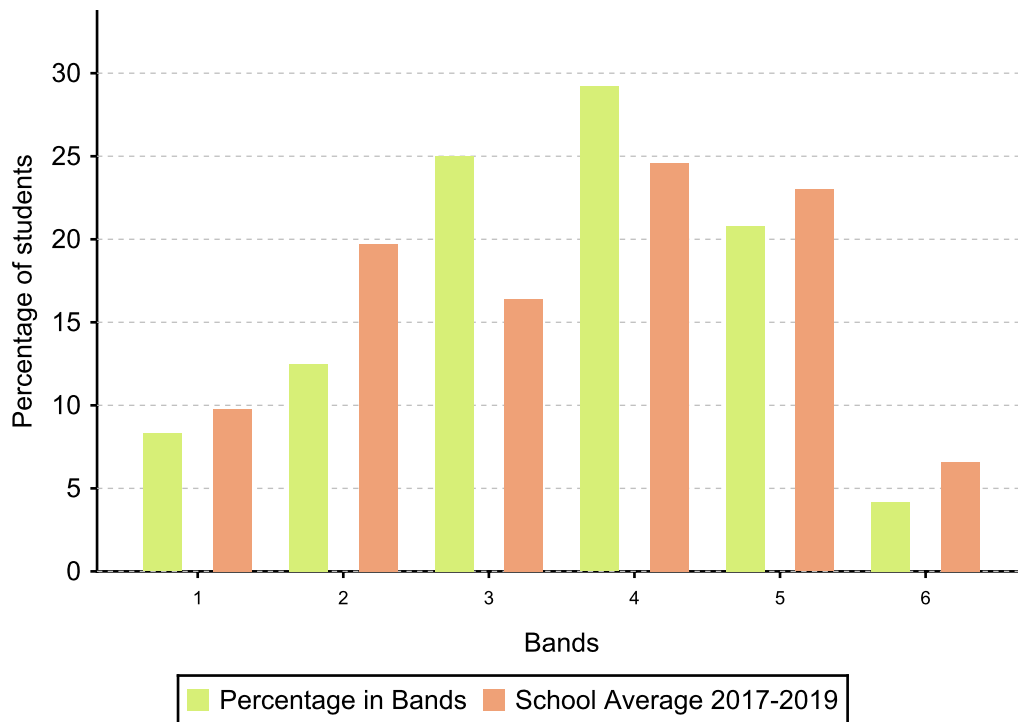
Band	1	2	3	4	5	6
Percentage of students	0.0	12.5	41.7	16.7	8.3	20.8
School avg -2019	6.6	13.1	26.2	21.3	8.2	24.6

**Percentage in bands:
Year 3 Reading**



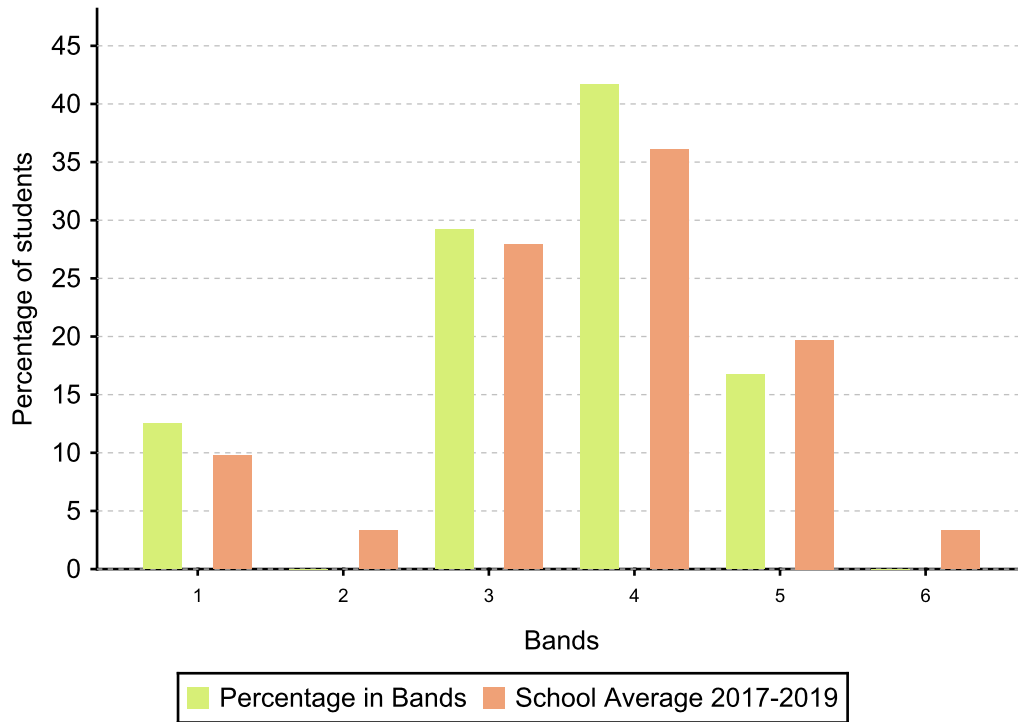
Band	1	2	3	4	5	6
Percentage of students	13.0	13.0	13.0	39.1	13.0	8.7
School avg -2019	11.5	19.7	14.8	32.8	13.1	8.2

**Percentage in bands:
Year 3 Spelling**



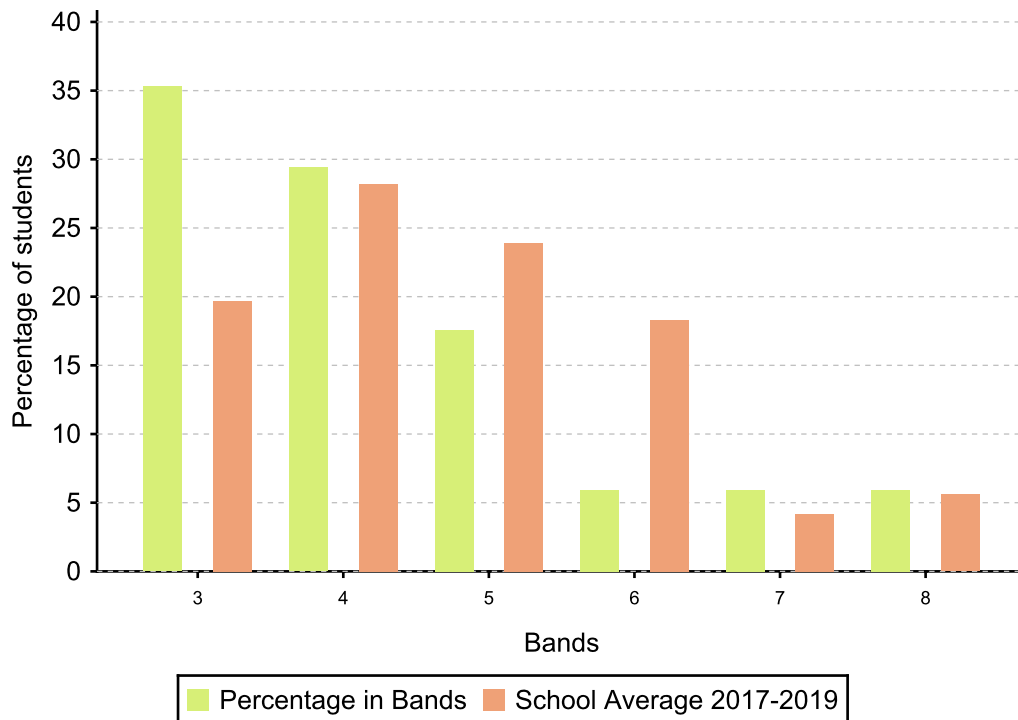
Band	1	2	3	4	5	6
Percentage of students	8.3	12.5	25.0	29.2	20.8	4.2
School avg -2019	9.8	19.7	16.4	24.6	23	6.6

Percentage in bands:
Year 3 Writing



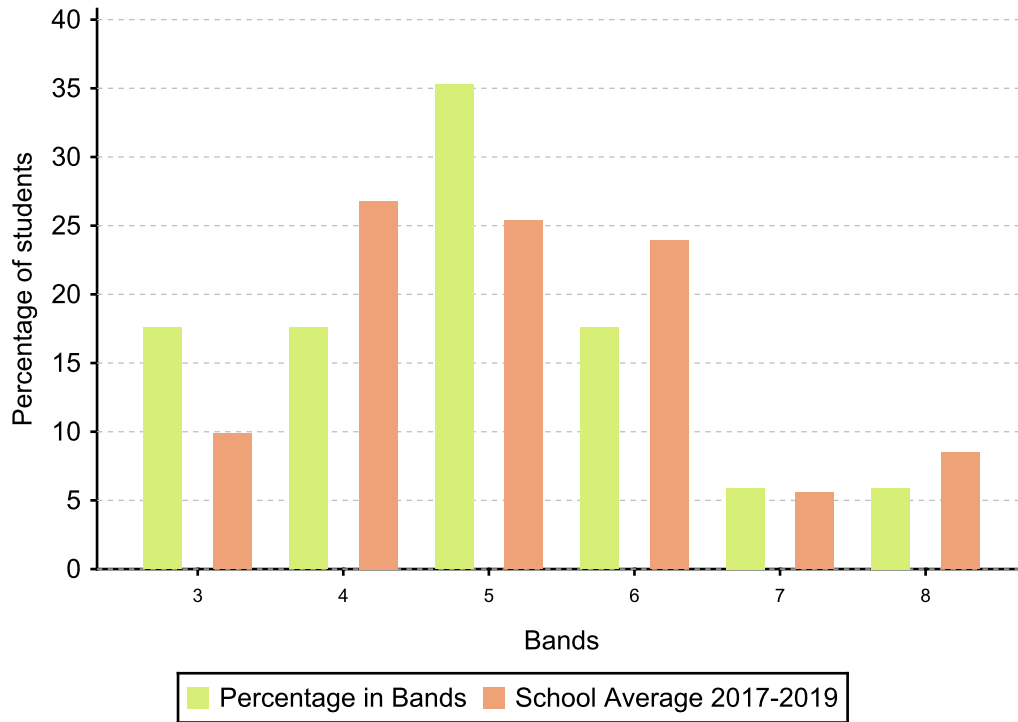
Band	1	2	3	4	5	6
Percentage of students	12.5	0.0	29.2	41.7	16.7	0.0
School avg -2019	9.8	3.3	27.9	36.1	19.7	3.3

Percentage in bands:
Year 5 Grammar & Punctuation



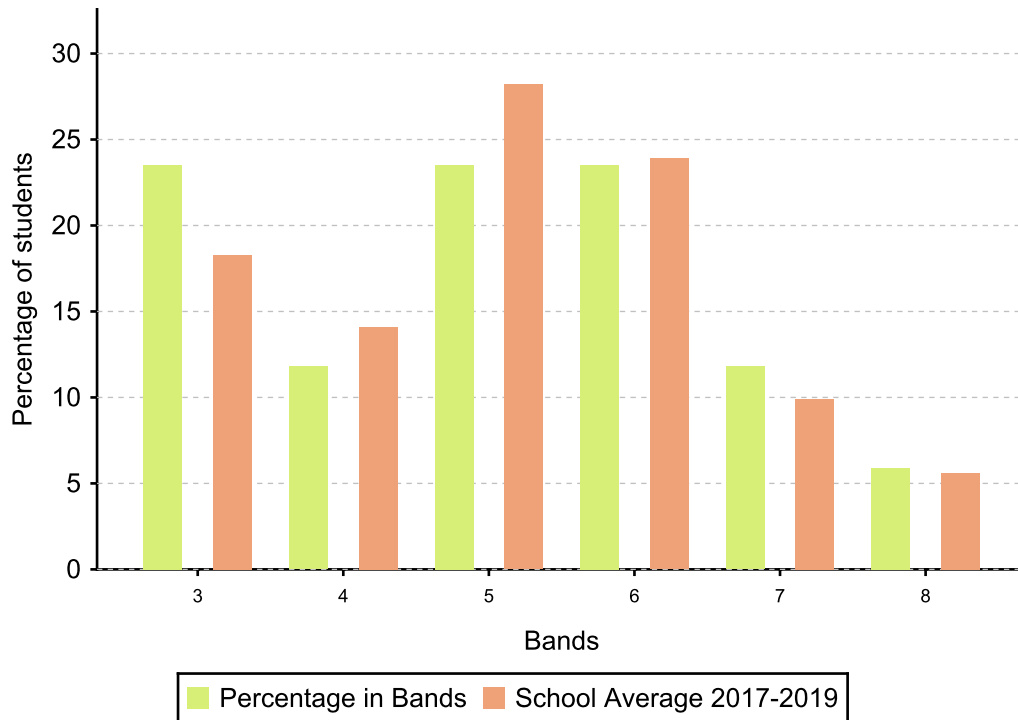
Band	3	4	5	6	7	8
Percentage of students	35.3	29.4	17.6	5.9	5.9	5.9
School avg -2019	19.7	28.2	23.9	18.3	4.2	5.6

**Percentage in bands:
Year 5 Reading**



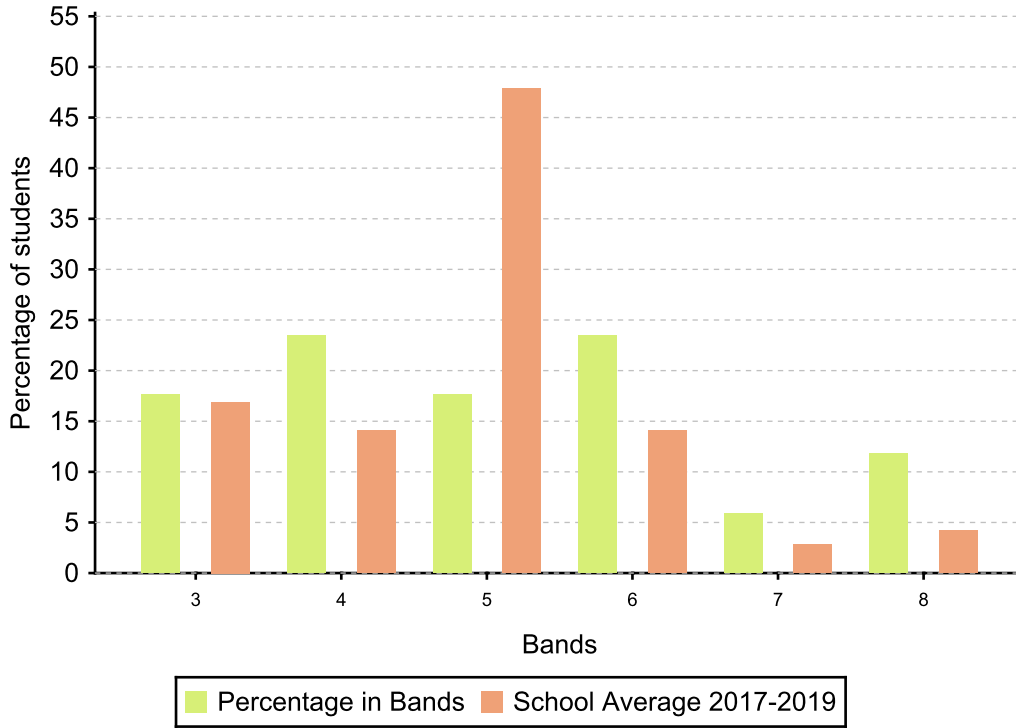
Band	3	4	5	6	7	8
Percentage of students	17.6	17.6	35.3	17.6	5.9	5.9
School avg -2019	9.9	26.8	25.4	23.9	5.6	8.5

**Percentage in bands:
Year 5 Spelling**



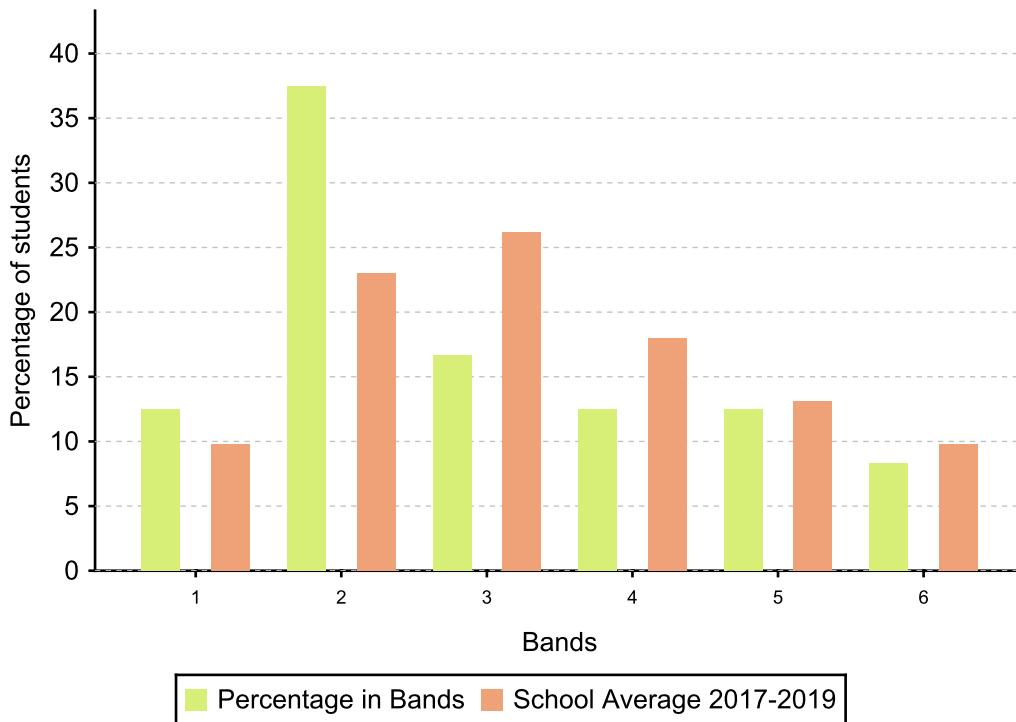
Band	3	4	5	6	7	8
Percentage of students	23.5	11.8	23.5	23.5	11.8	5.9
School avg -2019	18.3	14.1	28.2	23.9	9.9	5.6

Percentage in bands:
Year 5 Writing



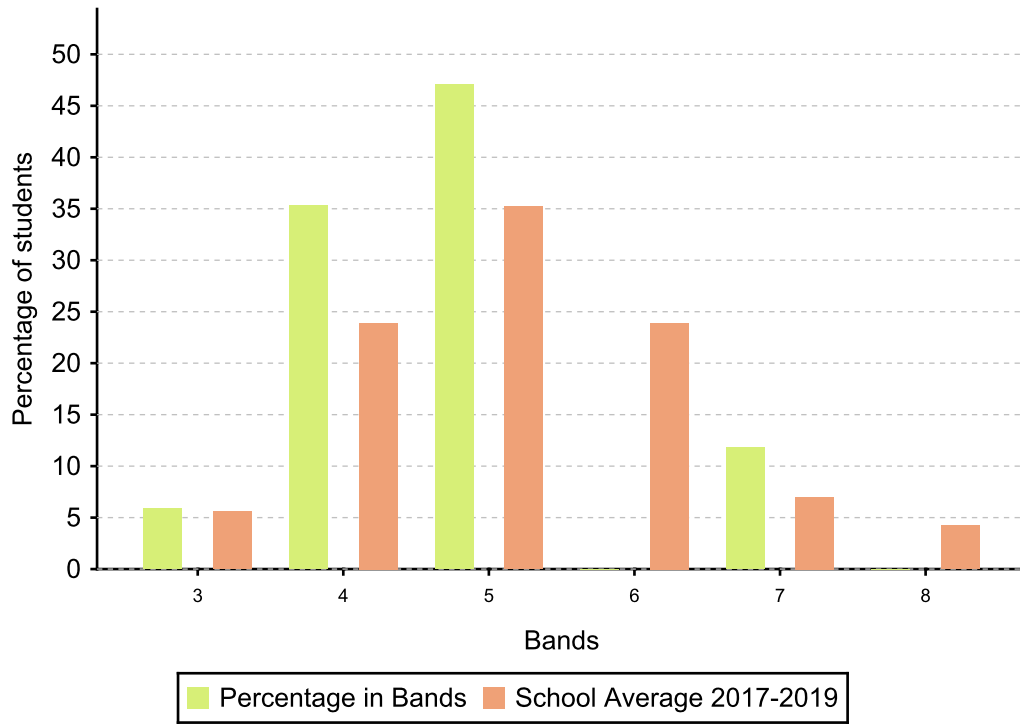
Band	3	4	5	6	7	8
Percentage of students	17.6	23.5	17.6	23.5	5.9	11.8
School avg -2019	16.9	14.1	47.9	14.1	2.8	4.2

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	12.5	37.5	16.7	12.5	12.5	8.3
School avg -2019	9.8	23	26.2	18	13.1	9.8

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	5.9	35.3	47.1	0.0	11.8	0.0
School avg -2019	5.6	23.9	35.2	23.9	7	4.2

Parent/caregiver, student, teacher satisfaction

In 2019, students from Years 4, 5 and 6 completed the online "Tell Them From Me" survey. The results showed that the percentage of students with a high rate of participation in art, drama, or music groups; extracurricular school activities; or school committee involvement exceeded 80% which was much higher than the average of all NSW Government schools (55%). Over 85% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future. Students also reported that they try hard to succeed in their learning (88%), and have friends at school they can trust and who encourage them to make positive choices (86%).

Our parents were also provided links to the 'Partners in Learning' Parent Survey which is a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. This parent survey is part of the Tell Them From Me Surveys which was conducted between 12 Sep 2019 and 25 Sep 2019. The results showed that parents perceptions regarding feeling welcomed in the school exceeded the mean scores for NSW Government schools, with higher scores for "I can speak easily to my child's teacher" (83%), "I feel welcome when I visit the school". "Teachers listen to concerns I have" (81%).

67% of parents had talked with a teacher about their child's learning more than 3 times and 33% reported that they had spoken with a teacher 2–3 times about their child's learning and 88% of parents reported that they had attended meetings or other school functions.

During 2019, staff completed the "Enabling Conditions for Collective Teacher Efficacy Questionnaire". This questionnaire had a 6 point Likert scale, where scores above 4 are considered high. All collated responses scored above 4 in every element. The items related to Responsiveness of Leadership scored 5 on this scale which is considered excellent. Teachers reported that school executive members enable teachers to carry out their duties effectively, that leaders show concern for staff and enable staff to focus on teaching and learning. Effectiveness of Systems of Intervention items scored 4.6. Teachers reported that there is a system in place to ensure high levels of success for students, and that students meet with success because of interventions in place.

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.