

# Glen Innes Public School

## 2019 Annual Report



2005

## Introduction

The Annual Report for 2019 is provided to the community of Glen Innes 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

Glen Innes Public School

Church St

Glen Innes, 2370

[www.gleninnes-p.schools.nsw.edu.au](http://www.gleninnes-p.schools.nsw.edu.au)

[gleninnes-p.school@det.nsw.edu.au](mailto:gleninnes-p.school@det.nsw.edu.au)

6732 2577

## School background

### School vision statement

At Glen Innes Public School we provide high quality, educational opportunities for each and every student. We take **pride** in our learning, **respect** all and celebrate the **success** of our school community.

### School context

Glen Innes Public School is situated in the NSW Northern Tablelands, traditional land of the Ngoorabul people.

Glen Innes is a rural community 100km to the north of Armidale on the New England Highway. The major economic base for the community relies on sheep and cattle grazing. Recently, two Windfarms have been developed in the area, contributing to the economy.

The school was established in 1875. It features extensive grounds, a significant environmental creek area and a range of architectural styles from its oldest building, a former church (1870), to the more modern technology-rich connected classrooms of the 21st century.

The school currently provides for 400 students from Kindergarten to Year 6. Approximately 21% of the students identify as being of Aboriginal or Torres Strait Islander background. Students come to school from homes based in the township of Glen Innes, from rural holdings in the surrounding shire and from the smaller villages, whose residents use Glen Innes as their major goods and services centre.

The school has a major intake into Kindergarten. Year 3 will receive an intake from Glen Innes West Infants School. The Year 6 students generally attend Glen Innes High School when they graduate from Glen Innes Public School.

The school has a strong educational tradition in the community, stable staffing and long term cultural capital within the wider community.

Glen Innes Public School offers a range of programs to enhance curriculum delivery. In particular, the 'Grow It, Cook It, Eat It' initiative and a very successful sporting program. An inclusive Creative and Practical Arts Program is being developed in the school. We have a supportive P&C Committee and families and community members are welcome to join us in the education of our students.

## 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	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	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1

### Excellence in Learning

#### Purpose

To build a school culture strongly focused on collective responsibility for student learning and success.

#### Improvement Measures

All teaching programs are data based and differentiated to meet individual student learning needs.

An increase in the number of students in the top two bands of NAPLAN in the areas of Reading and Numeracy.

An increase in the number of students participating in Creative and Practical Arts (CAPA) initiatives within the school.

All students are able to identify a staff member who can provide advice, support and assistance to fulfil their potential.

Implementation of a whole school approach to well-being with clearly defined behavioural expectations that create a positive teaching and learning environment through PBL values.

#### Progress towards achieving improvement measures

##### Process 1: Good Data, Good Practice, Great Results

Improve student progress and achievement through the collection and analysis of quality, valid and reliable data.

Evaluation	Funds Expended (Resources)
Throughout 2019 a variety of valid, reliable data that provides information about student achievement has been collected. This data is analysed and utilised to guide teaching and learning programs. Students identified as requiring additional assistance are supported by Learning and Support teachers and further follow up conducted by the Learning Support Team coordinated by the Assistant Principal Well being.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Low level adjustment for disability (\$260651.00)</li><li>• Quality Teaching, Successful Students (QTSS) (\$67338.00)</li></ul>

##### Process 2: Creative Kids

Specialist staff and existing staff expertise, will enable opportunities for all students to be confident and creative individuals, through participation in Creative and Performing Arts Initiatives.

Evaluation	Funds Expended (Resources)
In 2019 students were involved in a variety of initiatives under the 'Creative Kids' banner. This included band and choir. The band was expanded with the introduction of additional instruments allowing more students to be involved in this valuable program. Students continue to receive lessons from staff at NECOM via face to face or video conferencing. The choir and band performed at various school and community events.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$334692.00)</li></ul>

##### Process 3: Positive Culture, Respectful Relationships

Student well-being processes, including strong Kindergarten, Year 3 and High School Transition Programs will develop strong, confident students who will feel empowered, respected, valued and supported. to be achieving contributors in the school community.

Evaluation	Funds Expended (Resources)
The Kindergarten, Year 3 and High School Transition programs this year were again very successful in ensuring students feel known, cared and valued as they move into a new era of their education. These programs enable staff from various schools and early childhood settings in the Glen	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Low level adjustment for disability (\$260651.00)</li><li>• Socio-economic background</li></ul>

## Progress towards achieving improvement measures

Innes area to work together for the best outcomes for students.

(\$334692.00)

Completion and analysis of Tell Them From Me surveys with students and parents/carers enabled the school to collect and analyse feedback which is then used to guide future school planning.

Students and their families throughout the year were given additional support by the Assistant Principal Wellbeing and Learning Support Team.

## Strategic Direction 2

### Excellence in Leading

#### Purpose

Leading for continual school-wide improvement informed by high expectations and community involvement.

#### Improvement Measures

Students and staff indicate greater leadership opportunities and leadership skills development.

Increase student, parent/carer and community attendance at assemblies, community and other events.

#### Progress towards achieving improvement measures

##### Process 1: Building an Educational Community

Establish a Professional Learning Community with a focus on continuous improvement of teaching and learning.

Evaluation	Funds Expended (Resources)
<p>Throughout 2019 staff were involved in various Professional Learning opportunities, supported by the Instructional Leader EaFS, with a focus on the continual improvement of staff skills, knowledge and understanding, this staff development assists in the development of student outcomes.</p> <p>In 2019 Glen Innes Public School organised various professional development opportunities for staff, teaching and SASS, from within the Northern Tablelands area and beyond.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Support for beginning teachers (\$28260.00)</li><li>• Low level adjustment for disability (\$260651.00)</li></ul>

##### Process 2: Leading for Today and Tomorrow

Expansion of leadership opportunities through school activities for staff and students.

Evaluation	Funds Expended (Resources)
<p>In 2019, staff were given opportunities to develop their leadership skills and utilising their expertise to support other staff. Mentoring of beginning teachers occurred and several staff achieved accreditation.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$67338.00)</li><li>• Support for beginning teachers (\$28260.00)</li></ul>

##### Process 3: Connecting Community

Develop opportunities for parents and community members in school-related activities as part of a cohesive educational community.

Evaluation	Funds Expended (Resources)
<p>The focus for 2019, as it has always been, is to foster opportunities for parents/carers to participate in various school-related activities. Parents/carers are encouraged to contact the school at anytime if they have any questions or concerns and a parent/carer feedback form was developed. The school continued its strong connection to the P&amp;C.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Aboriginal background loading (\$99228.00)</li><li>• Socio-economic background (\$334692.00)</li></ul>

## Strategic Direction 3

### Excellence in Teaching

#### Purpose

To develop evidence-based teaching practices that are relevant, reflective and flexible.

#### Improvement Measures

All teaching programs reflect current evidence-based teaching practice.

Student self-assessment identifies an improvement of student understanding of success criteria and how this can be utilised to improve learning outcomes.

All staff work collaboratively within learning teams to share achievements and goals.

#### Progress towards achieving improvement measures

##### Process 1: Positive Practice, Positive Learning

Teachers engage in high quality professional learning and engage with current research to implement high quality evidence based teaching practice.

Evaluation	Funds Expended (Resources)
The Professional Learning committee was developed in 2019 to ensure professional learning opportunities were fair and equitable, and that these opportunities were aligned with the School Strategic Directions, NESA Teaching Standards and positively impacted student learning outcomes.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$67338.00)</li><li>• Support for beginning teachers (\$28260.00)</li></ul>

##### Process 2: Explicit Teaching, High Expectations

Use of Visible Learning strategies, including success criteria to guide student centred learning experiences.

Evaluation	Funds Expended (Resources)
Throughout 2019 staff were supported by the Principal, Assistant Principals and the Instructional Leader to develop teaching and learning programs that reflected current evidence-based teaching practices. Students identified through the use of assessment data as requiring additional support were supported by the Learning and Support teachers, the Learning Support Team and the Assistant Principal Wellbeing.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Aboriginal background loading (\$99228.00)</li><li>• Quality Teaching, Successful Students (QTSS) (\$67338.00)</li></ul>

##### Process 3: Collaborative Practice, Effective Feedback

Teachers engage in high quality professional discussion and collaborative practice to improve teaching and learning across the school.

Evaluation	Funds Expended (Resources)
Professional learning experiences within the school and external to the school throughout 2019 enabled teachers to network and engage in high quality professional discussion and collaborative practice.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$67338.00)</li></ul>



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$99 228.00)</li> </ul>	<p>Throughout 2019 students at Glen Innes Public School were involved in various cultural experiences both within the classroom through History and Geography lessons as part of the HSIE syllabus. Activities and event such as NAIDOC Day also increased all students knowledge and understanding of Aboriginal culture. Additional activities were conduct for students who identify as being from an Aboriginal or Torres Strait Island background including Culture Camp for students in Years 5–6. A whole staff professional learning day was held at the local lands council property 'The Willows' to enhance staff cultural understanding.</p> <p>Activities conducted in 2019 utilising this funding included:</p> <p>Cultural Camp – Years 3–6.</p> <p>Aboriginal Elders morning teas.</p> <p>NAIDOC Day celebrations for all students at school, and involvement in local community event.</p> <p>Staff Development Day at The Willows for Cultural Awareness and understanding.</p> <p>Additional support in classrooms for students identified as having specific needs.</p>
<b>English language proficiency</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>English language proficiency (\$13 296.00)</li> </ul>	<p>Students identified as requiring additional English language development were supported in the classroom. utilising this funding source.</p>
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$269 599.00)</li> </ul>	<p>Through the use of NAPLAN and school based data, students who were identified as requiring additional support were provided with this support through the use of this funding. This involved the employment of additional Student Learning Support Officers and Learning and Support teachers.</p> <p>In addition the continuation of the position of Assistant Principal Well being to support students and their parent/carers, including referral to support agencies outside the school utilised some of this funding source.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$67 338.00)</li> </ul>	<p>Quality Teaching, Successful Students funding enabled Assistant Principals, K–2, Stage 2 and Stage 3 supported staff in the classroom using a shoulder-to-shoulder approach to improve teacher knowledge, skills and understanding in various Key Learning Areas with a particular focus on Literacy and Numeracy. Teachers were also supported in the NESA accreditation process.</p>
<b>Socio-economic background</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Socio-economic</li> </ul>	<p>Various school-based initiatives were supported throughout 2019 utilising this</p>

<b>Socio-economic background</b>	background (\$334 692.00)	<p>funding source. This enabled all students to access the curriculum equitably.</p> <p>Well being initiatives in 2019 included:</p> <ul style="list-style-type: none"> <li>–Breakfast program and Recess/Lunch program</li> <li>– Provision of school uniform and other school necessities including school bags</li> <li>– Subsidies for events and excursions for all students</li> <li>– Kitchen Garden Program</li> </ul>
<b>Support for beginning teachers</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$28 260.00)</li> </ul>	<p>In 2019, Beginning Teacher funding was utilised for mentoring of beginning teachers, and additional release from face to face for beginning teachers to enable them to observe lessons and speak with their mentor.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	209	216	217	222
Girls	164	158	166	173

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	93	93.5	92.1	92.3
1	90.9	92.9	90.6	90.8
2	91	93.8	91.2	90.6
3	89.1	92.2	90.8	90.1
4	90.7	90	90.6	90.4
5	92	90.8	89.4	87.7
6	91.5	89.1	88.4	89.8
All Years	91.1	91.6	90.3	90.2
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)	4
Classroom Teacher(s)	15.35
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.7
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	5.22

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

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

### Workforce ATSI

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

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

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

### Teacher qualifications

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

### Professional learning and teacher accreditation

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

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

## Financial information

### Financial summary

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

	2019 <b>Actual</b> (\$)
<b>Opening Balance</b>	461,262
<b>Revenue</b>	4,736,765
Appropriation	4,603,853
Sale of Goods and Services	2,080
Grants and contributions	127,055
Investment income	3,777
<b>Expenses</b>	-4,690,251
Employee related	-4,100,034
Operating expenses	-590,217
<b>Surplus / deficit for the year</b>	46,513

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

## Financial summary - Equity loadings

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

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	321,587
<b>Equity Total</b>	716,814
Equity - Aboriginal	99,228
Equity - Socio-economic	334,692
Equity - Language	13,296
Equity - Disability	269,599
<b>Base Total</b>	2,728,404
Base - Per Capita	91,279
Base - Location	79,310
Base - Other	2,557,815
<b>Other Total</b>	682,807
<b>Grand Total</b>	4,449,612

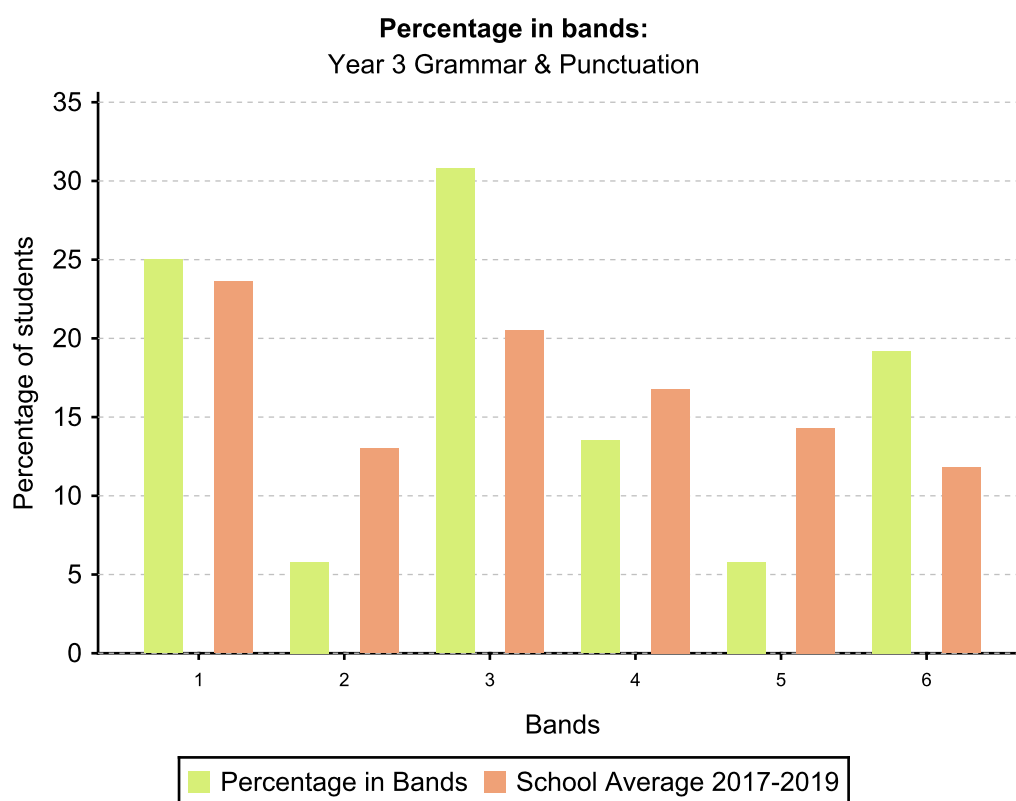
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

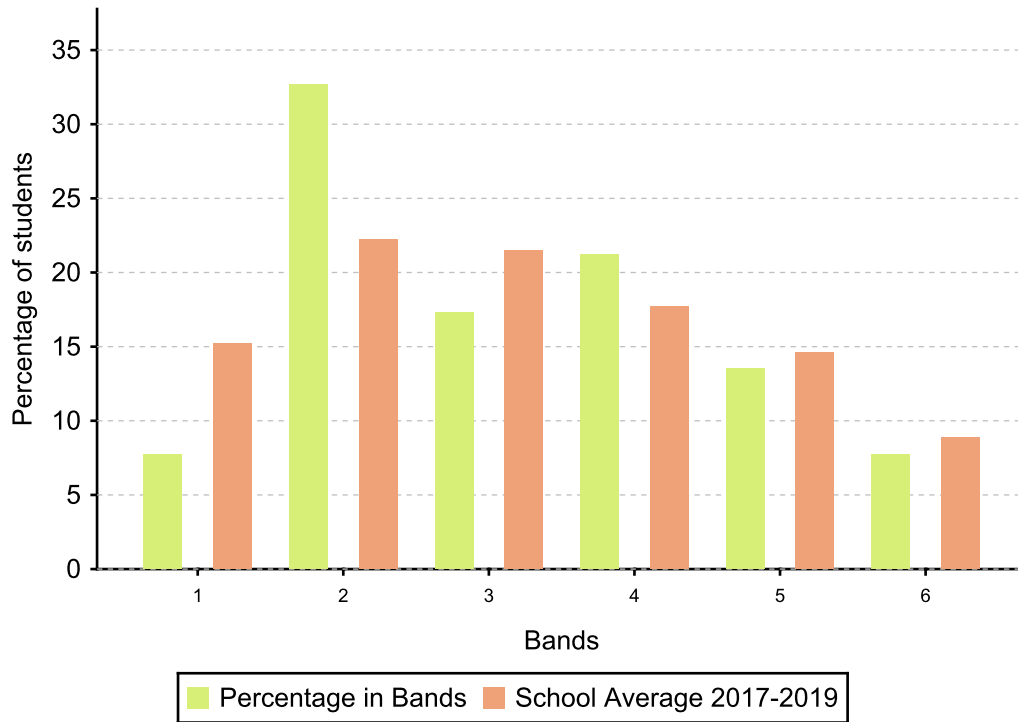
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

### Literacy and Numeracy Graphs



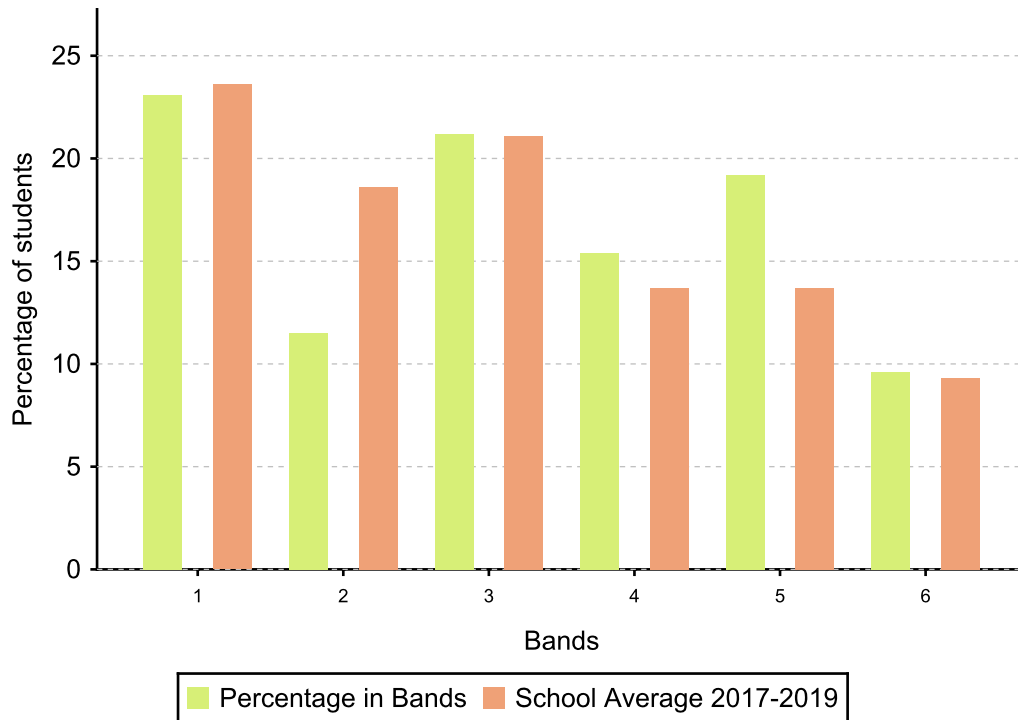
Band	1	2	3	4	5	6
Percentage of students	25.0	5.8	30.8	13.5	5.8	19.2
School avg 2017-2019	23.6	13	20.5	16.8	14.3	11.8

**Percentage in bands:**  
Year 3 Reading



Band	1	2	3	4	5	6
Percentage of students	7.7	32.7	17.3	21.2	13.5	7.7
School avg 2017-2019	15.2	22.2	21.5	17.7	14.6	8.9

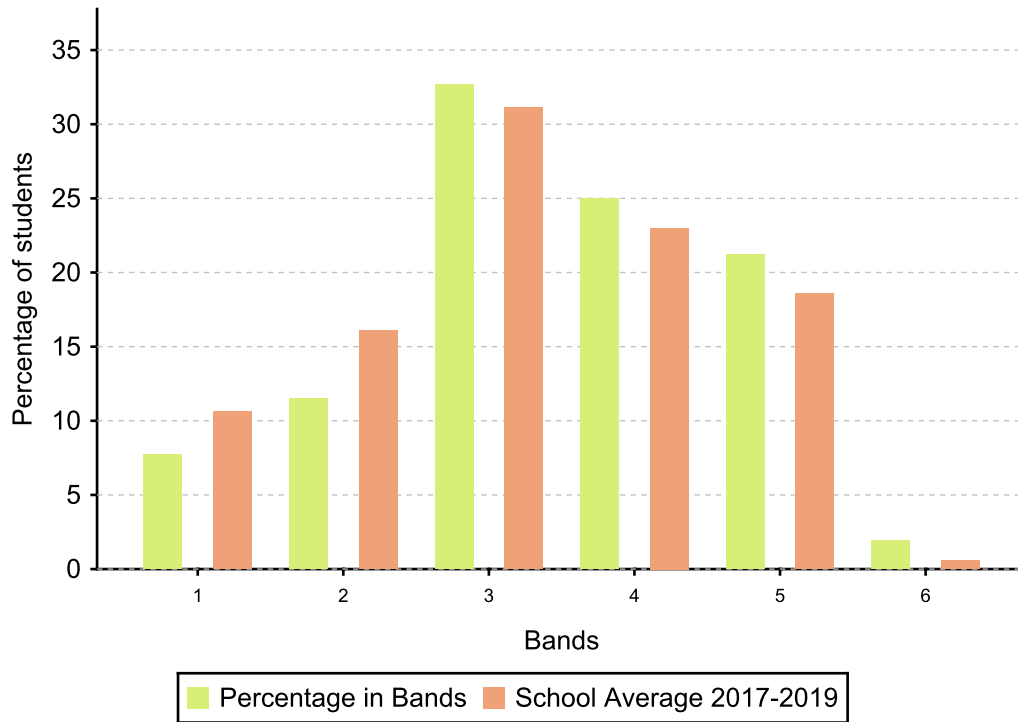
**Percentage in bands:**  
Year 3 Spelling



Band	1	2	3	4	5	6
Percentage of students	23.1	11.5	21.2	15.4	19.2	9.6
School avg 2017-2019	23.6	18.6	21.1	13.7	13.7	9.3

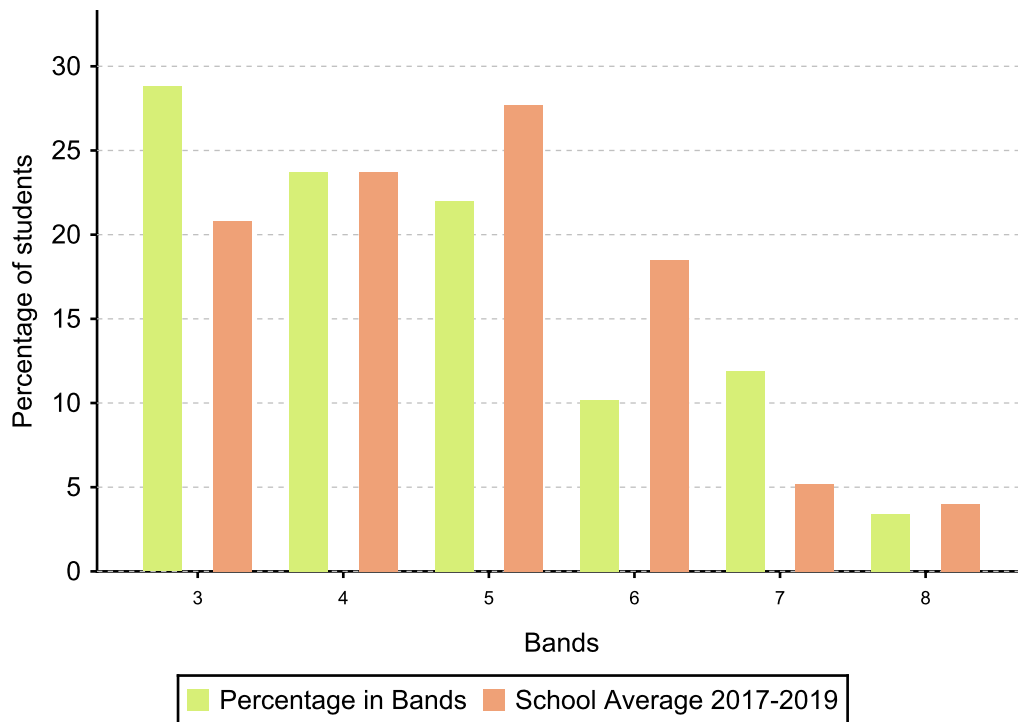


**Percentage in bands:**  
Year 3 Writing



Band	1	2	3	4	5	6
Percentage of students	7.7	11.5	32.7	25.0	21.2	1.9
School avg 2017-2019	10.6	16.1	31.1	23	18.6	0.6

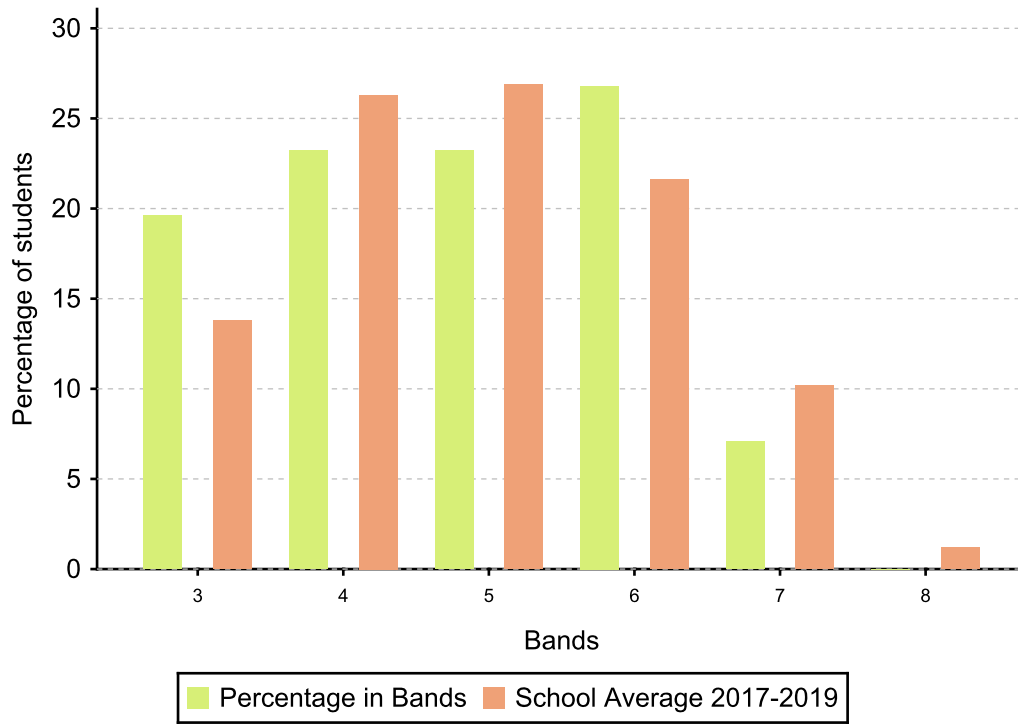
**Percentage in bands:**  
Year 5 Grammar & Punctuation



Band	3	4	5	6	7	8
Percentage of students	28.8	23.7	22.0	10.2	11.9	3.4
School avg 2017-2019	20.8	23.7	27.7	18.5	5.2	4

### Percentage in bands:

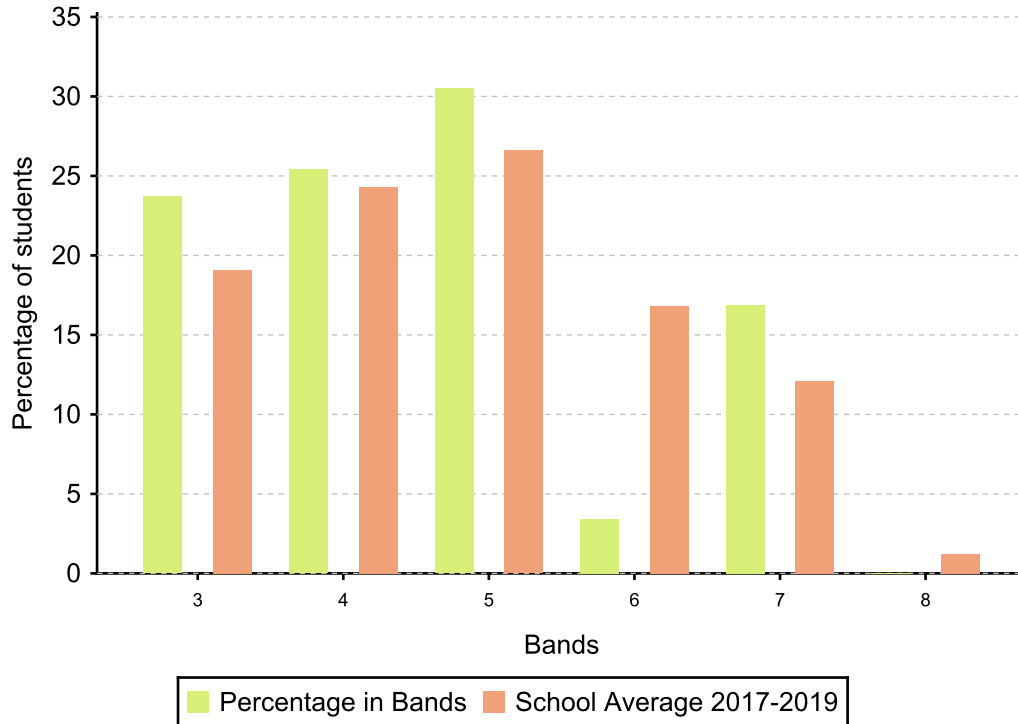
#### Year 5 Reading



Band	3	4	5	6	7	8
Percentage of students	19.6	23.2	23.2	26.8	7.1	0.0
School avg 2017-2019	13.8	26.3	26.9	21.6	10.2	1.2

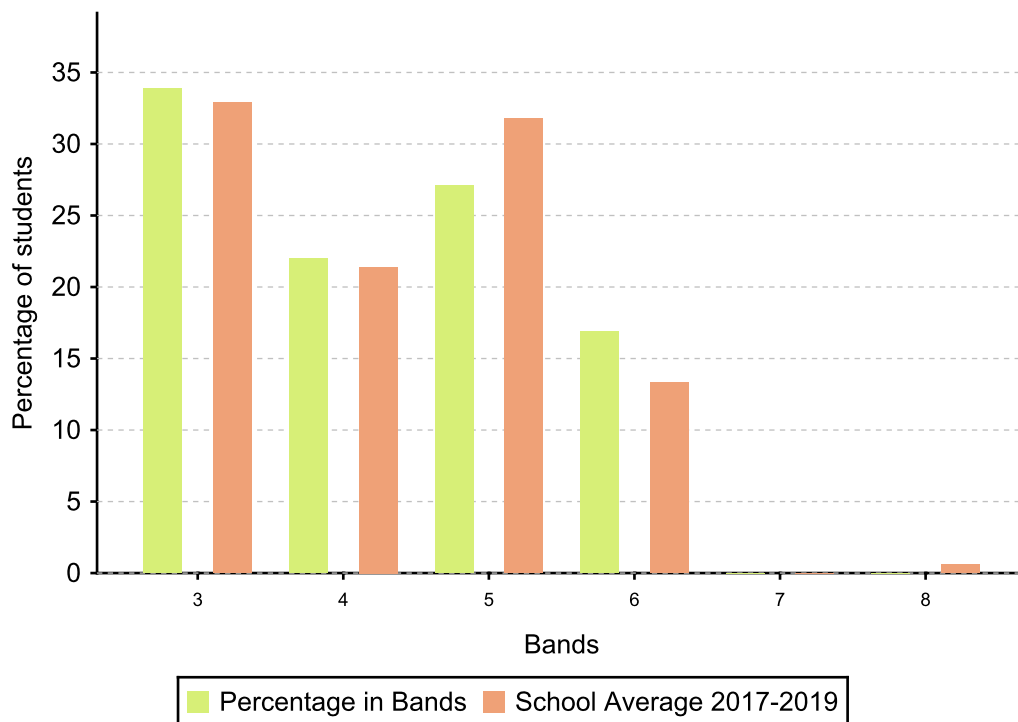
### Percentage in bands:

#### Year 5 Spelling



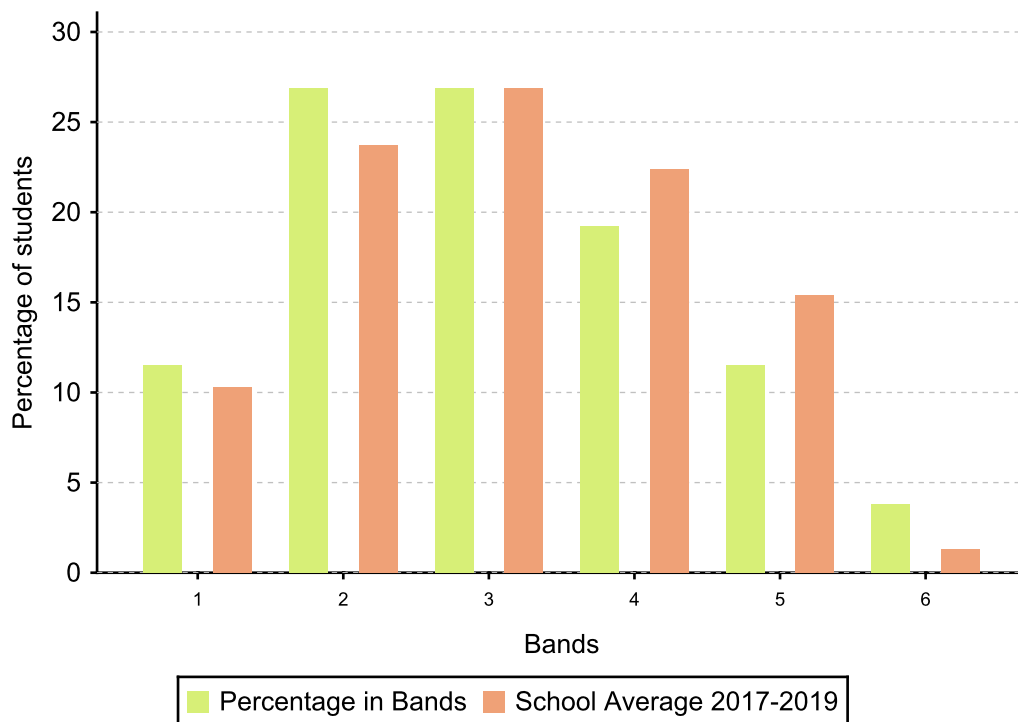
Band	3	4	5	6	7	8
Percentage of students	23.7	25.4	30.5	3.4	16.9	0.0
School avg 2017-2019	19.1	24.3	26.6	16.8	12.1	1.2

**Percentage in bands:**  
Year 5 Writing



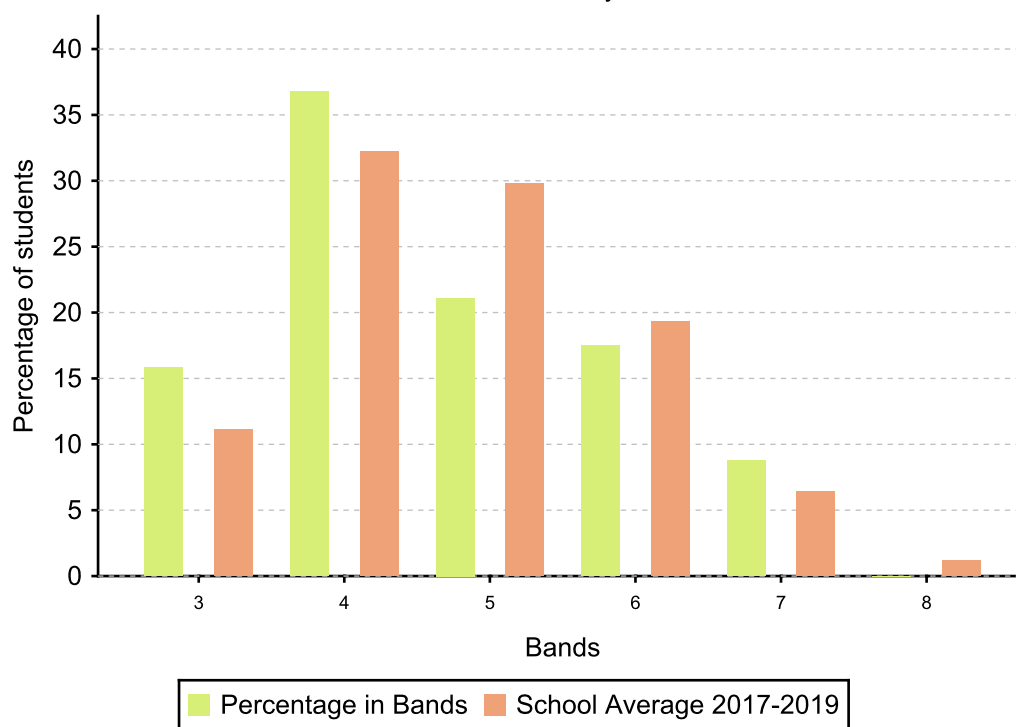
Band	3	4	5	6	7	8
Percentage of students	33.9	22.0	27.1	16.9	0.0	0.0
School avg 2017-2019	32.9	21.4	31.8	13.3	0	0.6

**Percentage in bands:**  
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	11.5	26.9	26.9	19.2	11.5	3.8
School avg 2017-2019	10.3	23.7	26.9	22.4	15.4	1.3

**Percentage in bands:**  
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	15.8	36.8	21.1	17.5	8.8	0.0
School avg 2017-2019	11.1	32.2	29.8	19.3	6.4	1.2

## Parent/caregiver, student, teacher satisfaction

In 2019 Glen Innes Public School participated in the Tell Them From Me (TTFM) surveys. These surveys are a means for capturing student, parent/carer and student voice and provide reliable evidence for the school in identifying strengths and areas for improvement.

### Parent Satisfaction

The 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. It is based primarily on Joyce Epstein's framework for fostering positive relations between the school and the community. The survey provided feedback to the school about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.

Results from this survey are based on data from 18 respondents in this school who completed the Parent Survey between 15 Sep 2019 and 25 Sep 2019.

### Student Satisfaction

The Student Tell Them From Me Survey was conducted in September 2019 and is based on a comprehensive survey of student perceptions in regards to Social-Emotional outcomes, and drivers of student outcomes. Results are based on data from 146 students in Years 4, 5 and 6, in this school who completed the survey between 12 Sep 2019 and 25 Sep 2019.

### Teacher Satisfaction

The 'Focus on Learning Survey' is a self-evaluation tool for teachers and schools which is based on two complementary research paradigms.

One is 'effective schools' research which has identified the most important correlates of student outcomes. The questions in the survey were grouped to assess eight of the most important Drivers of Student Learning. The research on classroom and school effectiveness has consistently shown these factors to be strong correlates of student achievement.

The second paradigm, related to Dimensions of Classroom and School Practices, is based on the learning model followed by the Outward Bound program. This is hailed as an effective model of teaching as participants are presented with tangible, challenging goals; the training entails a series of activities that lead participants to achieving those goals in incremental steps; there is constant feedback from trainers and peers; and the staff help participants overcome personal obstacles such as fear or a lack of perseverance. The Outward Bound model is described in John Hattie's book, *Visible Learning* (Routledge, 2008), which builds upon Carl Bereiter's model of learning and the taxonomy for learning, teaching and assessment set out by Lorin Anderson, David Krathwohl and Benjamin Bloom.

This report provides results based on data from 17 respondents in this school who completed the Teacher Survey between 10 Sep 2019 and 25 Sep 2019.

The images below show a snapshot of responses by students, parents/carers and teachers.

Two-way Communication with Parents	
Parents feel welcome	
School Mean (NSW Govt Norm)	5.9 (7.4)
I feel welcome when I visit the school.	6.1
I can easily speak with my child's teachers.	5.9
I am well informed about school activities.	5.4
Teachers listen to concerns I have.	6.6
I can easily speak with the school principal.	4.9
Written information from the school is in clear, plain language.	6.8
Parent activities are scheduled at times when I can attend.	4.9
The school's administrative staff are helpful when I have a question or problem.	6.8

## School supports learning

### School Mean (NSW Govt Norm)

6.9 (7.3)

Teachers have high expectations for my child to succeed.

6.7

Teachers show an interest in my child's learning.

6.6

My child is encouraged to do his or her best work.

6.3

Teachers take account of my child's needs, abilities, and interests.

6.9

Teachers expect homework to be done on time.

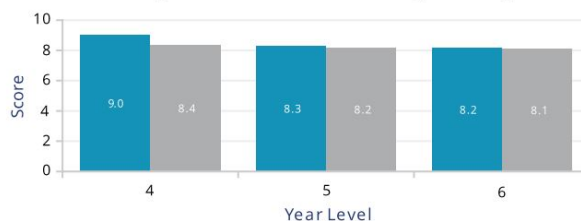
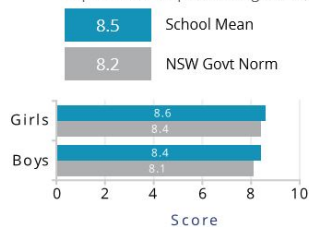
7.6

Teachers expect my child to work hard.

7.6

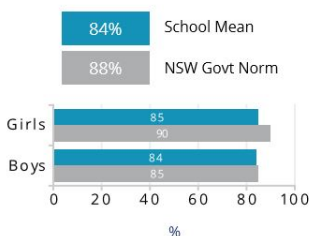
## Effective learning time

Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.



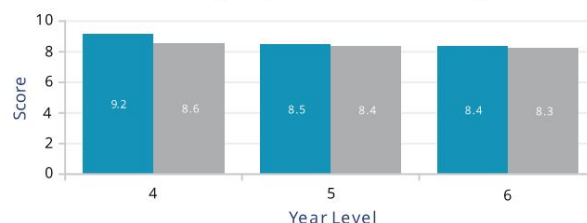
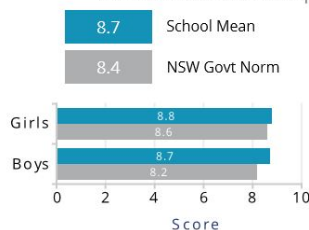
## Effort

Students try hard to succeed in their learning.



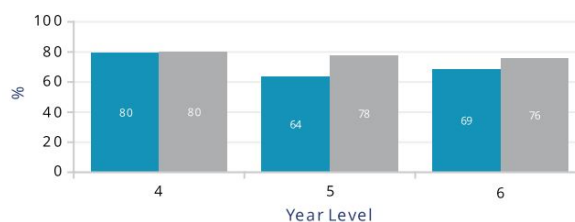
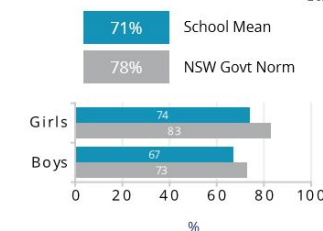
## Positive teacher-student relations

Students feel teachers are responsive to their needs and encourage independence with a democratic approach.



## Students who are interested and motivated

Students are interested and motivated in their learning.



# 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.