

## Ingleburn Public School

### 2019 Annual Report



## Introduction

The Annual Report for 2019 is provided to the community of Ingleburn Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

### School contact details

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## School background

### School vision statement

An innovative and collaborative learning environment that empowers all of us to be future focused global citizens.

### School context

Ingleburn Public School is part of the St. Andrews Principal Network in the South Western Sydney Region. It is located near the CBD of Ingleburn. There are approximately 590 students enrolled from Kindergarten to Year 6 from a diverse range of student backgrounds. The school has approximately 56% of its students with a language background other than English and 25 Aboriginal students.

Ingleburn Public School has undertaken a dramatic transformation as evidenced in 2015 – 2017 School Plan to bring about a cultural change that ensures our students are best equipped for life in the 21st century. This ongoing transformation is at the heart of our plan for the coming years.

Ingleburn Public School is a future focused school with a particular emphasis on teacher professional learning to support student outcomes.

The school has a wonderful mix of early career to more experienced staff who are actively engaged in their profession.



## Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

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

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

### Self-assessment using the School Excellence Framework

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

## Strategic Direction 1

### Innovative Learning Design

#### Purpose

Authentic learning provides for the diversity of learners in our globalised and highly digital society. Innovative learning design will explore creativity in all its aspects encompassing holistic wellbeing practices empowering collaborative, future focused global citizens.

#### Improvement Measures

Increased proportion of students demonstrating active engagement with their learning through the use of flexible learning spaces.

Increased proportion of students achieving expected growth in literacy.

Increased proportion of students achieving expected growth in numeracy.

#### Overall summary of progress

TIPs projects in 2019 was about developing a deeper understanding of Universal Design for Learning (UDL) principles. Evaluation of our work from 2018 showed that teachers had a solid understanding of UDL principles and were beginning to include UDL in their learning design. This was shown through the action and expression strand. For example: Teachers allowed students to demonstrate their learning in a variety of ways. 2019 focus has been to deepen teachers understanding of the UDL pedagogies by providing professional learning for teachers to explore the engagement and representation strands. This has been achieved by teachers working collaboratively during Staff Development Days to better understand those 2 strands. Teachers worked together to create Literacy and Numeracy activities targeted to their specific year levels focussing on engagement and representation. These were presented during our annual TIPs night in Term 4.

We have adopted the UDL framework while planning for Literacy and Numeracy to ensure constancy across the school. In creating our flexible learning spaces, considerations were made for UDL principles. For example: Outdoor music spaces have allowed students to explore and express their understanding through music. The creation of specialised learning spaces such as the kitchen to further allow students to express their understanding through cooking.

The achievement of all staff in completing Apple Teacher certification has given them the skills to use technology creatively for Literacy and Numeracy learning and allowed technology to become a vehicle for Universal Design for Learning (UDL) principles. Building on from 2018 in 2019 teachers furthered their understanding of Apple Technologies through the Discovery Centre program.

#### Progress towards achieving improvement measures

**Process 1:** Implement a whole school approach to support students development of literacy and numeracy skills through **Universal Design for Learning**.

Create a framework for planning literacy and numeracy with **Universal Design for Learning** that is consistent throughout the school

Evaluation	Funds Expended (Resources)
Utilised the UDL framework to link in our Literacy and Numeracy activities. These will then become the basis for a bank of activities to be shared with staff.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$15000.00)</li><li>• Support for beginning teachers (\$5000.00)</li></ul>

**Process 2:** Implement a whole school integrated approach to using of Apple Technologies and Maker Technologies to develop students literacy skills

Evaluation	Funds Expended (Resources)

## Progress towards achieving improvement measures

Discovery Centre – All classes came and participated in the Discovery Centre program. Next year, we will move towards guiding staff through incorporating technology into their programs.

Everyone Can Create Program – Plans for next year to hold technology workshops for teachers to share their skills on embed technology use into their program, including sharing knowledge gained from the Apple Teacher Program.

### Funding Sources:

- Socio-economic background (\$5000.00)
- Quality Teaching, Successful Students (QTSS) (\$2000.00)

**Process 3:** Implement a whole school approach to the effective use of flexible learning environments to enhance the implementation of Universal Design for Learning pedagogical practice.

## Evaluation

TIPs: The TIPs project didn't refer to the learning environments. The use of environments and resource management was reflected on separately and will be used to inform the next year's school direction and organisation. Additional outdoor learning spaces have been created, including the Gazebo, stages and outdoor orchestra (musical instruments).

## Funds Expended (Resources)

### Funding Sources:

- Socio-economic background (\$50000.00)

## Next Steps

- Mentoring and guiding staff through incorporating technology into their programs.
- Everyone Can Create Program – Hold technology workshops for teachers to share their skills on embedding technology use into their program, including sharing knowledge gained from the Apple Teacher Program.
- Creating a sharing platform for teachers to share Literacy and Numeracy programs which embed the UDL Framework– Further creation of specialised learning spaces to facilitate authentic learning, for example, vegetable gardens, sensory walls.



## Strategic Direction 2

### Empowered Learning

#### Purpose

Learning is owned by the learner and learners are empowered to use technology, space and a variety of equipment to demonstrate learning.

All learning opportunities allow the learner to recognise growth in themselves and learning is celebrated and approached with confidence and enthusiasm.

Learning opportunities connect learners globally, developing an understanding of the impact they have on others and their world.

#### Improvement Measures

Increased proportion of learners demonstrating a growth mindset.

Increased proportion of learners regularly engaging in sharing their successes.

Increased proportion of learners using age appropriate self-evaluation tools.

#### Overall summary of progress

2019 has seen the continual development and implementation of a school-based teacher observation tool which is a means by which teachers can observe how they are achieving the school vision in their context. Outcomes from the Teachers Observation Tool has lead to staff reflecting on their own practice and engaging in professional learning that is self-directed, future-focused, differentiated and reflective of their classroom pedagogies. Teachers continue to share their own learning successes with their colleagues in their Teacher Inquiry Projects (TIPS) night presentations.

Teachers have experimented with the use of SeeSaw as a communication tool for parents. This in addition to, our SkoolBag app has seen teachers keep our parents informed about what is happening within our school context.

Positive Behaviour for Learning (PBL) is an integral strategy used to promote and support positive wellbeing at Ingleburn Public School. Due to the successful implementation of the whole school four pillar awards, there has been a decrease in top tier student behaviour. A buddy class system, tied in with lessons in the Discovery Centre supported student understanding of the four pillar expectation. This is also provided mentorship and citizenship learning opportunities for students.

#### Progress towards achieving improvement measures

**Process 1:** Teachers will engage in professional learning that is self-directed, future-focused, reflective, differentiated and collegial.

Evaluation	Funds Expended (Resources)
Teacher Observation Tool: The tool was used within the school but there were variations in the way teachers provided feedback to each other. We need to do more work fostering a culture that is willing to share and collaborate. Focus for next year should be around developing a strategy for the use of this tool and mentoring programs.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$15000.00)</li></ul>

**Process 2:** Provide opportunities for inclusive education through the establishment of parent and community forums.

Evaluation	Funds Expended (Resources)
Mothers as Mentors program or Yarning Circle did not continue throughout this year. AECG meetings were attended by a school representative.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• English language proficiency (\$5000.00)</li></ul>
Technology: The use of technology, through the use of See-saw, Twitter and	

## Progress towards achieving improvement measures

the school website, continued to forge parent–community–school connections. Staff use of these applications improved following Staff Development Day discussions. We need to further develop ways to encourage parents to be more frequent users of these applications.

**Process 3:** The development of a student/staff self–assessment tool (building on the school evaluation tool already in place).

Evaluation	Funds Expended (Resources)
The development Student Observation Tool is rescheduled for next year as this year's focus was the development of the whole school PBL Framework.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio–economic background (\$500.00)</li></ul>

**Process 4:** Implement a whole school integrated approach to student well–being in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
<p>The goal of creating the Student Observation tool was changed as we realised we had to develop the PBL framework and structure previously.</p> <p>The PBL Framework and strategy was developed and implemented. Staff made good use of the reward systems in place, including House Points and Pillar Awards. In reflection, our goal for next year is to make use of positive reinforcement to reduce the frequency of negative incidents. A strategy for staff to further understand the steps for dealing with negative behaviour needs to be developed and embedded into everyday practice.</p>	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio–economic background (\$10000.00)</li></ul>

## Next Steps

- Ignite team participates in regular meetings to act as a catalyst for continued innovation throughout the school.
- Continue to implement and improve the observation tool and consider modifications necessary to make it part of a professional improvement measure for teachers.
- The school community demonstrates aspirational expectations of learning progress and achievement for all students. As such, parent engagement and parents having a greater understanding of what their children are learning.
- Develop a policy for appropriate communication and technology expectations for parents.



## Strategic Direction 3

### Entrepreneurship

#### Purpose

All learners are recognised as global architects of the future. They are empowered to develop a spirit of innovation and ethical leadership, valuing teamwork that recognises individual strengths.

Entrepreneurial projects are meaningful and authentic focusing on developing solutions to community problems and addressing global issues.

Entrepreneurial mindsets are optimistic and built around the notion that there are no limits on what can be achieved. Learners are empowered to connect with the world, fostering empathy and the consideration of ethical implications.

#### Improvement Measures

Increase in the proportion of staff implementing Positive Behaviour for Learning with a focus on the four pillars of the school vision.

Increased proportion of students engaging in entrepreneurial projects.

Increased parent and community engagement in a range of projects and opportunities.

#### Overall summary of progress

Entrepreneurship in 2019 was embedded into teachers classroom practice using the innov8 framework, as this was a strong need for staff development in UDL. Teachers used the innov8 framework as a model for teaching and providing authentic learning experiences for students. Through this framework, we looked at a way to teach concepts through real-life authentic contexts and encouraging students to work through the framework and steps to complete programs. For example: Egg House and Dream Houses where students followed the framework for authentic Numeracy programs.

2019 saw the establishment of a new Entrepreneurship project of a world first Parent Child Interaction Therapy (PCIT) Clinic across 5 other schools and a pre-school across South-West Sydney. The program is for managing emotional, oppositional and defiant behaviour in young children.

Film By Festival in 2019 was a success with new schools participating and a sold out venue on the night. The total number and quality of films increased significantly demonstrating the quality teaching and learning programs surrounding creating films.

#### Progress towards achieving improvement measures

**Process 1:** Identify and teach the skills necessary for entrepreneurship e.g. communication skills such as phone manner, letter writing etc.

Evaluation	Funds Expended (Resources)
Entrepreneurship: Due to embedding into Literacy and Numeracy program it was a focus in 2019 as UDL was identified as a greater need.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$10000.00)</li><li>• Socio-economic background (\$12000.00)</li></ul>
Discovery Centre: Embedded the entrepreneurial skills within teaching and learning experiences, including through Film By process.	
These explicit skills will need to be a focus for new staff professional development next year.	

**Process 2:** Use entrepreneurial projects as a context for STE(A)M and to build authenticity in literacy and numeracy programs.

Evaluation	Funds Expended (Resources)
For next year, consider capturing photos, videos and good news stories to	<b>Funding Sources:</b>

## Progress towards achieving improvement measures

create a promotional video for the Film By festival.

• Quality Teaching, Successful Students (QTSS) (\$10000.00)

**Process 3:** Create and use *design thinking strategies entrepreneurial framework* and *Agile Sprints* that incorporate reflective practice.

Evaluation	Funds Expended (Resources)
<p>Classes use the design thinking process through the creation of films and other projects . It was decided not to make this a focus for this year due to the high turn over of staff at the end of Term 2.</p> <p>For next year, staff to look at Agile Sprints and whether this could also be embedded within Literacy and Numeracy, alongside the design thinking skills.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$1000.00)</li> </ul>

## Next Steps

- Continue to expand the Parent Child Interaction Therapy Clinic (PCIT) across our community network. Start encouraging teachers to learn from the project. For example, sitting in on sessions and having teacher PLs run by PCIT facilitator.
- Agile Sprints embedded with the design thinking skills.
- To continue to forge links with the local community to support student learning, both with businesses and local charities.
- Continuing to explore opportunities to increase participation of schools in the Macarthur area for Film By festival.



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 (\$21 663.00)</li> </ul>	<p>Relationships with ATSI families has been strengthened through the Personalised Learning Plans process and more regular consultation with student progress and achievement.</p> <p>Staff attended professional learning day at Botany Bay. Teachers gained knowledge and resources to on how to teach Aboriginal History in a sensitive and respectful way, weaving from materials in the garden, identifying different bush tucker in the environment around us and how to implement all of this into our school environment to empower students and their culture.</p>
<b>English language proficiency</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• English language proficiency (\$49 240.00)</li> </ul>	<p>EAL/D students, as well as teachers with students identified as EAL/D received support from our EAL/D teachers throughout 2019.</p> <p>Programs were put in place to support identified EAL/D students learning needs. Programs consisted of small withdrawal groups of New Arrival students, in addition to students at a BLL (Beginner Limited Literacy Phase) and BSL (Beginner with Some Print Literacy Phase). In class support was also provided to support students at an Emergent Phase.</p> <p>Teachers worked collaboratively to provide support and ensured all students had the same opportunities to achieve their best in English language proficiency.</p> <p>Our school worked together with Lurnea Intensive English Centre to secure transfers for those New Arrival students that are eligible for intensive English support in preparation to entering high school.</p>
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$85 737.00)</li> </ul>	<p>Processes for identifying, monitoring and reviewing students with specialised needs have been refined, resulting in resources being adequately and equitably allocated across the school. School Learning and Support Officers were employed and strategically used to meet the diverse needs of students.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$104 053.00)</li> </ul>	<p>In 2019 specialist teachers utilised UDL principles to model how technology and creative arts can be authentically imbedded across the curriculum with a particular focus on responding to texts. All teachers were present for these lessons with their students and demonstrated the success students could achieve in an engaging lesson. teachers were encouraged to follow up on these lessons with the ideas provided.</p>
<b>Socio-economic background</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Socio-economic background (\$124 528.00)</li> </ul>	<p>Students assistance was provided to families as required to ensure full participation of all students in school programs. This included the provision of school uniforms and equipment, excursions, performances and</p>

<b>Socio-economic background</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Socio-economic background (\$124 528.00)</li> </ul>	camps.  Student Council is a K–6 initiative led by Stage 3 teachers and students. This program has enabled our students to have a voice and establish and lead school initiatives.
<b>Support for beginning teachers</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$93 318.00)</li> </ul>	Extra support and teacher release offered one day per week to access additional professional learning, additional RFF and mentoring time with an experienced Assistant Principal Mentor.

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	306	308	312	314
Girls	299	283	290	286

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	90.6	91	91.9	91.3
1	90.7	92.5	90.4	90.5
2	92.6	91	93.9	91.1
3	92.9	92.6	92.3	93.4
4	92.4	93.5	92.5	92.6
5	92.8	92.7	92.5	89.9
6	92.7	91.4	91.1	92.7
All Years	92	92.1	92.1	91.7
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

### Management of non-attendance

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

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

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	23.07
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.6
Teacher Librarian	1.2
Teacher ESL	2.4
School Administration and Support Staff	4.06

\*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>	1,305,697
<b>Revenue</b>	5,660,456
Appropriation	5,413,741
Sale of Goods and Services	3,954
Grants and contributions	234,933
Investment income	3,628
Other revenue	4,200
<b>Expenses</b>	-6,252,575
Employee related	-5,049,467
Operating expenses	-1,203,107
<b>Surplus / deficit for the year</b>	-592,119

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>	60,702
<b>Equity Total</b>	721,915
Equity - Aboriginal	21,663
Equity - Socio-economic	124,528
Equity - Language	305,358
Equity - Disability	270,365
<b>Base Total</b>	4,137,751
Base - Per Capita	141,252
Base - Location	0
Base - Other	3,996,499
<b>Other Total</b>	296,291
<b>Grand Total</b>	5,216,659

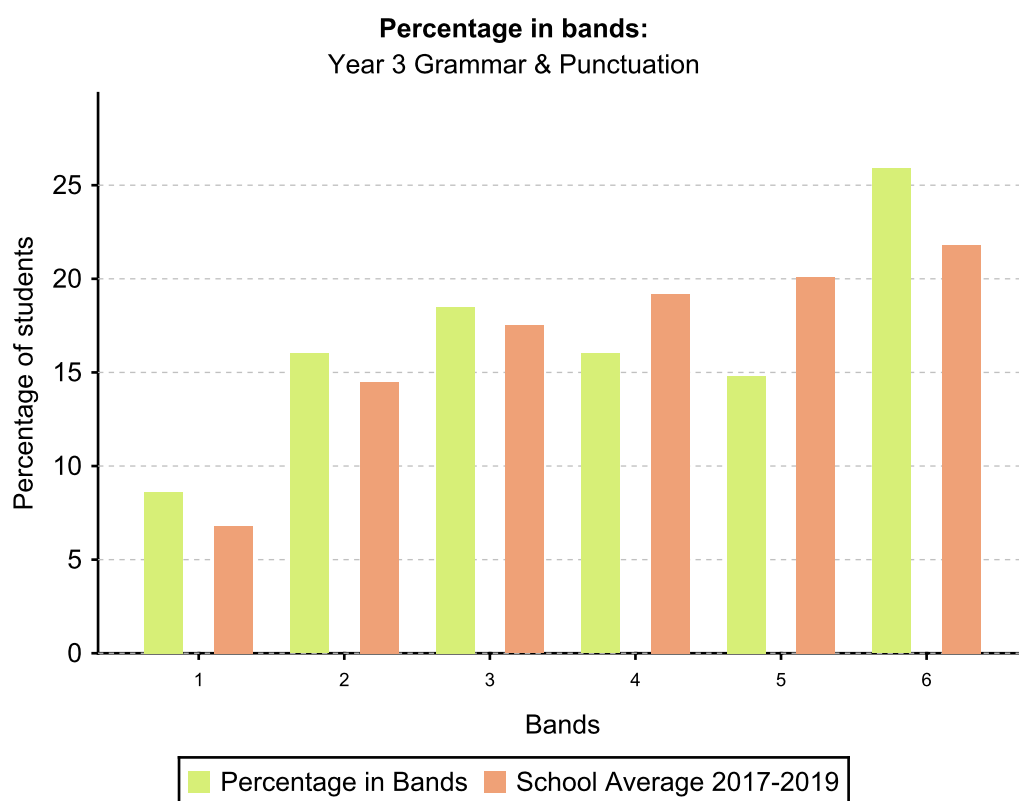
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## 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.

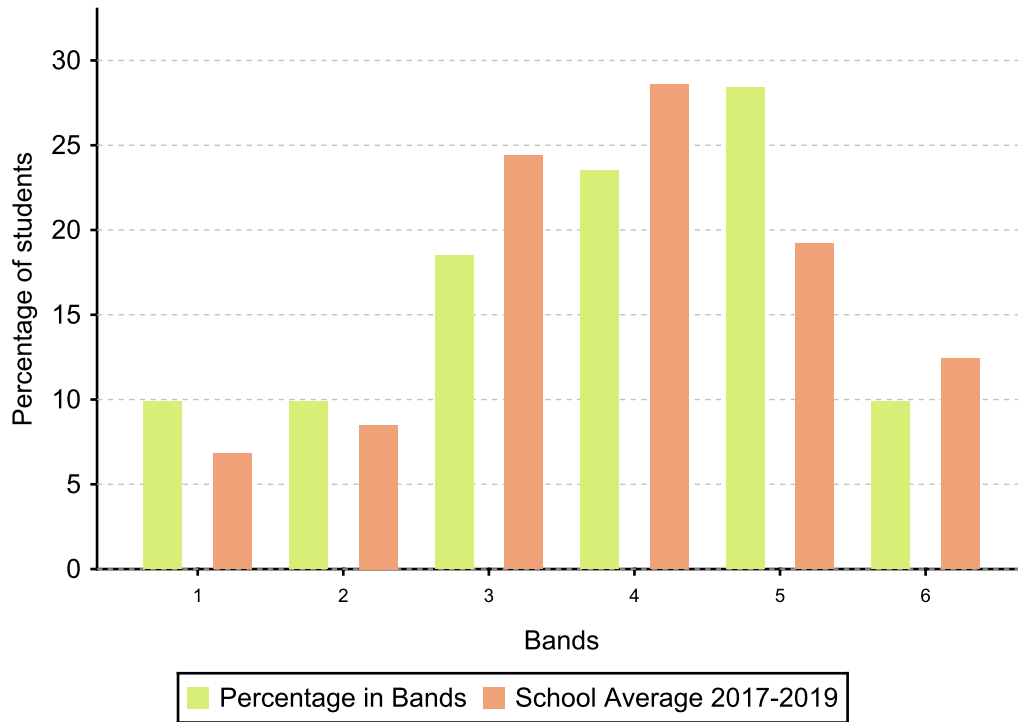
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison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



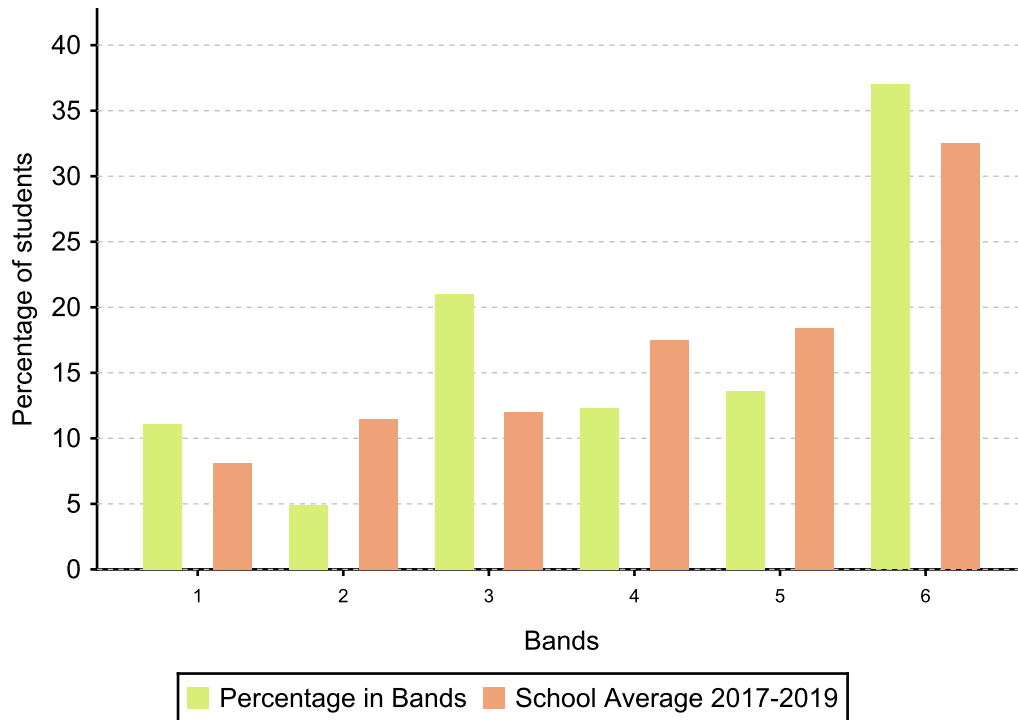
Band	1	2	3	4	5	6
Percentage of students	8.6	16.0	18.5	16.0	14.8	25.9
School avg 2017-2019	6.8	14.5	17.5	19.2	20.1	21.8

**Percentage in bands:**  
Year 3 Reading



Band	1	2	3	4	5	6
Percentage of students	9.9	9.9	18.5	23.5	28.4	9.9
School avg 2017-2019	6.8	8.5	24.4	28.6	19.2	12.4

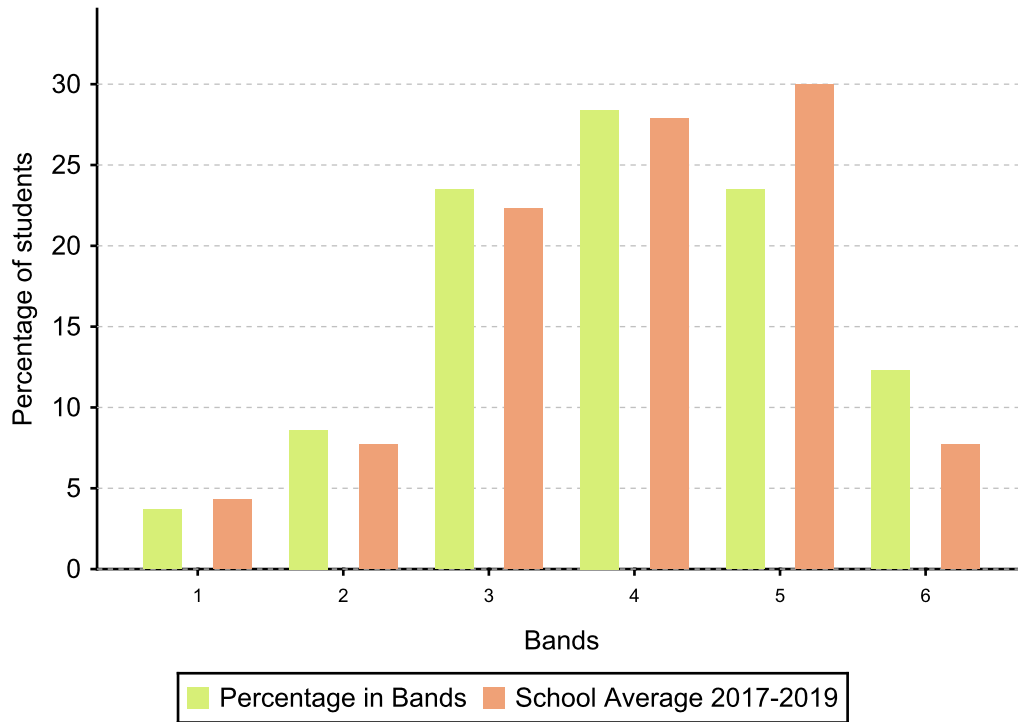
**Percentage in bands:**  
Year 3 Spelling



Band	1	2	3	4	5	6
Percentage of students	11.1	4.9	21.0	12.3	13.6	37.0
School avg 2017-2019	8.1	11.5	12	17.5	18.4	32.5

### Percentage in bands:

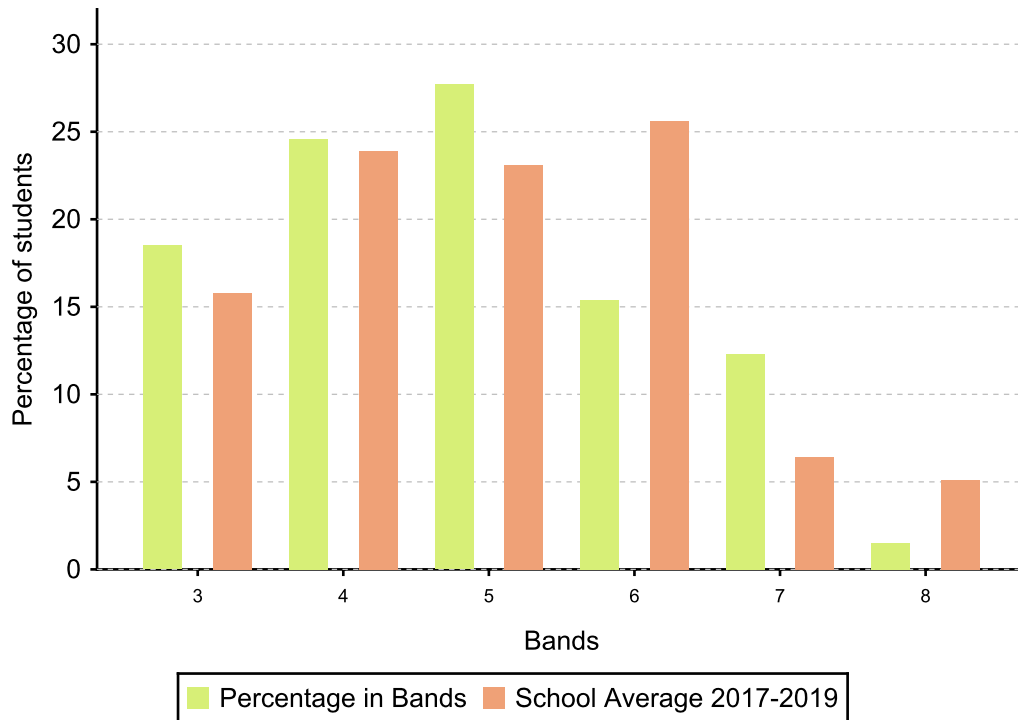
#### Year 3 Writing



Band	1	2	3	4	5	6
Percentage of students	3.7	8.6	23.5	28.4	23.5	12.3
School avg 2017-2019	4.3	7.7	22.3	27.9	30	7.7

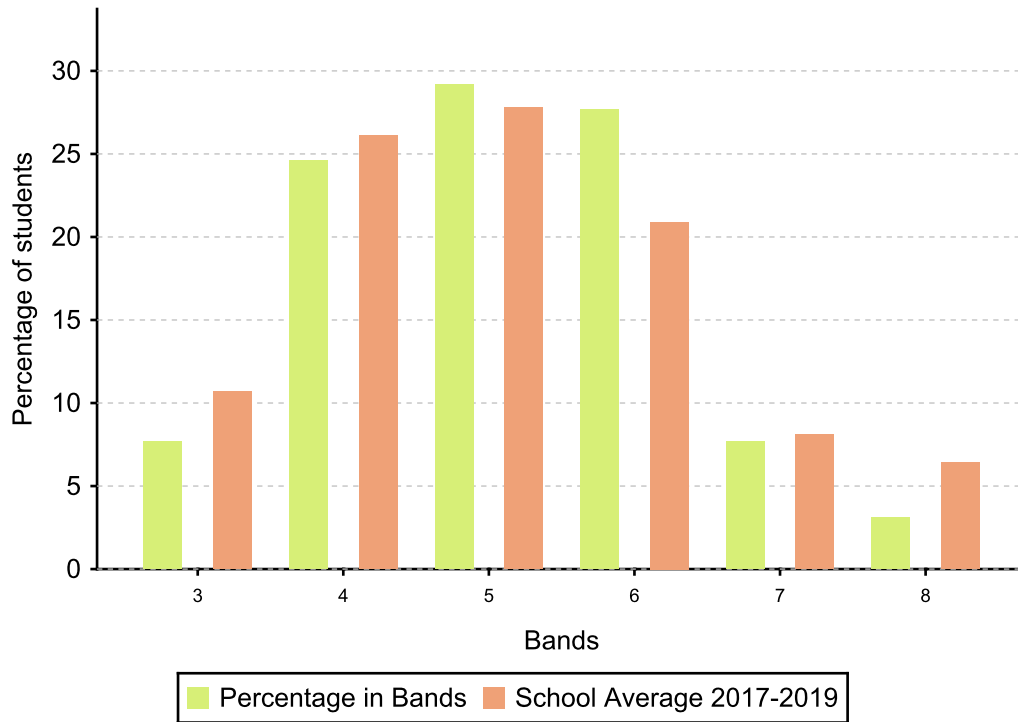
### Percentage in bands:

#### Year 5 Grammar & Punctuation



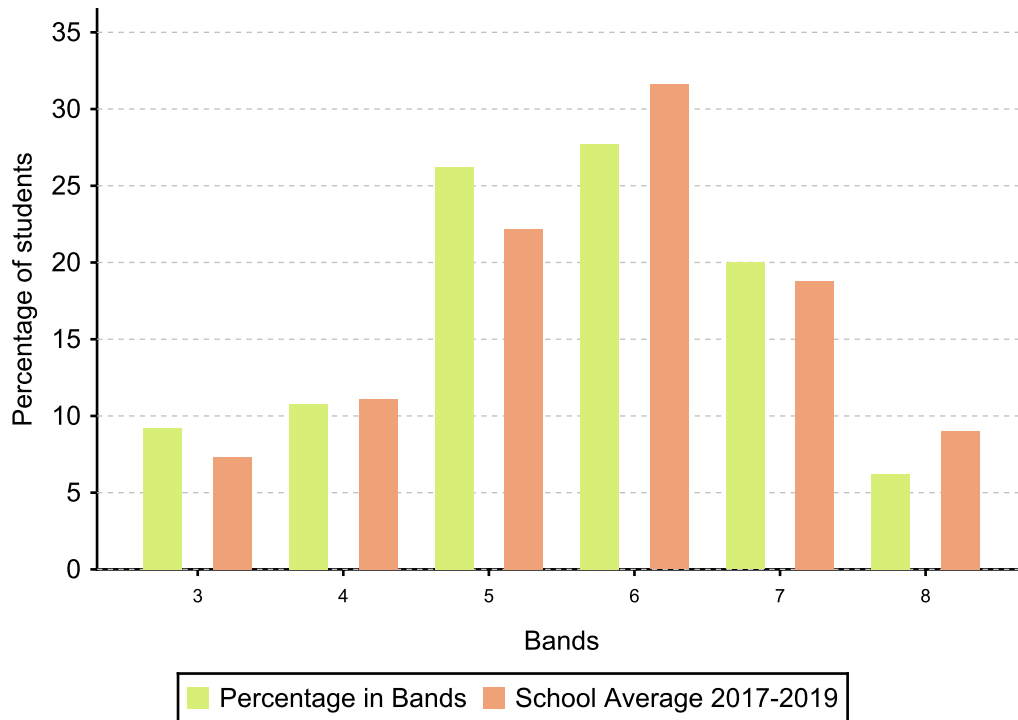
Band	3	4	5	6	7	8
Percentage of students	18.5	24.6	27.7	15.4	12.3	1.5
School avg 2017-2019	15.8	23.9	23.1	25.6	6.4	5.1

**Percentage in bands:**  
Year 5 Reading



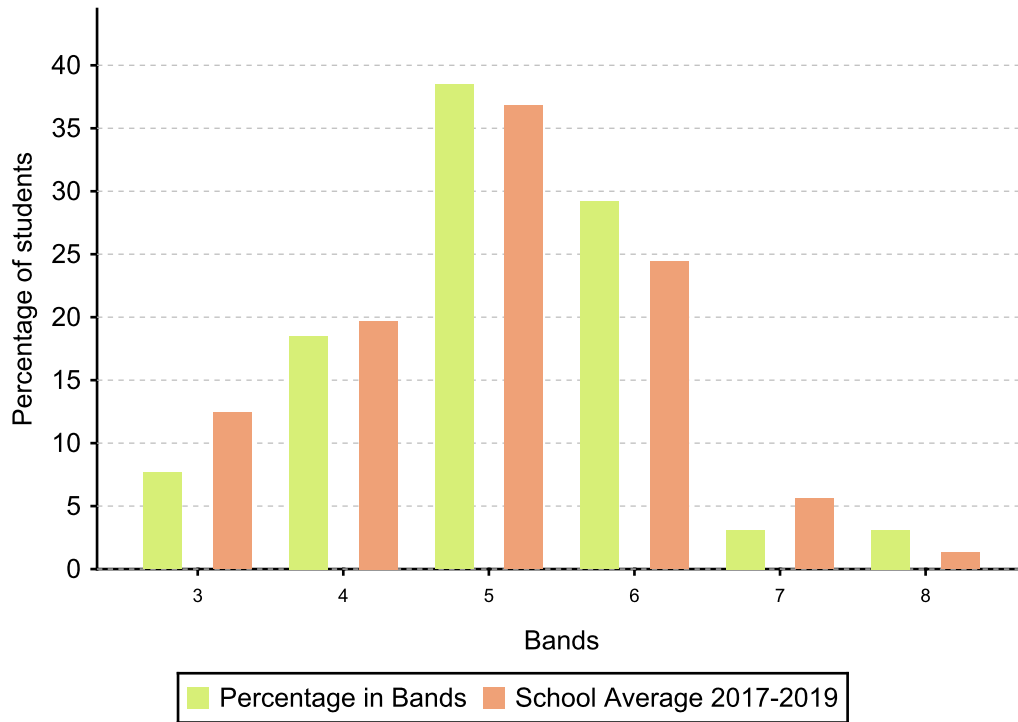
Band	3	4	5	6	7	8
Percentage of students	7.7	24.6	29.2	27.7	7.7	3.1
School avg 2017-2019	10.7	26.1	27.8	20.9	8.1	6.4

**Percentage in bands:**  
Year 5 Spelling



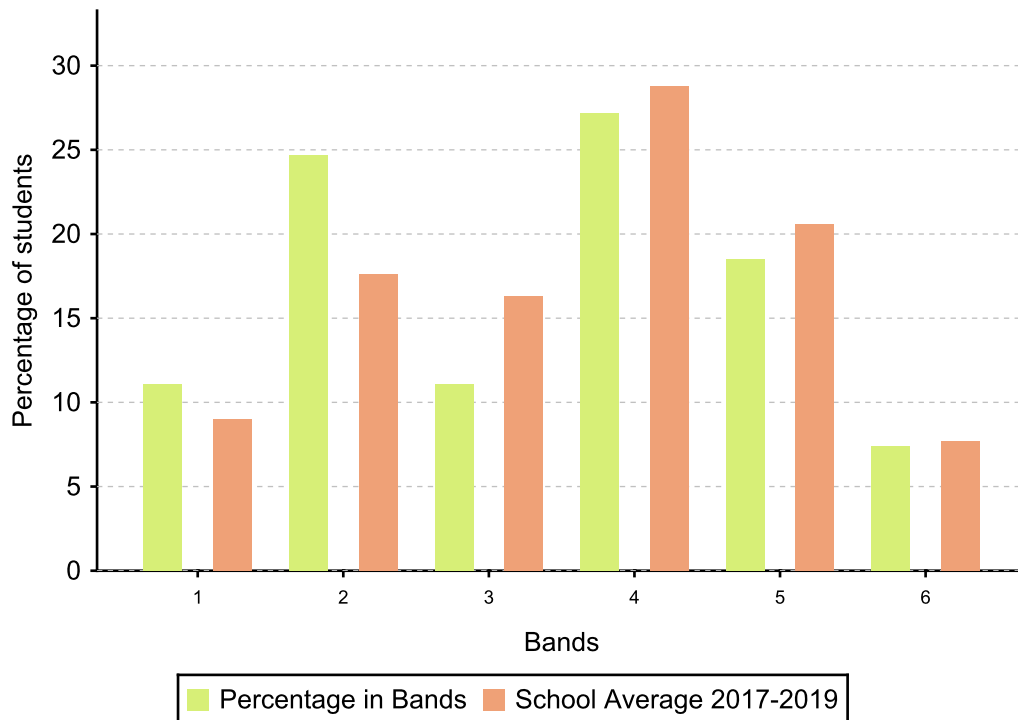
Band	3	4	5	6	7	8
Percentage of students	9.2	10.8	26.2	27.7	20.0	6.2
School avg 2017-2019	7.3	11.1	22.2	31.6	18.8	9

**Percentage in bands:**  
Year 5 Writing



Band	3	4	5	6	7	8
Percentage of students	7.7	18.5	38.5	29.2	3.1	3.1
School avg 2017-2019	12.4	19.7	36.8	24.4	5.6	1.3

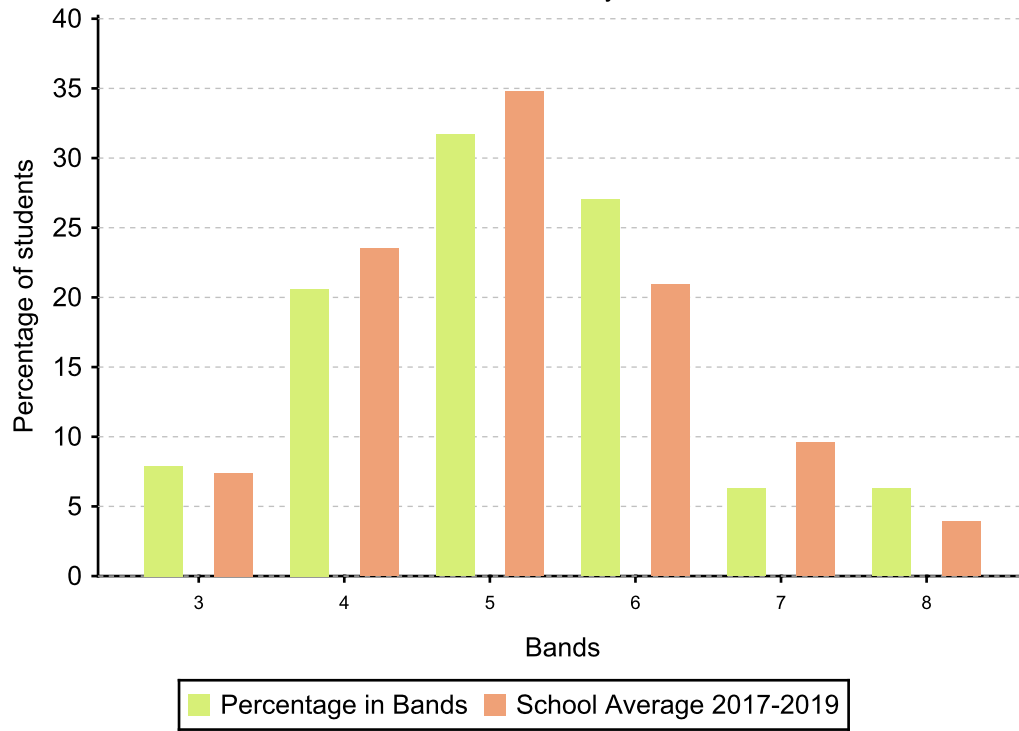
**Percentage in bands:**  
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	11.1	24.7	11.1	27.2	18.5	7.4
School avg 2017-2019	9	17.6	16.3	28.8	20.6	7.7

### Percentage in bands:

#### Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	7.9	20.6	31.7	27.0	6.3	6.3
School avg 2017-2019	7.4	23.5	34.8	20.9	9.6	3.9

## Parent/caregiver, student, teacher satisfaction

Parent engagement with the school has continued to evolve and develop. Communication between parents and staff have greatly increased through multiple platforms including Skoolbag, Seesaw, Twitter and Class Dojo.

Parents, students and staff are extremely satisfied with the increase in the development of communication channels.

Positive comments from parents have greatly increased with reference to school events and unique programs continue to be positively received from the school community.

Student feedback has constantly monitored throughout the year and as such, school events and opportunities have been tailored to students' interest and needs.

Teachers have expressed their enthusiasm and excitement at opportunities that have been presented to them and have been keen to engage in all school activities.

# 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.