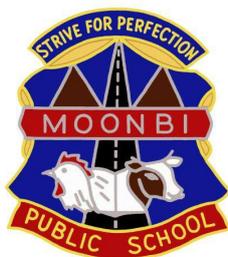
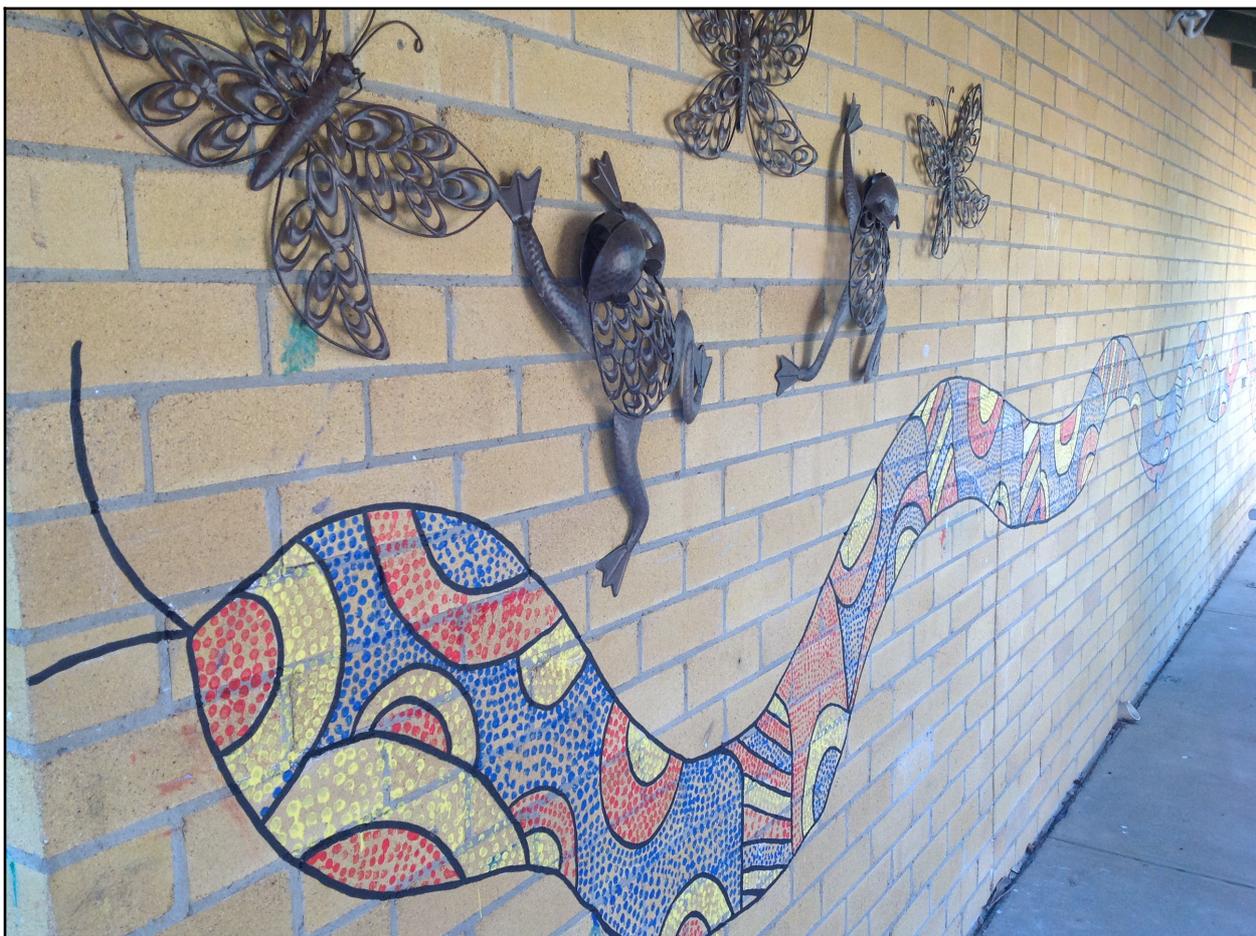


Moonbi Public School

2019 Annual Report



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Introduction

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

Our Vision Is that we are producing lifelong, responsible learners and that every member of our school community at Moonbi Public School is supported to achieve success and happiness.

School context

Moonbi Public School is a small school [TP2], located in a village on the New England Highway, to the north of Tamworth. It serves a small but diverse community.

Enrollment in 2018 is 49 split into 3 multigrade classes. The mobility rate is usually moderate. The school's ICSEA at 862 (ACARA website) shows a below average socio–educational spread with 75% in the lowest quartile and 0% in the highest quartile. Our school family occupation and education index(FOEI) is 140, which is relatively disadvantaged compared to other local small schools.

Our staff is highly committed to teaching excellence, innovation and developing future focused students leaders.

Aboriginal enrollments are 31% in 2018 and indigenous student performance varies from excellent to average on national testing, value–added and attendance measures. An ATSI student representative group has recently been established and is actively working to celebrate, share their culture with our school and develop strong leadership skills within our ATSI students.

The school has a sizeable proportion of students with moderate to high support needs. Learning support is catered for with Learning Support Meetings held weekly to track targeted student progress and Learning Support Team Meetings and parents are held once a term. Two learning support officers are employed 3 mornings a week.

Our school is a Kids Matter school which values community wellbeing. Positive, respectful relationships, at Moonbi, help our children and their families feel that they belong and their contributions are valued. At Moonbi we employ a whole school approach to improve student's learning.

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	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
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	Sustaining and Growing

Validation comments indicated that we were consistent and on par for most elements with the exception of two elements. In the element of 'Data skills and use' the evidence presented indicates the school is operating at the Sustaining and Growing stage. In the element of 'Learning and development' the evidence presented indicates the school is operating at the Excelling stage.

WHERE TO NEXT with EVERY STUDENT KNOWN, VALUED AND CARED FOR

Our school ensures that we know every student known, valued and cared for by ensuring our school's focus on student well-being is so important. We know that when students' well-being and needs are taken into consideration, they show improvements in how they learn at school. We now need to continue to embed visible learning strategies e.g. Bump it up walls using progressions targets, targeted goal setting, assessment criteria. We need to Investigate and implement efficient centralised system for analyzing and reporting data on student and school performance and involve students in communicating their learning progress at 5 weekly intervals and ensure they are able to discuss their data with their parents.

WHERE TO NEXT with GROWING GREAT TEACHERS

Growing great teachers ensures our students have the very best teachers. Professional learning is vital in growing great teachers. We now need to refine and consolidating the process of recording reviews of Data Dialogue Discussions. Increase our tier 3 learning interventions for numeracy. Ensure subscription programs are renewed and setup before the end of the school year so they are ready to start the following year. Review and refine student reporting system to include student progress.

WHERE TO NEXT with LEADERSHIP LEGACIES

We now need to implement peer support training. We build capacity of staff to manage the financial planning. Working more closely with partner schools to develop stronger alliances and external learning communities. Creating a PLT to support SASS staff who have identified areas of their practice throughout the school that they would like further development in. Increase parent and community forums to two per term. Printed

Learning

The results of this process indicated that in the School Excellence domain of Learning, Moonbi Public School is sustaining and growing. Moonbi Public School has a positive learning culture supported by the high expectations of staff and parents. We work with parents, our active P&C and the wider community to enable students to reach their full potential. The staff has a strong commitment to improve the wellbeing and attendance of all of our students and student wellbeing measures, such as the KidsMatter framework, kitchen–garden program and inter– agency partnerships have fostered a thriving school climate. Teaching and learning programs are personalised for students, to connect and engage all learners. As an Early Action for Success school (2017 – 2020), Moonbi has an Instructional Leader who plays a key role in building staff skills and knowledge in teaching and assessing literacy and numeracy. They also assist our teachers and SLSO to customise interventions for individual students. At Moonbi Public School there is a clear and determined focus by all staff to improving teaching and learning. Evidence of student learning and wellbeing is collected from a variety of sources, including work samples, STAR Data, Tell Them From Me (TTFM) student surveys, Progressive Achievement Tests (PATs), NAPLAN assessments and analysis of behaviour data. Literacy and numeracy progressions are also used to track, monitor, measure and compare the growth of students against expected benchmarks. Parent engagement is the main area of focus for future improvement. Whilst parents are actively engaged in supporting the school in extra–curricular activities however further strategies will need to be investigated to authentically engage parents in student learning progress and achievement. Student reports require minor changes to formatting to make plans for meeting future learning goals clearer for parents.

Teaching

The results of this process indicated that in the School Excellence domain of Teaching, Moonbi Public School is sustaining and growing. Teachers at Moonbi Public School individually and collaboratively reflect upon and evaluate their teaching practices, to ensure that the strategies implemented for teaching are both evidenced based and effective. Our core pedagogies are centred on explicit teaching, differentiated instruction and the effective use of formative assessment. As a team we recognise the need to undertake professional learning so that all teachers can provide explicit and timely feedback based on success criteria and learning intentions. Data collection and data analysis and more importantly 'putting a face to the data' has become a valued and key component of how we work at Moonbi Public School. Staff value the deeper understanding and confidence gained by having valid and reliable data to know exactly where each student is at a given point in time and being able to focus on explicit steps to move students forward in their learning. Parents appreciate that staff have a clear understanding of their child's learning needs and great relationships between teachers and students.

Leading

The results of this process indicated that in the School Excellence domain of Leading, Moonbi Public School is sustaining and growing. The school leadership team fosters a school wide culture of high expectations and a shared sense of responsibility. The leadership team actively supports collaborative performance development and staff efforts to improve their performance through the PDP process and use of the Professional Standards. School resources have been allocated to processes and projects that support our school vision and direction. This is evident in the establishment of our community Anzac Memorial Wall and Lone Pine Garden project. This project has been very successful and is highly valued by the community, fostering a stronger sense of community in which Moonbi Public School plays a central role.

Strategic Direction 1

Creating a high performing, dynamic and data driven learning culture.

Purpose

To improve student learning through the delivery of consistently high-quality, teaching practice across all Key Learning Areas.

To understand the pedagogy which aligns beliefs with practices so that teachers utilise explicit learning intentions, success criteria & quality feedback based on individual or group needs and to develop a culture of “assessment capable students”. Assessment data will drive innovative practices and promote student engagement, problem-solving skills and the ability to think creatively and critically resulting in measurable growth for all students.

The Premier's Priority to increase the proportion of NSW students in the top two NAPLAN bands by 8% will be supported through the Bump It Up (BIU) strategy.

Improvement Measures

Visible learning practices will be evident in all classrooms.

EAFS achievement data reflects state achievement in literacy and numeracy. Students to exit Kindergarten at a reading level 9–16 and writing well-structured sentences.

Increase the percentage of students in top two bands for reading, writing and numeracy.

100% of teaching and learning programs reflect the use of data to inform teaching and learning pedagogy.

Increased proportion of Stage 1, 2 & 3 students using effective feedback strategies to add value to their personal growth and learning.

Overall summary of progress

Moonbi Public School offers learning experiences that are differentiated, meaningful and challenging.. Staff engage their pedagogical knowledge and understanding with their colleagues and wider school community networks to deliver a high standard of teaching and leading experiences. High quality teacher professional learning will ensure that all staff understand and collectively engage with the many programs across the school, resulting in all students having access to all facets of quality teaching and learning.

Progress towards achieving improvement measures

Process 1: Assessment Pedagogy & Practice

Undertake professional learning and evidence-based best practice research to improve teacher pedagogy of assessment practices.

- Quality Teaching Framework
- Principles of Assessment
- Authentic Assessment
- Measuring impact

Implement summative & formative assessment strategies using data, evidence, quality assessment tasks and consistent teacher judgement to inform teaching and learning programs K–6.

Evaluation	Funds Expended (Resources)
<p>The majority of teachers expressed that they have a deeper understanding of problem solving, reasoning and communicating in mathematics. The professional learning directed focus to these aspects of the mathematics syllabus, and teachers indicated that they were using inquiry learning in their classrooms, to develop students' skills in these areas.</p> <p>The inquiry practice, using tasks based on substantial mathematics ideas, is embedded in the K–1 classroom. This pedagogy is also being used as formative assessment, leading to differentiated teaching of mathematics</p>	

Progress towards achieving improvement measures

concepts.

Process 2: Data Rich, Targeted Teaching

Collect, analyse and respond to ongoing data that drives change in our teaching and learning programs in order to maximise student outcomes.

Bump It Up 3–6

- tracking literacy & numeracy 3–6
- Smart & Scout data analysis
- PAT–R, Accelerated literacy & numeracy data

EAFS K–2

- tracking literacy & numeracy K–2
- PL using learning progressions
- analysing the effectiveness of 3 tier interventions

Evaluation	Funds Expended (Resources)
The Year 2/3 teacher successfully completed the training year for L3 Stage 1. This practice has been implemented in the class throughout the year, providing continuity for students whom engaged with L3 Stage 1 in 2018. Students in Year 2 all achieved the EAFS minimum benchmark reading level for the end of Year 2.	

Process 3: Assessment Capable (Visible) Learners

Professional learning focused on Visible Learning and Evidence into Action.

Develop a framework for "kids speak" learning intentions, success criteria, rubrics and descriptive feedback.

Evaluation	Funds Expended (Resources)
<p>In respect to Visible Learning practices, students have become more assessment capable but are only partly on their way to becoming proficient in identifying, monitoring, and articulating their learning journeys, and identifying their learning goals and what they need to do to drive them. During external validation students are able to demonstrate and articulate the learning goal and success criteria in targeted teaching areas.</p> <p>Although staff have gained significant knowledge and practical experience with elements of Visible Learning during 2019 through professional learning, teaching staff have a significant distance to go in both their level of understanding and expertise when delivering and driving Visible learning practices in each classroom.</p>	

Next Steps

Our 2021–2024 strategic plan will continue to pursue the integration of Visible Learning Pedagogy, focussing on the quality of lesson delivery specifically within Literacy and Numeracy. Moving forward we also need to embed visible learning strategies across in an increasing number of strands and begin implementing ways to measure the impact.

A continued focus on the development of a "quality lesson" through staff awareness of and engagement with a quality 'pedagogical framework' inclusive of elements of the quality teaching framework will also enhance the differentiation of learning within each lesson, again a key focus for our next strategic cycle.

Ongoing development of collaborative practices in relation to data literacy and the analysis and interpretation of formative, summative and standardised assessment data as, of and for learning will need to be built into our school strategic planning cycle across the next 3 years.. The continued evolution of our school's pedagogical approach will require continued support for staff through engagement with high level expertise and developing our school capacity to drive quality lesson and assessment design and delivery through quality leadership and professional learning.

Strategic Direction 2

Developing and empowering strong future focused leaders.

Purpose

To enable students to become successful 21st-century learners in an authentic, rich learning environment ensuring they are literate and numerate, able to think deeply and logically and be curious, creative and imaginative. Each student takes an active role in their own learning and works collaboratively to communicate their ideas and demonstrate their learning using a variety of methods.

To develop student capacity to be active learners who have a deep understanding and lifelong skills through quality teaching and learning programs.

Utilise technology to drive innovation, generating new opportunities for students to connect with learning. Students will have access to new and emerging technologies with real purpose.

Improvement Measures

Satisfaction survey indicates staff, students and parents have positive responses to future focused questions.

All students confidently use technology to take an active role in their learning indicated via student Tell Them From Me Surveys.

100% of teachers use innovative teaching practice and future focused learning strategies including collaboration, critical thinking, communication and creativity reflected in observations, programs and student work

Overall summary of progress

Staff have made good progress in creating our 'Future-Focused Fluencies Project', upskilling teachers and students in future-focused strategies, developing a deep understanding based on evidence based research .

Progress towards achieving improvement measures

Process 1: Future Focussed Evidence Informed Pedagogy

Creating our Future-Focused Fluencies Project

Upskilling teachers and students in future-focused strategies.

- Inquiry Learning
- Creative & Critical Thinking
- Growth Mindset/Habits of Mind
- STEM/STEAM
- Project-based learning/Authentic learning

Evaluation	Funds Expended (Resources)
<p>Future Focus Lens</p> <p>We have applied a future focus lens to our History, Geography, Science and PDHPE by introducing project base learning. Project-based learning is a student centered pedagogy that involves a dynamic classroom approach in which it is believed that students acquire a deeper knowledge through active exploration of real-world challenges and problems. Our project based learning encourages students to investigate real world issues and develop practical solutions in order to inspire change at the local and global levels. Strong PBL practice requires a multidisciplinary approach, where educators collaborate to support differentiated skill building and sustained inquiry, further developing individual student voice and choice.</p> <p>Inquiry Learning Sprints</p> <p>The use of data walls, as tools for reflection and discussion, has also been</p>	

Progress towards achieving improvement measures

evolving. In the move from the Learning Continuums to the Literacy and Numeracy Learning Progressions, we have begun to use information from work samples aligned to syllabus and learning progression indicators, rather than just the data from PLAN, as the stimulus for analysis and discussion. The baseline and final samples are analysed by all teachers, with discussion around the strategies and changes in practice which caused the change.

Legacy Projects

Legacy projects are developed collaboratively with a small group of students, a senior leader and teacher mentor. Students are empowered when they can use their voices and their actions to make a difference in their school. A legacy project may be a project or activity, but it can also be a program, a community-wide initiative. Our students are empowered as learners and leaders, actively contributing to both their own education and to whole school initiatives. Our hope is that their self-efficacy is enhanced and they experience significant growth in motivation, wellbeing and achievement. Teachers empower students to have a democratic voice in the running of the legacy teams. Teachers co-design opportunities for students to exercise authentic agency in their own learning to build school pride and connectedness.

Process 2: Future Focused Technologies

Explore and expand technologies leading to growth in knowledge of best practices as an effective learning tool across the curriculum.

Evaluation	Funds Expended (Resources)
Teachers have introduced a variety of new technologies into the classroom as well as working to develop a deeper understanding within the community to the impact technology will have on future jobs and the ways we will live.	

Process 3: Future Focused Learning Spaces

Evaluate and develop a learning space future focussed plan to support and improve teaching and learning.

- Makerspaces
- Flexibility
- Engagement

Evaluation	Funds Expended (Resources)
Future Focussed Learning Spaces Improvements were made to the wireless infrastructure as well as the purchase of new computers through the T4L program.	

Next Steps

Through many varied and innovative programs and initiatives, the Future Focused Fluencies within the school has continued to be an important part of the current and future direction for the school. A strong focus on technology-based programs that provides students with a multitude of different learning experiences which are aimed at improving their skills in areas of critical and creative thinking, as well as providing them with crucial skills to assist their current and future schooling. The creation of a school-wide technology scope and sequence has been determined to be an important step forward in creating continuity and purpose to teaching programs across the school.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$35,642	<p>Targeted learning and social support was provided to Aboriginal students by school learning support officers.</p> <p>Funds were used to support the Aboriginal Torres Strait Islander Committee and Legacy Leadership Team improve student outcomes, learning culture and community understanding.</p>
Low level adjustment for disability	\$45,178	The employment of additional staffing resulted increased data tracking and intervention programs with the implementation of reading interventions (MultiLit, MiniLit) and numeracy support programs in 2019. All students benefit from personalised learning plans focusing on goals collaboratively planned with parents.
Quality Teaching, Successful Students (QTSS)	9,079	Teachers at Moonbi Public School use the QTSS funds to individually and collaboratively reflect upon and evaluate their teaching practices, to ensure that the strategies implemented for teaching are both evidenced based and effective. Our core pedagogies are centred on explicit teaching, differentiated instruction and the effective use of formative assessment. Staff value the deeper understanding and confidence gained by having valid and reliable data to know exactly where each student is at a given point in time and being able to focus on explicit steps to move students forward in their learning. As evident in feedback from parent forums, parents appreciate that staff have a clear understanding of their child's learning needs and great relationships between teachers and students.
Socio-economic background	\$78,758	Equity funding received as socio-economic background loading was used in the employment of a school learning support officers (SLSO) who provided additional support to targeted students. Teachers value this support and reported that effective support was provided..
Support for beginning teachers		There were no beginning teachers at Moonbi who qualified for funding in 2019
Early Action for Success	\$66,934 Instructional Leader 2 Days per week	The literacy and numeracy achievement of our K–2 students were extensively supported through the Early Action for Success Initiative. Staff Professional Learning was led through Professional Learning Meetings, and in specific training in programs such as Working Deeply with the 7 Practices and L3 by an Instructional Leader. 'At Risk' students were supported through the employment of an Intervention Teacher to work exclusively with these students. Resourcing of the program was supported with the purchasing of additional supplement reading material. Teacher Professional Learning was funded to allow staff time to exclusively focus on the EAfS program.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	28	25	22	26
Girls	26	24	27	27

Student attendance profile

School				
Year	2016	2017	2018	2019
K	91	94.6	92.6	88.5
1	95.5	95.4	93.5	89.4
2	95.4	96.5	93.8	92
3	95.9	97.9	93.5	91.8
4	91.8	93.2	91.1	90.1
5	90.6	96.5	93.3	93
6	91.4	93.4	91.1	87.1
All Years	92.8	95.1	93	90.1
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.43
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.17
School Administration and Support Staff	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

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

Workforce ATSI

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

.Professional learning at Moonbi PS in 2019 was extensive. The entire staff continued professional learning in in 'Working deeply with the 7 practices', All staff participated in several workshops implementing comprehension development strategies and best practice in teaching reading.

All staff accessed professional development in 'Visible Learning' pedagogy through the creation of a school funded Instructional Leader position focusing on teaching pedagogy a member of staff commenced their formal training in Language, Learning and Literacy (L3) Stage One engaging in this TPL to support their development as a teacher in delivering literacy skills

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	84,397
Revenue	910,071
Appropriation	893,258
Sale of Goods and Services	40
Grants and contributions	16,765
Investment income	8
Expenses	-911,233
Employee related	-806,459
Operating expenses	-104,774
Surplus / deficit for the year	-1,162

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	16,319
Equity Total	136,811
Equity - Aboriginal	36,594
Equity - Socio-economic	56,835
Equity - Language	0
Equity - Disability	43,381
Base Total	501,348
Base - Per Capita	11,497
Base - Location	2,348
Base - Other	487,503
Other Total	85,072
Grand Total	739,550

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

School performance - NAPLAN

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

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

NAPLAN Online

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

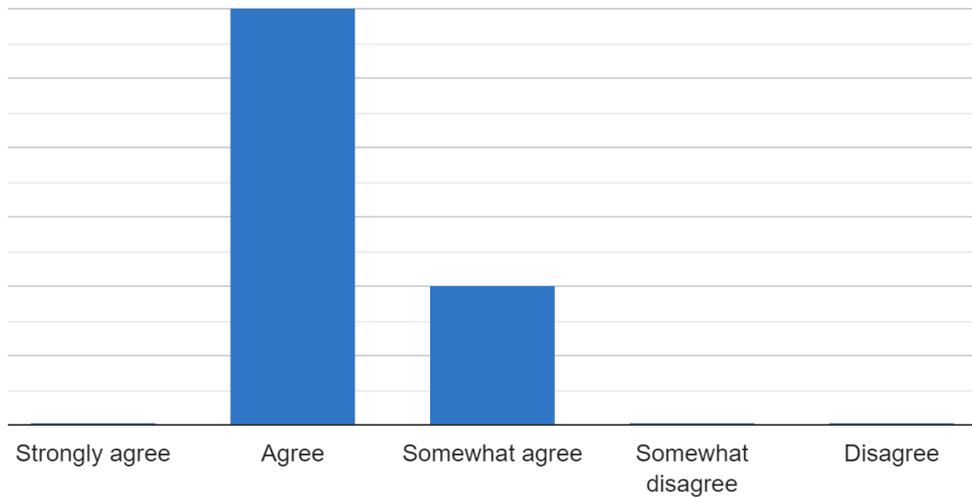
Parent/caregiver, student, teacher satisfaction

The school has conducted parent & student forums, phone surveys, parent interviews and email surveys in an effort to gather information to develop future directions.

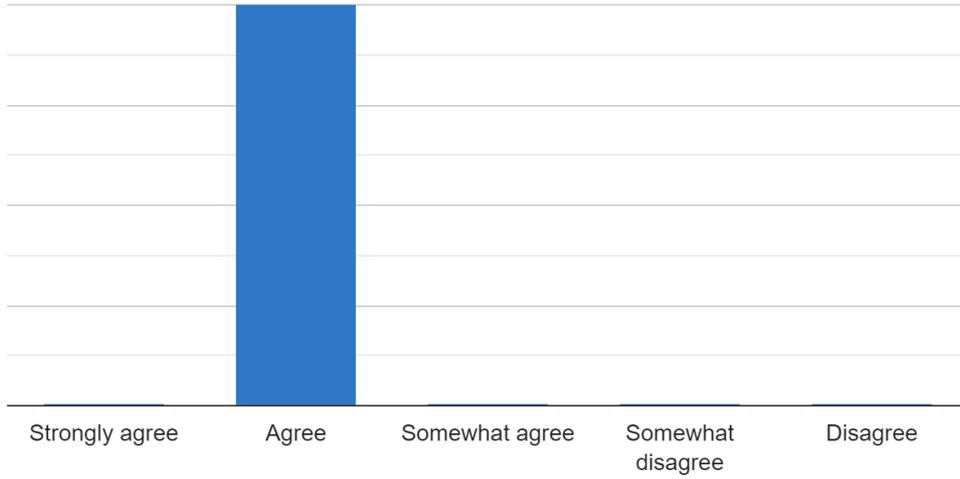
Future directions based on feedback: Review our reports and reporting to parents processes.



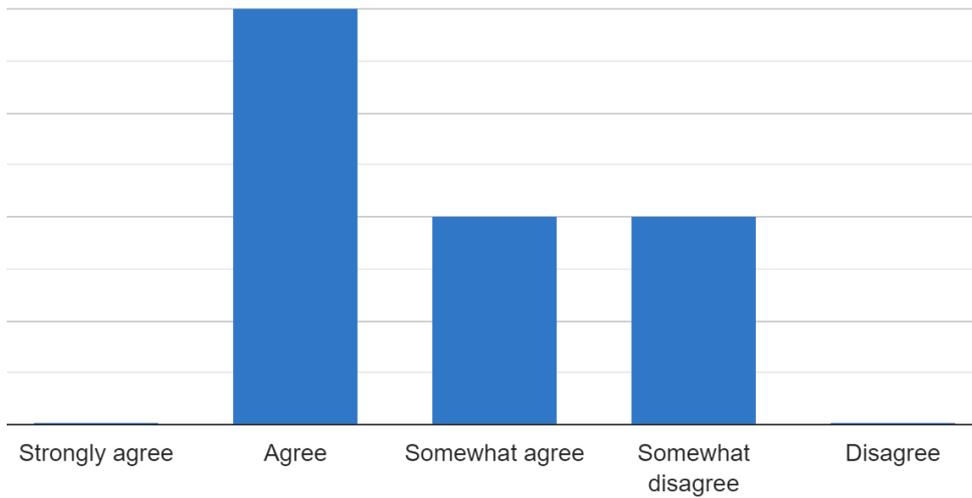
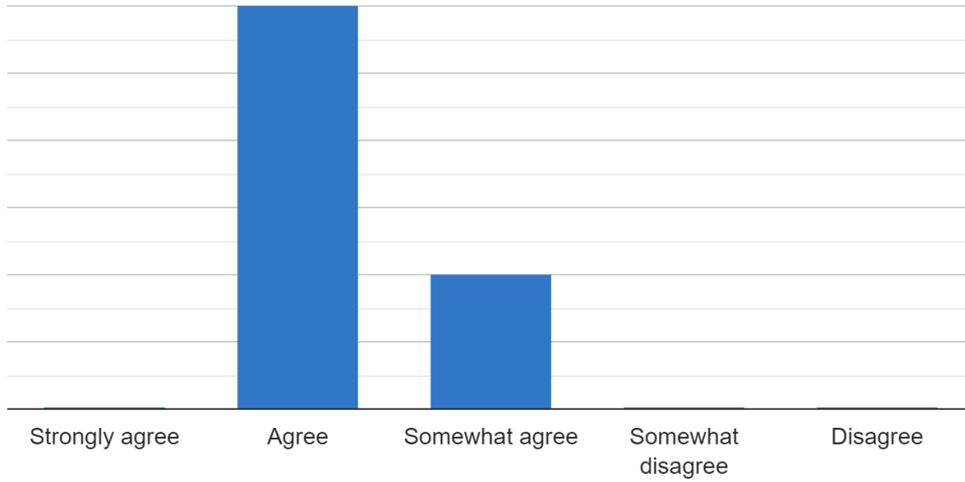
The school promotes a healthy lifestyle.



The school maintains a focus on literacy and numeracy.



Student access to computers and engaging technology programs is good.



Parents are encouraged to contact the school to discuss concerns relating to their child.



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.

