Singleton Public School

2019 Annual Report

3070

Introduction

The Annual Report for 2019 is provided to the community of Singleton 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.

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School background

School vision statement

Singleton Public School aspires to educate students to be respectful, responsible and quality members of the community. It provides an inclusive working and learning environment where students, staff and community feel valued and supported through a positive learning culture, high expectations and strong collaborative leadership.

Enter to Learn: Everyone, Everywhere, Everyday.

School context

Singleton Public School is situated in a semi–rural and mining township 60km west of Newcastle. It is a part of the Upper Hunter Principals' Network as of April 2018. The school has a current population of 460 students which includes 15 students enrolled in our two Multi–Categorical support classes.

Singleton Public School has a wonderful mixture of experienced and new teachers who work together to foster a quality, learning environment that reflects our school's core values of Respect, Responsibility and Quality. Singleton Public School provides an all rounded curriculum with a wonderful balance of academics, sporting and cultural activities.

Student achievement has generally been comparable to (at or slightly above) State averages in the key areas of Literacy and Numeracy. Over the past seven years, Value Added results have been steadily increasing in all measurement groups (i.e. K–3, 3–5, 5–7) to a point that Singleton Public School achieves expected growth rates. A number of significant programs are being implemented to ensure students are provided consistently targeted practices to improve learning outcomes.

The school provides wonderful opportunities with several cultural and sporting activities provided throughout the year. The annual pantomime which involves several hundred children annually creates a wonderful spectacle for the whole school community.

Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

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

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

For more information about the School Excellence Framework:
https://education.nsw.gov.au/teaching–and–learning/school–excellence–and–accountability/school–excellence

Self-assessment using the School Excellence Framework

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

Strategic Direction 1

Student Learning and Wellbeing

Purpose

To challenge and inspire all students to build on their learning capacity. Our goal is that all students will achieve one years' growth for one year of education by embedding evidence based practice, quality explicit teaching and high expectations of learning progress with a collective responsibility for student growth and success. Wellbeing is promoted and enhanced to build positive, successful, engaged learners with strong student voice components.

Improvement Measures

Data, both internal and external, shows that SPS students on average show one year's growth for one year of learning.

Increase value–add one year's growth results for all students in literacy and numeracy through NAPLAN.

All students are actively involved in Visible Wellbeing/Positive Education and realignment of PBL expectations across the school and community evidenced in TTFM and PBL data.

Progress towards achieving improvement measures

Process 1:   Staff are delivering cyclic teaching and learning with a focus on explicit Literacy and Numeracy pedagogy which meets the needs of students.

Evaluation	Funds Expended (Resources)
EI Reading hierarchy used consistently in 70% of classrooms. Teachers experimenting with Daily Writing Warm ups. Writing data being used to target point of need teaching across classes with targeted intervention for students achieving below benchmarks. Evaluation of programs shows some evidence (approx. 60%) that teachers are using consistent, school wide programming practices in guided reading and writing, are analyzing data and incorporating feedback and refection into the teaching and learning cycle. All staff participated in professional learning on Explicit Instruction reading hierarchy and daily writing. Further development of EI pedagogy will continue with the leaders and more shoulder to shoulder support next year. Continued programming analysis, Professional Learning and teacher expectations will be a focus for 2020.	$3000 Executive team planning and analysis days $36000 Stage collaboration Days and Explicit Instruction Planning days for team leaders

Process 2:   Teachers identify point of need and monitor students' understanding of their learning to identify required support or extension.

Evaluation	Funds Expended (Resources)
2019 week 38 Reading Data analysis has identified students requiring intervention for 'off track' and 'off the boil' support. Targeted intervention based on these results for commencement of 2020. Writing analysis – impact of explicit teaching at point of need is evident with students showing progress between pre and post assessment data. Student feedback is continuing to be enhanced to reflect point of need teaching and learning. With teacher support, student's are identifying areas of focus. Next step: focus will continue on genre writing through EI in 2020. Shoulder to shoulder support with Executive and AP (IL) has been effective in improving practice. To support continued development and embedding of	AP working in IL support role Executive Team Collaboration and Data Analysis days

Progress towards achieving improvement measures	
practice, further allocation of an IL style role has been established for 2020 to support greater gains and more impact. Premier's Priority School Targets data – intervention for 2020 will track this group of students to monitor and support 'lift' in performance to next bands.	

Process 3: Implementation of evidence based systems and processes that support improvements in wellbeing and engagement.

Evaluation	Funds Expended (Resources)
5 weekly reward system in place and effective. Positive feedback from all stakeholders on recognition of expected behaviours at SPS. 'Bluey' system has continued to be effective and evolving in line with student behaviour expectations. 100% student participation in the reward system and recognition of peers. PBL Classroom signage and specific area locations trialled during Semester 2. Consistent language used. successfully with students referring to key expectations. PBL Signage ordered and installed in line with the new matrix at high focus areas throughout the school. PBL Behaviour Contracts developed. Behaviour Flowchart will continue to be refined for 2020 and beyond. Lessons for Term 1 2020 developed with alternate PBL/Visible Wellbeing focuses. Wellbeing Extended Professional Learning conducted for staff to unpack Strengths. All staff now sharing their strengths and looking to 'tap into' others for personal development. Development of strengths lessons and embedding the strength based vocabulary will continue to remain a focus for 2020. Classroom implementation of strengths will commence in 2020. Implementation Team worked with Visible Wellbeing Mentors to refine implementation process for 2020.	PBL Signage $20000 Matrix and Lesson Development – PBL Leader and team $3000 Release for Visible Wellbeing Implementation Team $2500

Next Steps

Implementing processes to track the effectiveness of student and staff wellbeing programs.

Developing and refining processes for timely feedback to students.

Strategic Direction 2

Excellence in Professional Practice

Purpose

To ensure a learning culture of high expectations and consistent teacher quality and practice through the implementation of evidence based teaching and explicit instruction.

Improvement Measures

All staff deliver lessons that demonstrate evidence based practice.

All teaching programs demonstrate data informed evidence based teaching strategies in literacy and numeracy.

All teachers use formative assessment and data to differentiate teaching and learning through high quality explicit instruction.

All staff are actively involved in and promoting wellbeing initiatives throughout the school as evidenced in TTFM and People Matters data.

Progress towards achieving improvement measures

Process 1: Teachers engage in collaborative reflection to evaluate their teaching practice in addition to analysing data to inform planning.

Evaluation	Funds Expended (Resources)
Collaboration days have had significant impact on the evaluation of teaching practice. Staff have made significant gains in using qualitative and quantitative data to inform point of need teaching and identifying target area focus for Intervention support. Continued focus to move the reflection into changed practices in the classroom and teaching pedagogy will continue through 2020.. Continued shoulder to shoulder support has provided staff with an increase in confidence and professional dialogue within the culture of teaching and learning. This will continue to be the focus for 2020. PDP reviews conducted with all staff by members of the Executive team. Collegial and peer observations occurred as well as feedback provided by Fleming and EI Network teachers on the development and delivery of Explicit Instruction components. As a result staff were able to set draft goals for 2020 with a sharper focus and connection with the teaching standards.	Collaboration and Data Analysis Day Staff Professional Learning release (in stage groups) and staff meetings

Process 2: All teaching staff complete structured professional learning enabling the delivery of evidenced based practice in literacy and numeracy based on collective and individualised needs.

Evaluation	Funds Expended (Resources)
Reflections on Professional Learning and the inclusion of professional readings as an evidence base has impacted positively on teacher understanding and efficacy in literacy and numeracy. Collaboration days with classroom modelling of best practice by Executive/Pedagogy leaders, has had some impact on staff learning. This will require more Professional Learning during 2020 to continue to gain traction with an additional numeracy areas to be the focus. Explicit Instruction and Writing practices continue to be implemented and embedded across the school. K–4 EI practices showing steady and strong implementation. Further refinement for Year 5/6 will be required in 2020.	Professional Learning $10000 Executive release Release for Collaboration days

Progress towards achieving improvement measures	
Observation sessions with staff feedback from John Fleming visits has been effective in acknowledging the efforts and changes by staff to their practice. Collegial observations with schools in our EI Network has also given staff new ideas for their practice, reinforcement of positive changes and impact as well as an increased confidence in their achievements for student outcomes. Guided reading practices will continue to be expanded and focused on in 2020 with targeted support for K–2 on quality texts and 3–6 on the Guided Reading session and structure..	

Process 3: Professional learning on evidence based systems and practices that support improvements in wellbeing and engagement.

Evaluation	Funds Expended (Resources)
Visible Wellbeing Professional Learning from SDD with the Singleton Learning Community and Extended PL. Analysis of strengths and practical strategies for implementing VWB practices into the classroom and across the school conducted. 100% of staff now actively involved in VWB. PBL – new structures and approaches to PBL system being implemented across all classrooms. Further development of effective playground follow–up being investigated to continue to refine approach. Relaunch on track for Term 1 2020. LST processes are steadily becoming more effective and efficient. Identification of students with additional needs has continued to increase with needs being addressed in a more timely manner.	LST AP Release and LaST teacher Wellbeing Teacher and SLSO VWB Implementation Team PBL team

Next Steps

Embedding the collection and analysis of reading and writing data to drive student learning.

Expanding data collection, collation and analysis processes to include numeracy.

Developing and refining processes for timely feedback to students.

Strategic Direction 3

Professional Practice Partnerships

Purpose

To strengthen productive partnerships with the wider community through professional practice. Effective consultation, collaboration and transparency with key stakeholders towards a shared vision for systems and processes that will support the growth and development of all through shared responsibility for student engagement, learning and success.

Improvement Measures

Whole school self evaluation demonstrates ongoing whole school improvement as measured against the SEF.

Increased participation in TTFM and school based surveys to provide authentic feedback.

Through collaboration with SLC and other learning communities, student learning and teacher capacity is enhanced.

Progress towards achieving improvement measures

Process 1: Provide targeted opportunities for the school community to be involved and engaged in consultation, collaboration, participation and decision making processes across all aspects of school operations.

Evaluation	Funds Expended (Resources)
'Tell Them From Me' surveys completed throughout 2019 to gain feedback and comparison of trends from parent, student and staff survey data. An increase in parent participation by 300% from 2018. External Validation during 2019 has highlighted areas for focus in 2020, including feedback from parents on reporting systems and parent teacher interviews.	Principal Support Allocation Executive Team Release External Validation Team release and Staff meetings

Process 2: Provide targeted opportunities for for staff to be involved and engaged in consultation, collaboration and build professional relationships with partner EI Networks, Singleton Learning Community Schools.

Evaluation	Funds Expended (Resources)
Visible Wellbeing Professional Learning from SDD with the Singleton Learning Community and Extended PL. Analysis of strengths and practical strategies for implementing VWB practices into the classroom and across the school conducted. SPS Implementation team working with SLC to develop and support VWB as a whole community apporach to supporting student, school and community outcomes. 100% of staff now actively involved in VWB. Additive Strategies PL across the area with staff attending and collating resources and materials to deliver PL during Term 1 2020 to school staff. Maitland EI Network – SPS joined with Bolwarra, Greta, Pelaw Main Public Schools to establish links and collaborate on Explicit Instruction professional learning. Sharing of ideas, resources and expertise has been positive and directed the staff to experiment with the next step focus facets of EI. Collegial observations on Reading Warm ups with reflection on school developed checklist sheets for feedback and areas of focus.	VWB Implementation Team EI team leaders and executive

Process 3: The school regularly provides opportunities for the whole school community to provide systematic and timely feedback to drive school based purpose and direction.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures	
'Tell Them From Me' surveys completed throughout 2019 to gain feedback and comparison of trends from parent, student and staff survey data. External Validation during 2019 has highlighted areas for focus in 2020, including feedback from parents on reporting systems and parent teacher interviews. Feedback received from P&C has been tabled at executive and staff meetings for solutions based approaches and highlighting areas for change or adjustment in school communications and processes. School website and new school app updated frequently and regularly with important school events, recent calendar changes and additions. Important updates and information provided to parents via the app and Facebook in a timely and prompt manner.	SAO increased hours for CLO position and liaison.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$60204	Culture Groups continued to expand and embed cultural experiences and support across the whole school community to encourage and nurture students to value and respect traditional culture and continue to foster a sense of belonging and deep connection with their culture. Community connections were fostered and enhanced through the creation of a mural for the bush tucker garden area with the students and staff working alongside Aunty Denise of our local community. Dance was taught by a qualified dance instructor and the students performed for our NAIDOC celebrations. SPS NAIDOC celebrations were organised as a whole school and community event, including participation in the annual art competition, a traditional welcome smoking ceremony to commence our celebrations, rotational activities throughout the day with a combination of community organisations and teacher directed activities and experiences. Stage 3 students embarked on their first trip to the Indigenous Games held in Goodooga. The experience was a highlight of the year for the students and the staff. The connection with culture, the land and the traditional games and welcoming community of Goodooga had an immensely positive impact. The inter–school and inter–community links will continue to be fostered throughout 2020. Establishment of a cultural nook in the library has begun and will continue to be established in 2020. Acknowledgment of Country signs have been installed at the entrance points to the school using the acknowledgment written by students at SPS. SLSO and Intervention/LaST staff have supported students in Literacy and Numeracy and student wellbeing based on data from internal and external sources.
English language proficiency	Salaries $19362	Intervention and LaST teachers work with class teachers to develop and implement instructional program to assess, plan and support students. In–class support (and 1:1 where required) for students as identified through EALD assessment and internal student assessment data in Literacy and Numeracy. The in–class support provided students with explicit teaching and learning activities and support directly related to their class program while supporting the EALD needs. EALD assessment conducted against the phases and progressions to provide targeted support for students.
Low level adjustment for disability	Learning and Support teacher (LaST) $106716	Students identified through teacher referrals and meetings of the Learning and Support Team. Targeted activities and intervention

Low level adjustment for disability	Salaries SLSO $54000	provided through classroom support, playground/social support or wellbeing program support.
		SLSO's staffing increased through additional staff and increase in employment hours to provide targeted assistance for students who are identified through school LST processes who are not eligible for IFS allocation funding and for students requiring support due to emerging learning, wellbeing and social needs.
Quality Teaching, Successful Students (QTSS)	Staffing allocation 0.814 equivalent to $86867	AP released 2 days per week to work shoulder to shoulder with teachers in an instructional leader capacity. Teachers undertook professional learning in collaborative planning, data analysis, explicit instruction pedagogy and point of need teaching and learning. Modelled lessons, peer observation and feedback increased throughout the year. 100% of staff indicated the collaboration and data analysis days were effective in supporting their professional learning, pedagogy changes and using data to inform practice. Collaboration and 5 weekly data analysis sessions were a point of focus when planning for 2020 with the high value and impact made with staff in 2019. Other APs released to work shoulder to shoulder with staff in developing explicit instruction and to provide feedback and support through their stage teams, mentoring and observations in line with PDP and accreditation goals.
Socio–economic background	$179140	This allocation is expended across a number of programs and initiatives, including major components of Strategic Direction 1 and 2.
		Key initiatives include:
		Release for teachers to undertake Collaboration, Professional Learning and Data Analysis days to drive point of need learning and explicit instruction.
		Explicit Instruction – Reading Hierarchy and Daily Writing implemented and changes to pedagogy delivery through modelling, team teaching and collegial observation and feedback.
		Visible Wellbeing – teacher release for VWB Implementation Team PL, planning and preparation and delivery of PL for all staff based on Positive Psychology/Visible Wellbeing and Strengths.
		Wellbeing program – Teacher and SLSO delivered wellbeing programs focused on small groups of students identified through the LST process, teacher referrals and counsellor requests.
		PBL – Re–imaging and re–launching of PBL continued through 2019. Students and community responded positively to the classroom matrix and introduction of Blueys

Socio–economic background	$179140	for 'free and frequent' recognition of Respect, Responsibility and Quality. New signage for focus area expectations throughout the school was installed. Release for team leaders to complete lessons, matrix, staff PL and future direction planning. Kinder Transition program (Small Steps) ran during Term 3 and 4 to support the P–K transition, with additional timetabled sessions for students requiring extra transition to school after the program and orientation days. Additional hours for SAO to undertake the Community Liaison Role – utilising local media, social media, school app, school and home communication and to provide a strong community connection with the school. Upgrade of classroom furniture and technology to promote collaborative learning and flexible work spaces for students and staff.
Support for beginning teachers	$8438	Beginning teachers provided with extra release to undertake collaboration and mentoring with identified expertise AP or CT, aligning with their PDP, accrediation requirements and classroom pedagogy or management requirements. APs and identified CTs worked on particular focus areas with the beginning teachers according to their strength and the area of identified need. APs mentored 2 beginning teachers through the accreditation process and submission, with both being accredited at Proficient in 2019.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	231	252	247	241
Girls	231	222	219	215

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	93	95.1	94.6	93.6
1	92.5	92.6	93.2	92.8
2	92.3	93.6	92.1	93.4
3	93.8	93.1	92.5	90.8
4	91.2	93.5	92.5	92
5	93.4	93.9	92.4	91.9
6	91.3	92.7	92.5	92.8
All Years	92.6	93.5	92.8	92.4
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.

Singleton Public School 3070 (2019)

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	17.5
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	5.58
Other Positions	2

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

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

Workforce ATSI

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

Financial information

Financial summary

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

	2019 **Actual** ($)
Opening Balance	483,344
Revenue	5,207,716
Appropriation	4,905,905
Sale of Goods and Services	5,165
Grants and contributions	294,308
Investment income	2,213
Other revenue	124
Expenses	-4,864,804
Employee related	-4,210,159
Operating expenses	-654,645
Surplus / deficit for the year	342,911

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	570,612
Equity Total	422,182
Equity - Aboriginal	60,204
Equity - Socio-economic	179,140
Equity - Language	19,362
Equity - Disability	163,477
Base Total	3,048,203
Base - Per Capita	112,166
Base - Location	5,526
Base - Other	2,930,510
Other Total	736,987
Grand Total	4,777,985

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

School performance - NAPLAN

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

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

NAPLAN Online

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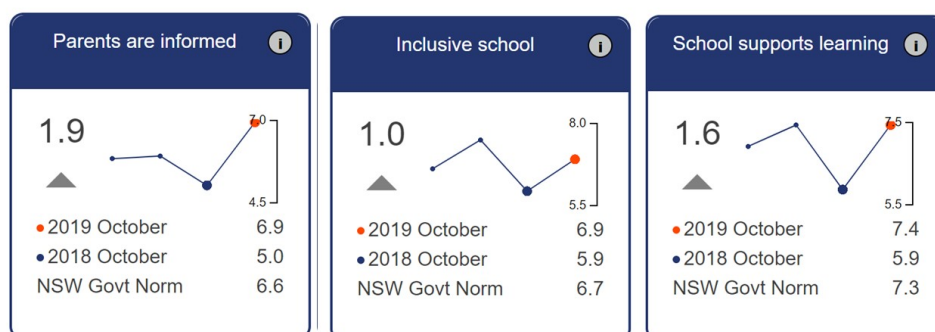
Parent/caregiver, student, teacher satisfaction

Parent, student and teacher satisfaction was reported through the 'Tell Them From Me' surveys throughout 2019.

Parents/carers were invited to complete the 'Partners in Learning' survey to gather parent perspectives across 7 separate measures. The parent scores are above the NSW Govt Norm across 6 of the 7 measures. Trend data shows the biggest increases from 2018 in the measures of *Parents are informed; *Inclusive school; *School supports learning.

Students were surveyed through 'Tell Them From Me' twice during 2019 with the 'Student Outcomes and School Climate' survey. The results varied in comparison to the NSW Govt Norm across the measures. Students with positive behaviour at school and students with positive relationships were both above the norm. 50% of students placed themselves in the high skills and high challenge quadrant of skills–challenge.

Teachers were surveyed through 'Tell Them From Me' with the 'Focus on Learning' Teacher Survey. The survey is grouped across the Drivers of Student Learning and the Dimensions of Classroom and School Practices. Results were at or above the NSW Govt Norm in 4 of these measures; Leadership, Collaboration, Parent Involvement and Overcoming Obstacles to Learning.

Parents are informed	Inclusive school	School supports learning
1.9 ▲	**1.0** ▲	**1.6** ▲
2019 October — 6.9	2019 October — 6.9	2019 October — 7.4
2018 October — 5.0	2018 October — 5.9	2018 October — 5.9
NSW Govt Norm — 6.6	NSW Govt Norm — 6.7	NSW Govt Norm — 7.3

School Mean (NSW Govt Norm)	8.1 (7.7)
Teachers expect my child to pay attention in class.	8.6
Teachers maintain control of their classes.	7.6
My child is clear about the rules for school behaviour.	9.1
Teachers devote their time to extra-curricular activities.	7.4

Distribution of parents' average scores
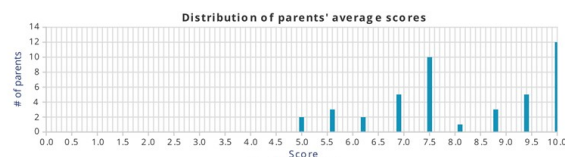
School Mean (NSW Govt Norm)	7.3 (7.4)
Behaviour issues are dealt with in a timely manner.	6.4
My child feels safe at school.	7.9
My child feels safe going to and from school.	8.4
The school helps prevent bullying.	6.3

Distribution of parents' average scores
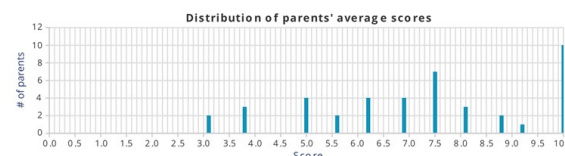
Students with a positive sense of belonging

Students feel accepted and valued by their peers and by others at their school.

| 72% | School Mean |
| 81% | NSW Govt Norm |

Girls 74 / 81
Boys 71 / 81

Year Level	School Mean	NSW Govt Norm
4	82	83
5	64	80
6	69	80
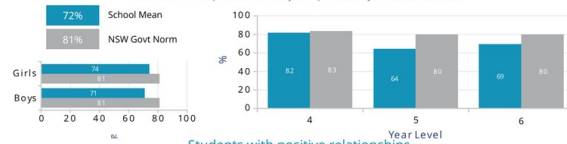
Students with positive relationships

Students have friends at school they can trust and who encourage them to make positive choices.

| 85% | School Mean |
| 85% | NSW Govt Norm |

Girls 88 / 88
Boys 83 / 83

Year Level	School Mean	NSW Govt Norm
4	89	84
5	76	85
6	89	87

Students with positive behaviour at school

Students that do not get in trouble at school for disruptive or inappropriate behaviour.

| 86% | School Mean |
| 83% | NSW Govt Norm |

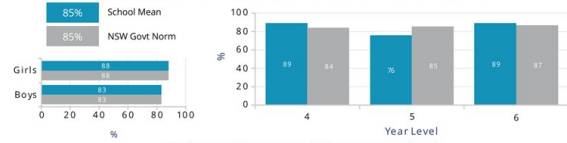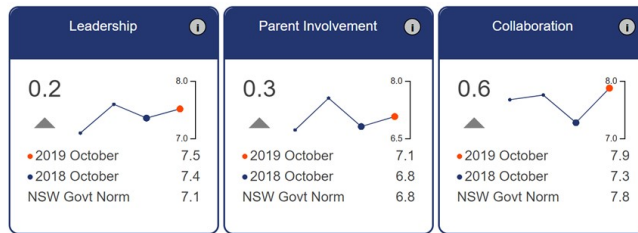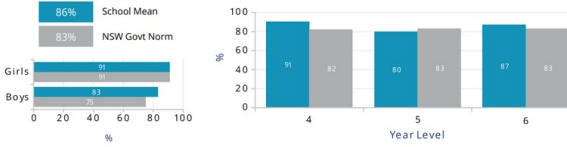Girls 91 / 91
Boys 83 / 76

Year Level	School Mean	NSW Govt Norm
4	91	82
5	80	83
6	87	83

Leadership ℹ

0.2 ▲

2019 October	7.5
2018 October	7.4
NSW Govt Norm	7.1

Parent Involvement ℹ

0.3 ▲

2019 October	7.1
2018 October	6.8
NSW Govt Norm	6.8

Collaboration ℹ

0.6 ▲

2019 October	7.9
2018 October	7.3
NSW Govt Norm	7.8

Learning Culture

School Mean (NSW Govt Norm)	7.9 (8.0)
I give students written feedback on their work.	6.8
I talk with students about the barriers to learning.	7.8
In most of my classes I discuss the learning goals for the lesson.	7.9
Students become fully engaged in class activities.	7.8
I monitor the progress of individual students.	8.1
I am effective in working with students who have behavioural problems.	7.9
I set high expectations for student learning.	8.9
Students find class lessons relevant to their own experiences.	8.1

Distribution of teachers' average scores
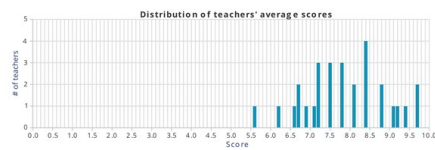
Data Informs Practice

School Mean (NSW Govt Norm)	7.3 (7.8)
My assessments help me understand where students are having difficulty.	7.9
I use formal assessment tasks to help students set challenging goals.	7.1
I regularly use data from formal assessment tasks to decide whether a concept should be taught another way.	7.1
I use formal assessment tasks to discuss with students where common mistakes are made.	7.2
When students' formal assessment tasks or daily classroom tasks fail to meet expectations I give them an opportunity to improve.	8.0
I provide examples of work that would receive an "A", a "B", or a "C" (or their equivalent).	6.5
I use results from formal assessment tasks to inform my lesson planning.	8.1
I give students feedback on how to improve their performance on formal assessment tasks.	7.6

Distribution of teachers' average scores

Technology

School Mean (NSW Govt Norm)	5.7 (6.7)
Students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts.	6.3
I use computers or other interactive technology to give students immediate feedback on their learning.	5.2
Students use computers or other interactive technology to track progress towards their goals.	4.0
I help students set goals for learning new technological skills.	5.9
Students have opportunities to use computers or other interactive technology to analyse, organise, and present subject matter.	5.5
I help students use computers or other interactive technology to undertake research.	5.7
I help students to overcome personal barriers to using interactive technology.	5.8
I work with students to identify a challenging learning goal relevant to the use of interactive technology.	5.7

Distribution of teachers' average scores

Quality Feedback

School Mean (NSW Govt Norm)	7.1 (7.3)
I give students written feedback on their work.	6.8
I am regularly available to help students with special learning needs.	7.6
Teachers have given me helpful feedback about my teaching.	7.0
I use computers or other interactive technology to give students immediate feedback on their learning.	5.2
School leaders have provided me with useful feedback about my teaching.	7.2
Students receive written feedback on their work at least once every week.	6.3
I use formal assessment tasks to discuss with students where common mistakes are made.	7.2
I ask parents to review and comment on students' work.	5.0
I monitor the progress of individual students.	8.1
I make sure that students with special learning needs receive meaningful feedback on their work.	7.7
I discuss my assessment strategies with other teachers.	7.9
I help students use computers or other interactive technology to undertake research.	5.7
School leaders have taken time to observe my teaching.	7.4
Students receive feedback on their work that brings them closer to achieving their goals.	7.8
I give students feedback on how to improve their performance on formal assessment tasks.	7.6
Parents are regularly informed about their child's progress.	7.5

Distribution of teachers' average scores

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.