Tea Gardens Public School

2019 Annual Report

3175

Introduction

The Annual Report for 2019 is provided to the community of Tea Gardens 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

Tea Gardens Public School is committed to providing high quality, evidence based teaching and learning within an inclusive, safe and positive learning environment. We uphold a strong partnership with the community to ensure that students develop as respectful, responsible global citizens of the future who value lifelong learning and strive to be their personal best.

School context

Tea Gardens Public School opened in 1888 and is located in the idyllic seaside town of Tea Gardens. Our school is at the heart of the township servicing the communities of Tea Gardens, Hawks Nest and surrounding areas. The school enjoys close ties with community groups and other organisations.

In March 2019, the school had an enrolment of 190 students across 8 classes K–6 with 24% of our students identifying as Aboriginal. School enrolment numbers can vary from year to year, largely due to a high level of transience within the community.

Emphasis is placed on quality teaching and continuous improvement of learning outcomes for all students.

The students and staff enjoy an attractive physical environment of wide open play areas, a rainforest area, native gardens as well as our own vegetable patch.

The school continues to pride itself on being a welcoming and friendly school. Other features are our student parliament, which has been in operation since 1988, a school and community band, our Annual Easter Art and Craft Expo and our sporting teams who participate in the NSWPSSA State Knockout competitions with select students representing the school at both regional and state levels.

The school is a member of the Myall Learning Community which incorporates other schools including Booral, Bungwahl, Bulahdelah and Coolongolook. Our partnership within this Community of Schools and other collegial networks provides professional learning opportunities leading to enhanced teaching and learning practices and structures and procedures for student wellbeing. Positive Behaviour for Learning was introduced as part of the 2015–2017 planning cycle, developing whole school wellbeing processes that support all students so they can connect, succeed, thrive and learn.

Self-assessment and school achievement

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

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1

High quality, evidence–based teaching

Purpose

To create a high performance, collaborative school culture with a focus on evidence based, explicit teaching driven by thorough, systematic data collection and analysis to support student learning and improvement in teaching practice.

Improvement Measures

The school is able to evidence growth from *delivering to sustaining and growing* in the elements of Assessments, Data Skills and Effective Classroom Practice within the Schools Excellence Framework. (Baseline SEF SAS 2017)

Increase the percentage of students in top two bands for reading, writing and numeracy by 15% from the averages attained during 2015–2017. Baseline Year 3: Reading 35.9%, Writing 39.7% and Numeracy 21.3%. Baseline Year 5: Reading 14%, Writing 7.6% and Numeracy 6.5%.

Aspirational targets.

Percentage of students in top 2 bands for reading. Baseline 24.4%, lower bound 31.5% and upper bound 36.5%

Percentage of students in top 2 bands for numeracy. Baseline 17.8%, lower bound 24.6% and upper bound 29.6%

Overall summary of progress

The focus of our efforts as part of this strategic direction in 2019 were in the areas of analysing writing, tracking our students on the learning progressions, mathematics tracking sheets (pre and post testing), allocating learning goals, lesson intentions and developing a whole school approach to the teaching of spelling. In addition a significant amount of time and energy was devoted to the creation of consistent data tracking locations and assessment data timeline creation for all staff. These improved systems led to increased tracking of students for Learning and Support. Our report format was also changed to support our ongoing efforts within the strategic direction.

Progress towards achieving improvement measures

Process 1:   Assessment

Implement consistent school–wide practices for assessment to monitor, plan and report on student learning across the curriculum.

Evaluation	Funds Expended (Resources)
The school was externally validated in 2019. In the elements of assessments and data skills in use, the school was externally validated at sustaining and growing. In the element of effective classroom practice the school was validated at the delivering phase highlighting the need for ongoing work in this element in 2020.	$1,000 Writing Analysis Overlay $4,000 Teacher Release $20,000 Mentoring (Across Process 1, 2 and 3)

Process 2:   Data Analysis

Strengthen the use of student assessment data across the school to identify student achievements and progress, reflect on teaching effectiveness and inform future learning directions.

Evaluation	Funds Expended (Resources)
The analysis of internal data sources highlighted the following percentages of students achieving at or above Reading benchmark levels: Early Stage One (Kindergarten)– 75% Stage One (Year One) – 63%	$20,000 Mentoring (Shared across Process 1, 2 and 3)

Progress towards achieving improvement measures	
Stage One (Year Two)– 80% The following percentages are based on the Fountas and Pinnell literacy resource. Stage Two (Year Three) – 61% At or above Level O / PM30 Stage Two (Year Four) – 85% At or above Level Q Stage Three (Year Five) – 73% At or above Level U Stage Three (Year Six) – 93% At or above Level Y Baseline writing benchmarks focusing on the Writing Analysis Overlay (WAO) commenced in 2019 with comparative data analysis planned for next year. We have not yet met our targets for the top two bands in NAPLAN. During 2019, the following percentages in the top two bands have been achieved: Year 3 Reading – 20% (15% decrease), Year 3 Writing – 23% (22% decrease), Year 3 Numeracy – 20% (2% decrease) During 2019, the following results have been achieved: Year 5 Reading – 27% (3% increase), Year 5 Writing – 6% (13% decrease), Year 5 Numeracy – 17% (8% decrease) New aspirational targets have been set for Tea Gardens Public School for 2020 – 2022 Baseline information for student writing (Writing Analysis Overlay or WAO) has also been gathered as we continue to monitor progress in our writing and spelling next year.	

Process 3:   Collaborative Practice

> Embedded and explicit systems facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.

Evaluation	Funds Expended (Resources)
Our three Assistant Principals acted as instructional leaders to strengthen quality teaching practises across the school. This included the use of student data to target teaching and evidence of improvement, lesson observations, modelling and feedback. Collaborative practice was evident across mentoring sessions focusing on writing in 2019. Four staff implemented and worked through quality teaching rounds in 2019.	$20,000 Mentoring (Shared across Process 1, 2 and 3)

Strategic Direction 2

Futures Learning

Purpose

To facilitate futures learning through best practice pedagogies and systems which make effective use of digital technologies and enable students and staff to communicate, problem solve, collaborate, think critically and creatively.

Improvement Measures

Increase the proportion of students demonstrating active engagement with their learning using digital technologies.

Increased teacher capacity and confidence in the effective use of technology as a tool to support student learning.

Increased student skill levels in the effective use of technology for learning.

Progress towards achieving improvement measures

Process 1:   Digital Technologies in Focus (DTiF).

Whole school focus on the development of staff and student capability in the use of digital technologies for learning and futures learning skills such as communication, collaboration, problem solving and creative and critical thinking.

Evaluation	Funds Expended (Resources)
STEM Learning through the use the Filming Kit became part of student learning in term two. The filming kit allowed students to engage with ICT General capabilities and multimedia creation and STEM concepts through filming based technology. Green screen technology was used to positive effect and was showcased at many assemblies throughout the remainder of the year. Our showcase day in September brought digital technologies to the school community creating a community of sharing between classes and an understanding of digital technologies in the local community. A highlight were the arcade games developed by our stage three classes based on the design thinking model. This was evidenced by an 18% increase in parents who indicated that technology was used in a meaningful way to enhance learning and engagement. 2018–75% and 2019–93%. Student feedback from the Science and Technology showcase demonstrated an increased understanding of the design thinking process. 93% of parents agree that the school provides opportunities for students to engage in digital technologies. A 10% increase from 2018. The application of new technologies being embedded into authentic projects allowed students to increase their ability to work collaboratively and problem solve (87%). Increased teacher capacity and confidence in the effective use of technology was achieved. Staff used the available resources to leverage the technology to improve student learning outcomes. Professional learning, planning days and lesson demonstrations with Curriculum Officers from the Australian Curriculum, Assessment and Reporting Authority (*ACARA*) provided the opportunity for our staff to collaborate, trial and embed different technologies into teaching and learning programs. As a result of these endeavours, our stage three gold Micro Bit activity was published in the October edition of ACARA Digital Technologies in Focus Newsletter and distributed to schools across Australia. 81% of our teachers indicated that they give students opportunities to use computers / interactive technology to describe relationships among ideas or concepts. This has increased 8% from 73% in 2018. 78% of staff indicated that they help students to overcome personal barriers to using interactive technology up from 65%. 100% of class programs have heightened evidence of the integration of Digital Technologies in all Key Learning Areas in comparison to teaching programs from 2018.	Computer hardware $18,200 and resources $6,100 Teacher Release Days – $8,000 Interact Ed PD – $2,500 Consumables– $4,000 Software – $5,084

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Strategic Direction 3

Student Wellbeing

Purpose

To promote a positive, inclusive and collaborative school culture underpinned by the wellbeing values of safety, respect and personal best.

Improvement Measures

All tracked students demonstrate positive growth of their social and personal capabilities as evidenced by data on the ACARA Personal and Social capabilities continuum.

Aspirational Target: Wellbeing

Baseline 84.6%. Lower bound 89.1% upper bound 94.1%

Effective implementation of Positive Behaviour for Learning (PBL) improves from 2017 baseline.

Aspirational Target: Attendance

Baseline 65.9%. Lower bound 72.8% and Upper bound 77.8%

The school is able to evidence growth from *delivering to sustaining* and *growing* in the element of *Wellbeing* in the School Excellence Framework. (Baseline SEF SAS)

Progress towards achieving improvement measures

Process 1: Positive Behaviour for Learning

Fully implement whole–school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

Evaluation	Funds Expended (Resources)
A teacher was engaged in the role of a wellbeing officer in 2019 to coordinate programs and activities that supported the engagement and connection of students at our school. The following number of students made positive gains in one or more areas of the ACARA Personal and Social capabilities continuum. 93.75% of tracked students in Kindergarten (2018) to Year One (2019) 72.73% of tracked students in Year One (2018) to Year Two (2019) 100% of tracked students in Year Two (2018) to Year Three (2019) 100% of tracked students in Year Three (2018) to Year Four (2019) On average 91.62% of the tracked student cohort made positive gains against the continuum. To support our ongoing commitment to Positive Behaviour for Learning (PBL), the tiered fidelity tool was completed in November, 2019. Areas of strength included: • Teaching expectations. Score 2 out of 2 • Feedback and Acknowledgement. Score 2 out of 2. • Annual Evaluation. Score 2 out of 2. Areas for improvement through the tool included: • Team Composition. Score 1 out of 2 • Team operating procedures. Score 0 out of 2	Wellbeing teacher $60000

Progress towards achieving improvement measures

• Problem Behaviour Definitions. Score 1 out of 2.
• Discipline Policies. Score 0 out of 2.
• Professional Development. Score 0 out of 2.
• Classroom Procedures. Score 1 out of 2.
• Staff involvement / Data. Score 0 out of 2.
• Student / Family / School Community Involvement. Score 1 out of 2.
• Discipline Data. Score 1 out of 2.
• Data Based Decision Making. Score 1 out of 2.
These areas for improvement are a focus throughout 2020 in the area of Positive Behaviour for Learning at Tea Gardens Public School.

During 2019, our school was externally validated. Through this process, the independent panel supported the fact that our school had progressed from delivering to sustaining and growing in the element of Wellbeing in the School Excellence Framework.

The trusted teacher survey was conducted in November 2019 by our Year 6 Ministers. The purpose of the survey was to ensure students felt that they could identify a staff member who they could turn to for assistance if required. In 2019, 95% of students confidently identified a staff member.

85% of parents agree and strongly agree that the teachers at our school take an interest in the emotional, social and physical wellbeing of their child.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal Equity loading of $56328 was fully expended to meet the specific learning needs of the of 41 Aboriginal students at Tea Gardens Public School. Aboriginal cultural language classes by Murrook Cultural Centre staff. Identified teacher and SLSO support to improve transition of Aboriginal student's, connection and engagement within school. Whole school celebrations and events. Connecting to Country training costs for staff. Additional Learning and Support (0.6) 3 days per week for semester two.	Refer to Policy Requirements– Aboriginal Education section for impact statement and a description of the focus activities that included: Weekly Gathang Language lessons (semester one) Class based support and staff cultural training Whole school events The GoalHub platform was used to record, monitor and track Aboriginal student's personalised learning pathways.
Low level adjustment for disability	$27083 Low Level Adjustment for Disability funding The school attracts a LAST staffing allocation of (0.7) or $74701	Flexible low level disability funding was used to employ SLSO staff to support teachers of students with additional learning and support needs. Additional funds were used to support Individual Education Planning, Review Meetings and provide additional ongoing Learning and Support Programs with our Learning and Support Teacher (0.7).
Quality Teaching, Successful Students (QTSS)	$31375 in the form of a 0.294 staffing allocation	The QTSS staffing allocation was shared by three Assistant Principals who acted as instructional leaders to strengthen quality teaching practises across the school. This included the use of student data to target teaching and evidence of improvement, lesson observations, modelling and feedback. The impact of this initiative is described in Strategic Direction 1.
Socio–economic background	$143650 flexible funding and 0.3 staffing allocation ($32015).	These funds were used to support processes across all strategic directions to: Build the capacity of teachers to target improvement in literacy and numeracy via ongoing mentoring programs; Embed the use of digital technologies within the curriculum as part of ACARA's Digital Technology In Focus initiative; Coordinate student wellbeing initiatives , programs, practices and Positive Behaviour for Learning; Implementation of the Quality Teaching Rounds model; Ensure regular consultation and engagement

| Socio–economic background | $143650 flexible funding and 0.3 staffing allocation ($32015). | with families;

Provide financial assistance as required; and

Implement transition support programs.

The impact of these initiatives, programs and practices is described in the our Strategic Directions 1, 2 and 3. |
| --- | --- | --- |
| **Support for beginning teachers** | $14130 | One new graduate temporary teacher was supported through regular professional learning, additional release and a formal mentoring program during 2019. |

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	87	83	95	102
Girls	91	93	92	84

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	92.2	94	91.3	91.2
1	90.5	90.9	89.9	87.8
2	93.4	93.4	88.5	88.3
3	92.6	93.3	92.1	86.8
4	91.5	93	94.4	90.8
5	91.3	92.3	88.2	91.8
6	92.7	89.9	89.2	87.5
All Years	92	92.5	90.8	89.2
State DoE				
Year	**2016**	**2017**	**2018**	**2019**
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	7.23
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.4
School Administration and Support Staff	2.12

*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	423,512
Revenue	2,231,172
Appropriation	2,141,340
Sale of Goods and Services	10,282
Grants and contributions	75,981
Investment income	3,569
Expenses	-2,152,655
Employee related	-1,869,925
Operating expenses	-282,730
Surplus / deficit for the year	78,516

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	118,936
Equity Total	333,776
Equity - Aboriginal	56,328
Equity - Socio-economic	175,665
Equity - Language	0
Equity - Disability	101,784
Base Total	1,531,235
Base - Per Capita	43,877
Base - Location	22,555
Base - Other	1,464,802
Other Total	114,357
Grand Total	2,098,304

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.
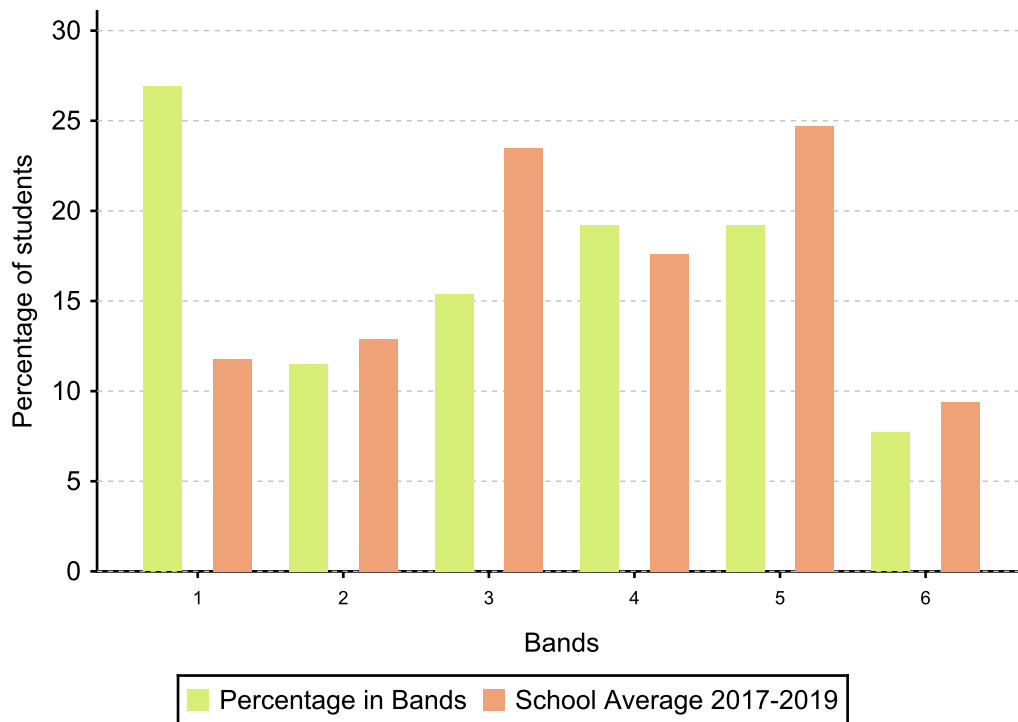
Literacy and Numeracy Graphs

Percentage in bands:
Year 3 Grammar & Punctuation
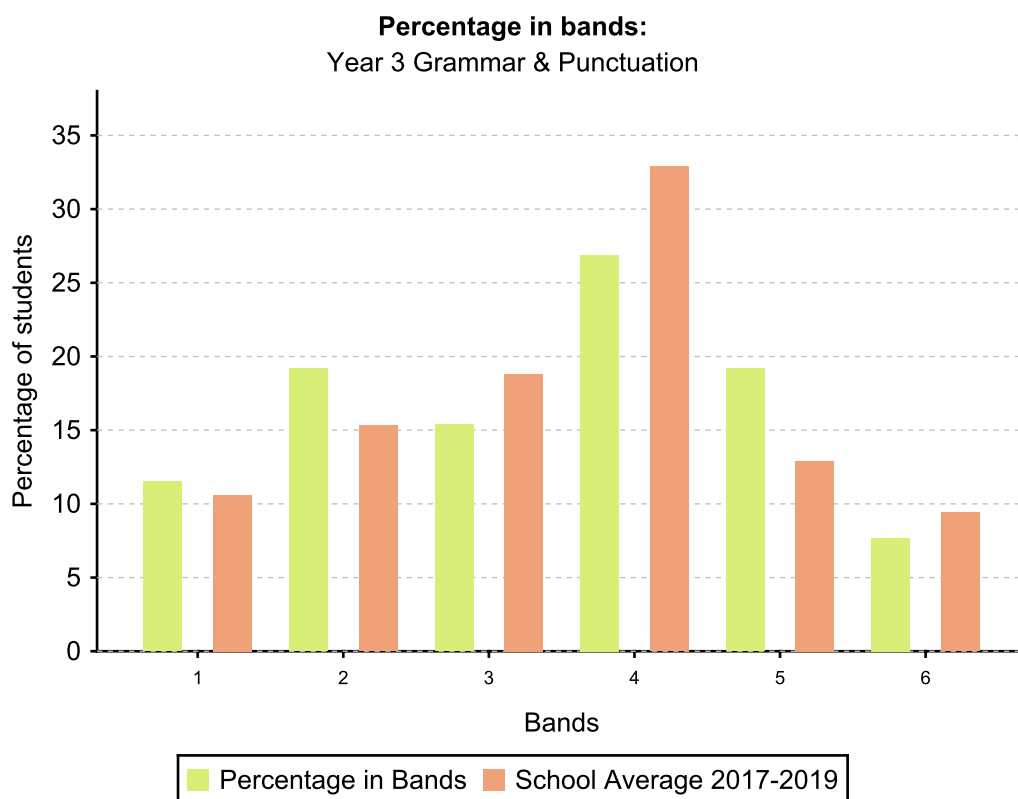
Band	1	2	3	4	5	6
Percentage of students	11.5	19.2	15.4	26.9	19.2	7.7
School avg 2017-2019	10.6	15.3	18.8	32.9	12.9	9.4

Percentage in bands:
Year 3 Reading
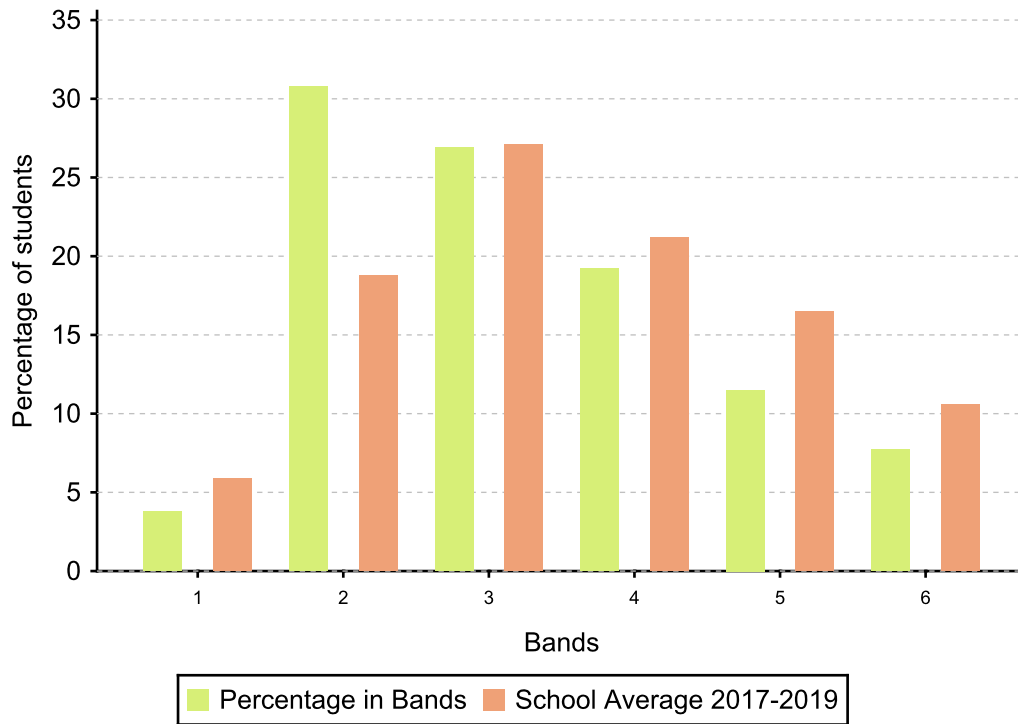
Band	1	2	3	4	5	6
Percentage of students	3.8	30.8	26.9	19.2	11.5	7.7
School avg 2017-2019	5.9	18.8	27.1	21.2	16.5	10.6

Percentage in bands:
Year 3 Spelling

Band	1	2	3	4	5	6
Percentage of students	26.9	11.5	15.4	19.2	19.2	7.7
School avg 2017-2019	11.8	12.9	23.5	17.6	24.7	9.4

Percentage in bands:
Year 3 Writing
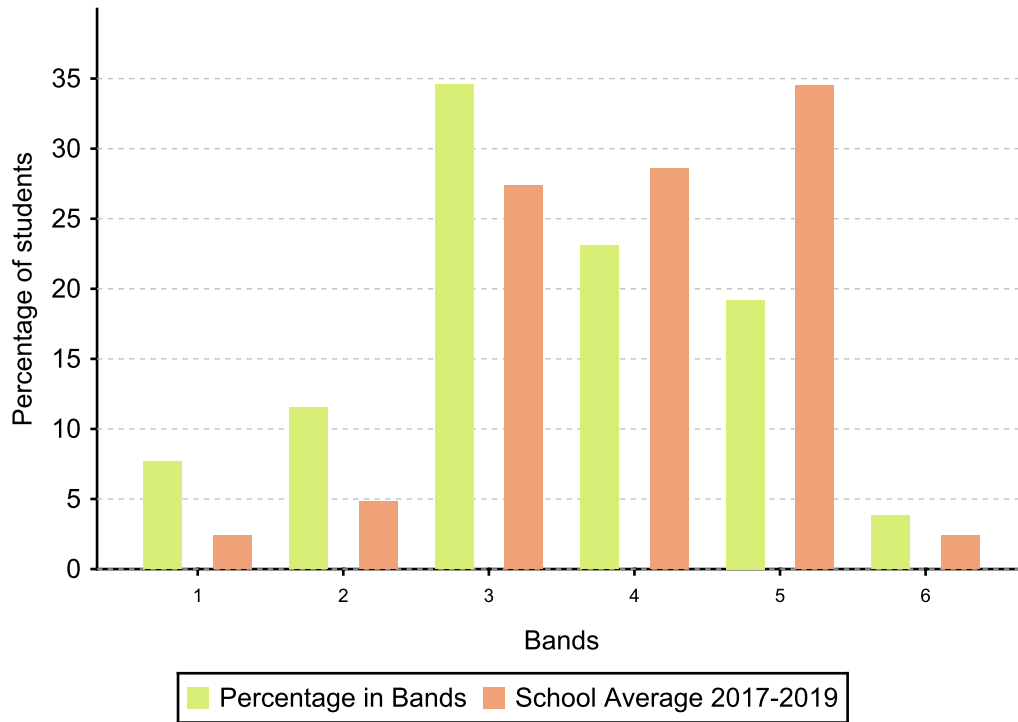
Band	1	2	3	4	5	6
Percentage of students	7.7	11.5	34.6	23.1	19.2	3.8
School avg 2017-2019	2.4	4.8	27.4	28.6	34.5	2.4

Percentage in bands:
Year 5 Grammar & Punctuation
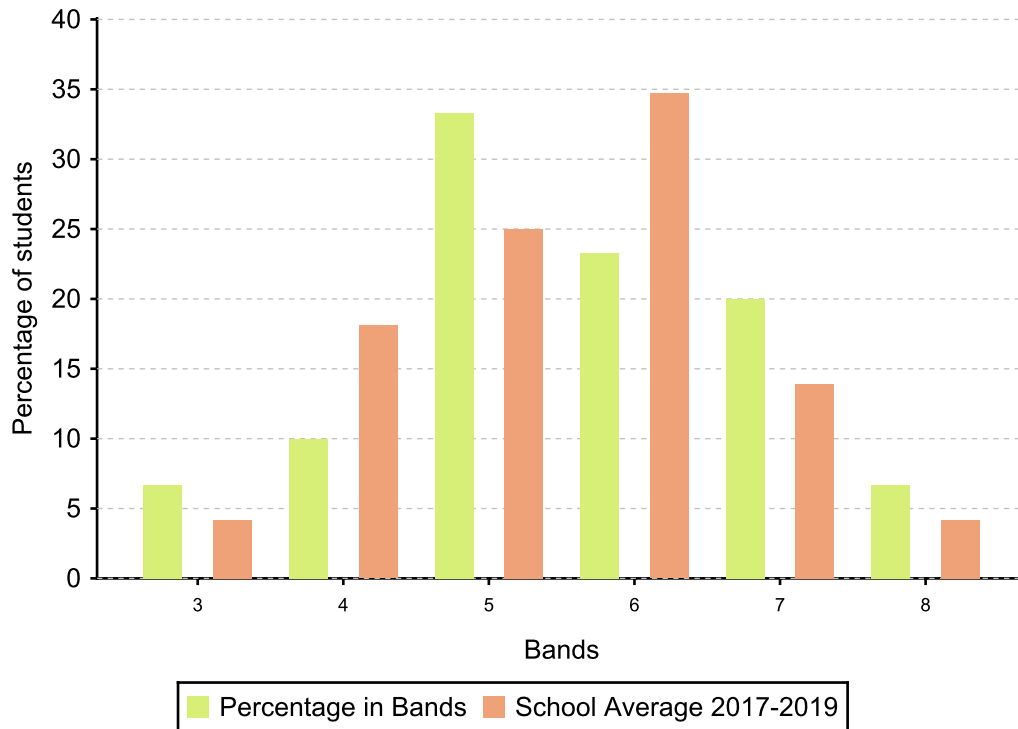
Band	3	4	5	6	7	8
Percentage of students	6.7	10.0	33.3	23.3	20.0	6.7
School avg 2017-2019	4.2	18.1	25	34.7	13.9	4.2

Percentage in bands:
Year 5 Reading
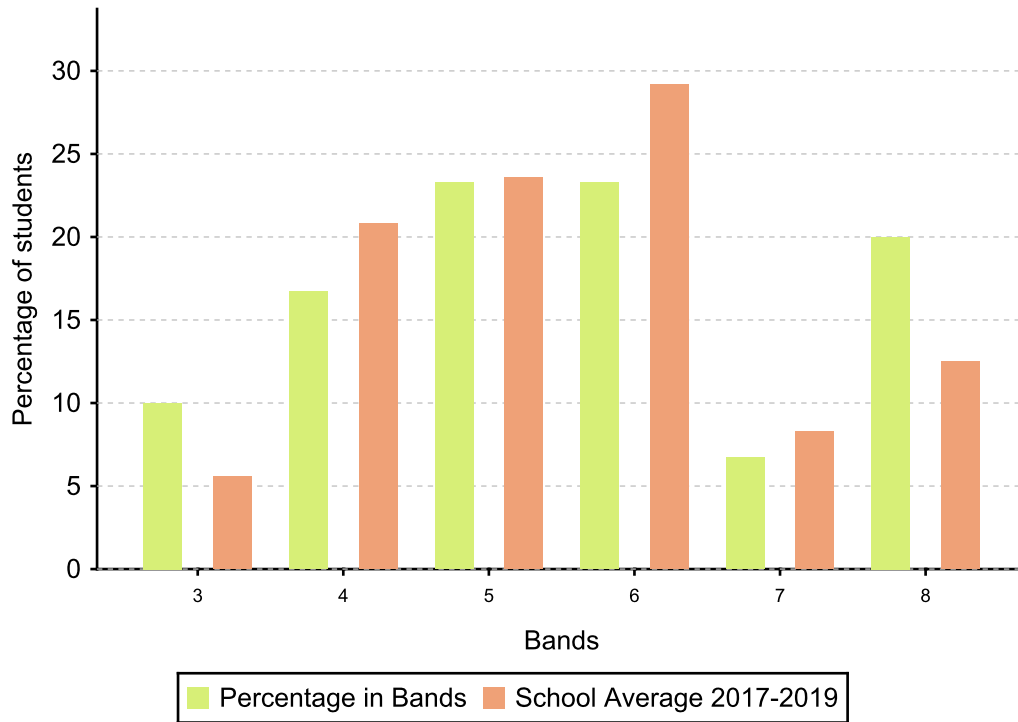
Band	3	4	5	6	7	8
Percentage of students	10.0	16.7	23.3	23.3	6.7	20.0
School avg 2017-2019	5.6	20.8	23.6	29.2	8.3	12.5

Percentage in bands:
Year 5 Spelling
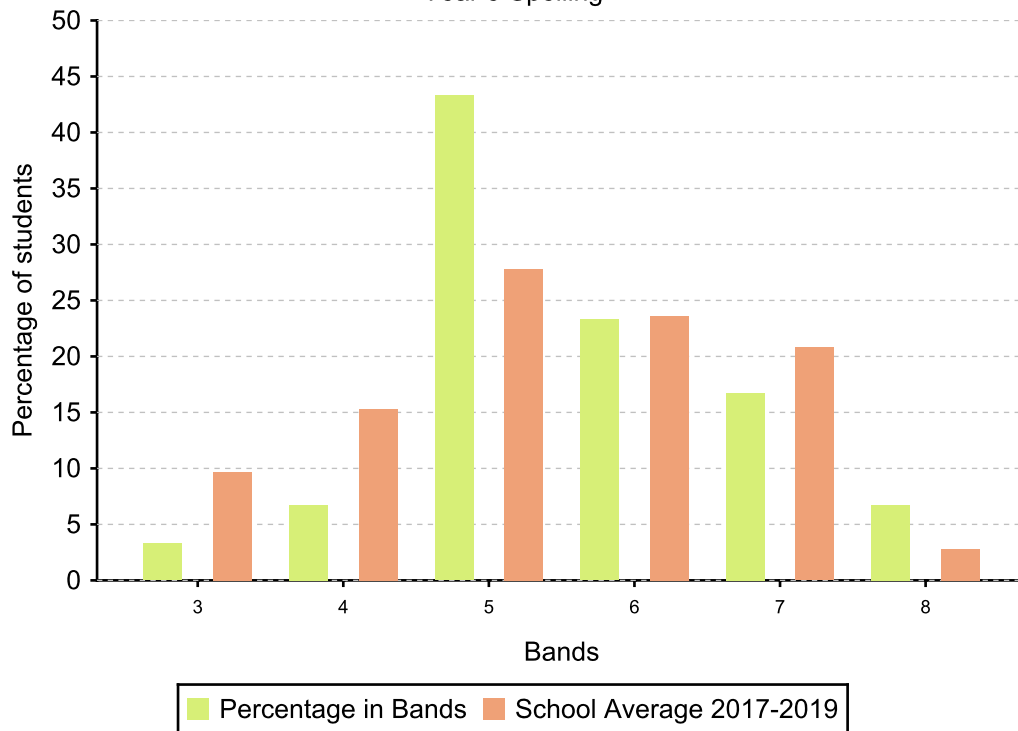
Band	3	4	5	6	7	8
Percentage of students	3.3	6.7	43.3	23.3	16.7	6.7
School avg 2017-2019	9.7	15.3	27.8	23.6	20.8	2.8

Percentage in bands:
Year 5 Writing
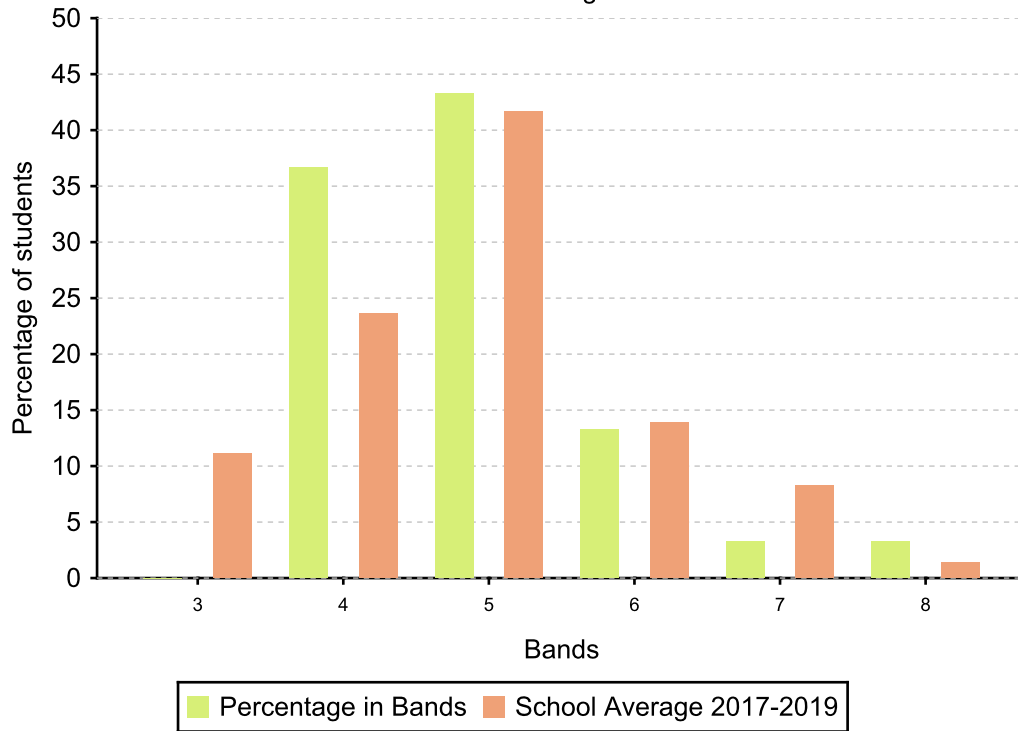
Band	3	4	5	6	7	8
Percentage of students	0.0	36.7	43.3	13.3	3.3	3.3
School avg 2017-2019	11.1	23.6	41.7	13.9	8.3	1.4

Percentage in bands:
Year 3 Numeracy
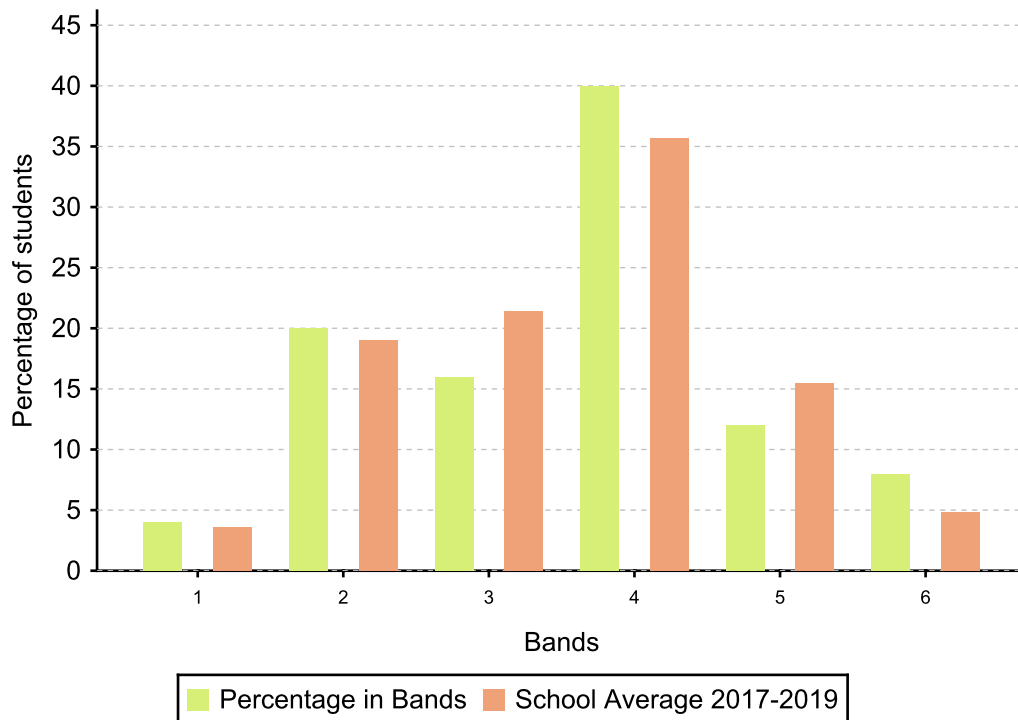
Band	1	2	3	4	5	6
Percentage of students	4.0	20.0	16.0	40.0	12.0	8.0
School avg 2017-2019	3.6	19	21.4	35.7	15.5	4.8

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Percentage in bands:
Year 5 Numeracy

Legend: Percentage in Bands ■ School Average 2017-2019 ■
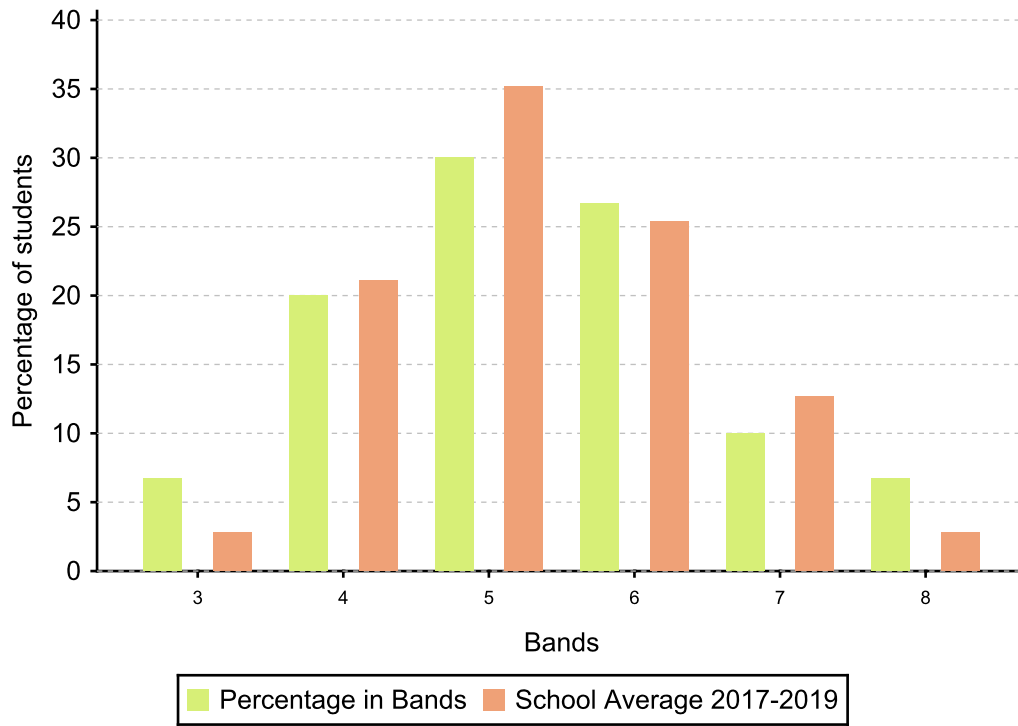
Band	3	4	5	6	7	8
Percentage of students	6.7	20.0	30.0	26.7	10.0	6.7
School avg 2017-2019	2.8	21.1	35.2	25.4	12.7	2.8

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Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. 40 parent / community satisfaction surveys were returned in 2019, which provided the school with invaluable information. In 2019, the school sought opinion about our progress in our strategic directions in high quality, evidence–based teaching, futures learning and wellbeing.

Highlights of the parent satisfaction survey included:
- 78% of parents agreed that teachers provided their children with learning opportunities that catered to their ability.
- 85% of parents indicated that they understood how their children's results were used by teachers to develop personalised learning activities.
- 93% of parents indicated that the school provided opportunities to engage with digital technologies
- 93% of parents felt that technology was used in a meaningful way to enhance learning and engagement.
- 77% of parents feel comfortable in assisting their child with educational technologies.
- 85% of parents indicated that our teachers take an interest in the emotional, social and physical wellbeing of their child.
- In terms of Tea Gardens Public School's core values of safety, respect and personal best over 92% of parents indicated that their children followed these values whilst at school and pleasingly, parents highlighted that 88% children displayed respect in the home setting.
- The overall satisfaction rating for recommending our school to others for 2019 was 8.33/10.

In terms of where our parents saw our school's strengths, these could be generalised as follows: Parents love the small, community based feel of our school where students are supported by committed and dedicated staff.

Our students completed two Tell Them from Me surveys and our teachers completed the Focus on Learning survey.

Student Engagement – Perspectives of Teachers: Focus on Learning Survey

The Focus on Learning survey is a self–evaluation tool for schools, related to the eight drivers of student learning and the dimensions of classroom and school practice. These elements are outlined below, which are scored on a ten–point scale.
- Leadership 8.2 (NSW Norm 7.1). An increase of 0.3 from 2018
- Collaboration 8.4 (NSW Norm 7.8) An increase of 1.1 from 2018
- Learning Culture 7.9 (NSW Norm 8.0) An increase of 0.4 from 2018
- Data Informs Practice 7.6 (NSW Norm 7.8) An increase of 0.3 from 2018
- Teaching Strategies 7.8 (NSW Norm 7.9) An increase of 0.4 from 2018
- Technology 6.7 (NSW Norm 6.7). An increase of 0.3 from 2018
- Inclusive School 8.1 (NSW Norm 8.2) An increase of 0.2 from 2018
- Parent Involvement 7.2 (NSW Norm 6.8) An increase of 0.6 from 2018
- Challenging and visible goals 7.6 (NSW Norm 7.5) An increase of 0.5 from 2018
- Planned Learning Opportunities 8.0 (NSW Norm 7.6) An increase of 0.4 from 2018
- Quality Feedback 7.4 (NSW Norm 7.3) An increase of 0.6 from 2018
- Overcoming Obstacles to Learning 8.0 (NSW Norm 7.7) An increase of 0.3 from 2018

2019 teacher survey results highlighted increases in all areas when compared to the 2018 survey.

78% of teachers strongly agree that school leaders are leading improvement and change.

Student Engagement – Perspectives of Students: Tell Them From Me Survey

The Tell Them From Me surveys measured indicators based on the most recent research on classroom and school effectiveness. Students in years 4, 5 and 6 completed the survey in term one and again in term four. Key findings from the term four survey include:
- The percentage of students who are victims of bullying at our school is 8% lower than the NSW Government norm
- 83% of students felt they had positive relationships and have friends who they can trust
- 86% valued schooling outcomes (94% of girls and 80% of boys)
- 34% had positive homework behaviours
- 81% had positive behaviour (89% of girls and 75% of boys)
- 57% were interested and motivated
- 77% tried hard to succeed
- 38% of students had a score in the desirable quadrant for skills–challenge, with high skills and high challenge.

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.

A number of enrichment activities were held throughout the year. Reconciliation Week was celebrated, with students participating in activities in class time. Our National Aborigines and Islanders Day Observance Committee(NAIDOC) celebrations included consultation and involvement of parents. For NAIDOC, students participated in an activity rotation which included food tasting, collective mural creation (shell fish), face painting, bag painting and design, didgeridoo demonstration, traditional Aboriginal games and bracelet making. We also welcomed students from both the local pre–school and long day care centre.

Weekly Gathang Language lessons continued for our Aboriginal students during the first semester culminating in all students across our school singing the National Anthem in Gathang language as part of our NAIDOC celebrations. Acknowledgment of Country in the local Gathang language is incorporated into 100 percent of assemblies and special events throughout the year. Under the guidance of our Aboriginal Education teacher and with the support of our Youyoong AECG, a Junior AECG group was formed to improved student decision making processes across the school.

An additional eight staff attended 'Connecting to Country' cultural awareness training throughout the year increasing our collective understanding about local Aboriginal culture, history and social experience. The program supports our understanding into the myriad of social, cultural, historic, economic and political issues that continue to affect and concern Aboriginal peoples and communities. Teachers also encounter firsthand the concept and meaning of country from an Aboriginal cultural standpoint.

The Goalhub platform was used to record, monitor and track Aboriginal student's personalised learning pathways in 2019.

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.