

Tregeagle Public School

2019 Annual Report



3255

Introduction

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

Tregeagle Public School encourages high expectations for student learning and strives to support every student to achieve their personal best in all curriculum areas. We provide our students with a strong foundation in literacy and numeracy and support students in an engaging environment which promotes academic excellence, collaboration and wellbeing. In order for students to thrive as future global citizens, we are committed to developing students with strong critical and creative thinking skills and resilience, who have confidence in their ability as self-directed learners. Our staff foster positive relationships, enabling a high level of connectedness and a strong sense of belonging within the school community.

School context

Tregeagle Public School is a rural school of 122 students, including 6% Aboriginal enrolments. The school sits nestled amongst the macadamia and avocado farms of the Tregeagle district and is 6 kms from the outskirts of the nearest town, Lismore. Our experienced staff draw upon their diverse skills and knowledge to teach our five classes and work in collaboration in pursuit of student and school excellence.

Tregeagle Public School has a well established reputation for holding a strong academic focus and students enjoy diverse opportunities that challenge and extend their learning across an extensive and progressive curriculum. A diverse variety of extra-curricular programs are offered to students including choir, public speaking, chess & draughts, dance and sporting teams. This is extended through our proud association with the Southern Cross Community of Small Schools (SCCoSS). Student leadership is promoted and encouraged through our Student Representative Council and Peer Support program. Our school is renowned locally for its Junior Landcare program, where students learn about sustainability and regularly enhance our school's natural environment.

Tregeagle Public School has a well established reputation for providing an open and caring environment where students, staff, families and our community work in strong partnerships. We have an active P&C who support the canteen and many other programs running in our school. Tregeagle Public School is a proud PBL (Positive Behaviour for Learning) school and the positive targets of: Be Safe, Be Respectful and Be a Learner; are taught explicitly by staff and parents. Tregeagle Public School is a welcoming and friendly school which boasts an exceptional reputation within our 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. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

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

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

For more information about the School Excellence Framework:

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

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	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

Strategic Direction 1

High Expectations in Learning

Purpose

To create self-directed learners and effective global citizens, with a strong sense of wellbeing.

Improvement Measures

A Learning Culture:

Increase the percentage of students demonstrating expected growth in Literacy and Numeracy.

Student Wellbeing:

Increase the number of elements of the Wellbeing Framework being implemented across the school.

Progress towards achieving improvement measures

Process 1: A Learning Culture:

Implement research-driven literacy and numeracy practices focused on improving students' value-added outcomes.

Evaluation	Funds Expended (Resources)
<p>What was done?</p> <ul style="list-style-type: none">• L3/L3S1 PL K–2• Soundwaves Spelling K–6• Problem solving focus in Maths – Newman's Prompts• 7 steps to Writing Success• Developed TPS English Scope and Sequence• Implemented Super 6 Comprehension strategies 3–6• Multilit Sight word program• TEN maths activities K–3 <p>What data did we need to look at?</p> <ul style="list-style-type: none">• L3/L3S1 – 2019 Week 38 Reading Data: 75% of K–2 students met or exceeded to L3/L3S1 expected reading targets. <p>25% of K–2 students are working towards meeting the L3/L3S1 expected reading targets.</p> <ul style="list-style-type: none">• Soundwaves Spelling 2020 K–6 Data: – 67% of students K–6 met or exceeded their expected spelling age in Soundwaves Spelling.– 33% of students K–6 are working towards meeting their expected spelling age in Soundwaves Spelling. <ul style="list-style-type: none">• SCOUT – NAPLAN 2019 – Year 5 numeracy 7.1% Top 2 bands <p>92.9% Middle 2 bands</p> <p>0% Bottom bands</p> <ul style="list-style-type: none">• NAPLAN 2019 Writing Year 5 data: – 7.1% top 2 bands (SSSG – 16.9%)– 78.6% Middle 2 bands– 14.3% Bottom Bands – (2018 – 15.4%. There has been a decrease in the % of students in bottom bands). <p>What difference did it /will it make?</p> <ul style="list-style-type: none">• 2020 – Numeracy – TPS need to move a greater proportion of students	<p>RAM Equity, Integration Funding Support, RAM Aboriginal, QTSS, 6100 – Literacy \$5000</p>

Progress towards achieving improvement measures

from the middle bands to upper bands in Year 5 Numeracy. Introduction of TPS 3–6 Mathematics Scope and Sequence, Maths Plus Textbooks and explicit teaching of Newman's Prompts to aid in effective mathematical problem solving.

- 2020 – **Writing** – TPS need to move more students into the top 2 bands for Year 5 Writing – aim 16.9%. Writing bump it up walls. Learning Intentions in writing based on the literacy progressions. Use of 7 steps to Writing Success program. Use of TPS English Scope and Sequence.

- 2020 – **Reading** – Continue to implement Super 6 Comprehension strategies Year 2–6. Focus on building reading stamina. Continue to run Multilit program. Collect and analyse reading level data throughout the year to inform planning.

Process 2: Student Wellbeing:

Implement a whole school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
<p>What was done?</p> <ul style="list-style-type: none"> • New whole school rewards system • PL with PBL coach • TPS Behaviour Consistency Guide and Flowchart developed collaboratively • Minds Wide Open – Dispositions of Learning implemented <p>What data did we need to look at?</p> <ul style="list-style-type: none"> • Tell Them From Me Advocacy, Expectations and Belongings Quadrants indicate that 78% of students reported 'High Advocacy and High Expectations'. This is above the 67% state average. • Tell The From Me – Sense of Belonging – Increased in 2019 to 74%. It was 63% in 2018. • PBL SET – 2019 Data includes: <ul style="list-style-type: none"> – Expectations defined – 100% – Expectations taught – 100% – Rewarding expected behaviour – 83.3% – Responding to problem behaviour – 100% – Monitoring and decision making – 87.5% – Management – 100% – School services support – 100% – 2019 Total – 96% (2017 total – 92% and 2016 total – 82% – improved on the last 2 years) <p>What Works Best Student Survey – September 2019 – indicated that:</p> <ul style="list-style-type: none"> – Do you know the three school PBL targets of Tregeagle PS? (Be safe, Be respectful, Be a learner) <i>100% said Yes.</i> – Do you feel that your teacher manages the student behaviour in your class to encourage an environment of learning? <i>55% Regularly, 33% Often, 8% Sometimes, 3% Rarely, 0% Never.</i> <p>What difference did it/will it make?</p>	<p>RAM equity, Integrated Funding Support, Aboriginal, Learning and Support Team, Collaborative Meetings</p>

Progress towards achieving improvement measures

– **TTFM 2019** – indicates the majority of students at Tregeagle PS are experiencing high wellbeing and high expectations.

– **Analysis of PBL SET 2019** – Rewarding expected behaviours needed to be improved and monitoring and decision making needed to be streamlined. We have seen a 14% growth in SET results over 3 years.

– **WWB Survey PBL 2019** – Consistency is important in the management of problem behaviours. This helps staff have confidence in decision making. Students are well aware of consequences and rewards in the school setting.

Next Steps

- **L3/L3S1** – Embed training across K–2 classes to ensure a literacy focus.
- **Reading** – Implement Super 6 Comprehension keys. Multilit. Analysing reading levels regularly for planning teaching and learning with a focus on moving middle to high bands in NAPLAN. Student goal setting.
- **Spelling** – Implement the Soundwaves Spelling program (synthetic phonics), K–6 to ensure consistency of practise across the school.
- **Writing** – Improve whole school writing outcomes by analysing data, setting clear learning intentions and implementing seven steps to writing success program.
- **Numeracy** – Implement 3–6 Mathematics Scope and Sequence, Maths Plus k–6, Newman's Prompts for problem solving, TEN activities K–2.
- **PBL** – Focus on continuity across the school. Enhance existing systems.
- **Minds Wide Open** – continue to implement the Dispositions of learning across the school.

Strategic Direction 2

Quality Teaching

Purpose

To provide effective, explicit teaching methods that are based on evidence, leading to enhanced student outcomes.

Improvement Measures

What Works Best:

The themes of 'What Works Best' are embedded in all teaching programs.

Visible Learning:

Increased proportion of Visible Learning elements are embedded into classroom teaching programs and assessments.

Use of Data to Inform Practice:

Student performance data is reviewed regularly and collaboratively evaluated to inform teaching.

Progress towards achieving improvement measures

Process 1: What Works Best:

Implementation of all themes of 'What Works Best' to drive improved student performance and quality evidence-based teaching practices.

Evaluation	Funds Expended (Resources)
<p>What was done?</p> <p>WWB: 4 – Use of Data to Inform Practice</p> <ul style="list-style-type: none">• TPS Assessment Schedule 2019 – reviewed and updated.• TPS G–Suite Assessment Folder created for all teachers to manage assessment schedule data for ease of collaborative planning of teaching and learning.• Improved Individualised learning and support practices – ILP's/PLP's reviewed with parents/teachers each semester and joint goals set. Goals reviewed at Learning and Support Team meetings. <p>WWB: 3 – Effective Feedback & 7 – Collaboration</p> <ul style="list-style-type: none">• Spotlight in Learning Teaching and Learning Observations – conducted each semester. <p>What data did we need to look at?</p> <ul style="list-style-type: none">• SCOUT – School Performance Reports• PLAN data• School Wide Assessments linked to the TPS Assessment Schedule – Soundwaves Spelling, Reading Levels, MTS Maths. <p>What difference did it make?</p> <p>WWB: 3 – Effective Feedback – Spotlight in Learning</p> <p>– Effective Feedback from colleagues that focuses on improving quality teaching practices and processes.</p> <p>WWB: 4 – Use of data to inform practice – Assessment</p> <p>– Data matters to student outcomes at Tregeagle PS. It drives student achievement and wellbeing outcomes.</p> <p>– Quality data is important at Tregeagle PS. Obtaining useful data to inform teaching practices.</p>	<p>QTSS</p> <p>PL RAM Funds</p>

Progress towards achieving improvement measures

Process 2: Visible Learning:

Teachers use clear learning intentions and challenging success criteria to foster a culture of high expectations and quality teaching practice.

Evaluation	Funds Expended (Resources)
<p>What was done?</p> <ul style="list-style-type: none"> • Learning Intentions and Success Criteria – Ensure consistent language and understanding for all staff. • Learning Intentions and Success Criteria – Implemented in all classes. Evident as part of 'Spotlight in Learning' observations. • Samples of success criteria shared at communication meetings through out the year. <p>What data did we need to look at?</p> <p>What Works Best 2019 Survey:</p> <ul style="list-style-type: none"> • Does your teacher give clear 'learning intentions' in class? 64% Regularly, 28% Often, 9% Sometimes, 0% Rarely, 0% Never. • Does your teacher give you clear 'success criteria' for tasks? 59% Regularly, 30% Often, 11% Sometimes, 0% Rarely, 0% Never. • Does your teacher allow time in class for you to ask and answer questions related to your learning? 53% Regularly, 34% Often, 12% Sometimes, 1% Rarely, 0% Never. <p>What difference did it make?</p> <p>By using Learning Intentions and Success Criteria in our classes at Tregeagle PS, students know what they are learning, and what is needed in the task to make them successful.</p>	<p>QTSS</p> <p>Principal Support Funds</p> <p>PL RAM Funds</p>

Next Steps

- **Assessment** – School Leaders support a whole of school focus on data. Professional Learning on formative and summative assessment and the continued effective use of data to support evidence-based teacher practices. Promote collaborative discussions about data.
- **Learning Goals** – Students and teachers set challenging and explicit learning goals – continue and review regularly in all class at Tregeagle PS.
- **Feedback** focus in 2020 – Investigate the work of John Hattie and Dylan William. Open Minded Disposition. Students see mistakes as opportunities to use feedback for learning. PL on feedback strategies and types i.e. peer feedback, student to teacher feedback. What has the greatest effect size?
- **Minds Wide Open** – 7 Dispositions of learners continue to implement. Students need to have dispositions that help them to be effective learners.
- **Learning Intention** – Clear and well planned. PL for teachers.
- **Success Criteria** – Students involved in making success criteria (engagement). Letting students know when they have achieved the success criteria.

Strategic Direction 3

Collaborative Practices

Purpose

To share expertise, lead and learn together, to build student and staff capacity.

Improvement Measures

Performance Management and Development:

The school establishes and maintains a formal process of performance and development of staff.

Communities of Practice:

Increased opportunities for collaboration and expertise sharing within and between schools.

Progress towards achieving improvement measures

Process 1: Performance Management and Development:

Explicit and collaborative school wide systems are created that support performance management and development ensuring a high performance culture within staff.

Evaluation	Funds Expended (Resources)
<p>What was done?</p> <ul style="list-style-type: none">• Principal, DEL and Principal Colleague 30 Day PDP Conversations.• Accreditation – support offered to teachers at various levels of accreditation.• PDP supervisors assigned, goals established and reviewed regularly (including SASS staff) through G–Suite.• Observations – Spotlight in Learning project – conducted each semester. Collaboratively created observation template (based on the Quality Teaching Framework).• Principal created staff PDP overview in order to easily match PDP goals with school plan strategic directions for PL purposes. <p>What difference did it make?</p> <ul style="list-style-type: none">• Staff felt that they were having meaningful discussions about their professional growth and development regularly through the PDP process.• Accreditation supported teachers' continuous development and contributed to child/student achievement and wellbeing.	<p>Principal Release</p> <p>QTSS</p>

Process 2: Communities of Practice:

Develop processes and practices that engage students, staff and community in collaborative practices to share expertise and build capacity.

Evaluation	Funds Expended (Resources)
<p>What was done?</p> <ul style="list-style-type: none">• Junior Landcare – Links to Friends of the Koala, Dorroughby Environment Education Centre and Tregeagle PS Parent Community. Community projects including school gardens, native bee hives, community garden competition.• Collaborative PL – L3/L3S1 PL, The Rivers Term 2 SDD at SCU, Woodburn PS Soundwaves PL.• SCCoSS K–2 Collegiate.• SCCoSS Principal Meetings.• SCCoSS Student Extension activities including – Chess & draughts, Public Speaking, General Knowledge Day, Spelling Bee.• Tregeagle PS – Enrichment Group – CWA Wearable Arts Projects and the Green Innovations Award.	<p>PL RAM Funds</p> <p>Principal Relief</p>

Progress towards achieving improvement measures

- PSSA Soccer and Touch Football.
- Southern Cross University – Science and Engineering Challenge.
- Lismore Performing Arts Festival – Small Schools Choir and Stage 2/3 Dance.
- Collaborative Excursions – Stage 3 Canberra with Wyrallah PS, Lorin Nicolson to Woodburn PS, Threatened Species to Wyrallah PS.

What data did we need to look at?

100% of staff indicate when surveyed that they have participated in a collaborative event in 2019 which built their capacity.

85% of 3–6 students surveyed indicate that they have participated in 1 or more CoS events in 2019 where they had to learn collaboratively with students from other schools.

What difference did it make?

- Highly Commended in the Green Innovations Award for the Tregeagle PS Enrichment Group.
- 1st place schools greater than 100 students in the Community Garden Competition.
- Stage 3 SCCoSS Public Speaking winner and runner up.
- Lismore Performing Arts Festival Stage 2/3 Dance performed and students performed in the Small School Choir which collaborated with 150 other small school students.
- 3 students were selected and attended the Lake Ainsworth Creative Arts Camp.
- 2 students were selected and performed in The Rivers Dance Ensemble throughout 2019.

Next Steps

- **Performance and Development Framework** – All staff will engage in PDP to build their capacity, knowledge and skills. They will share best practice to improve student and school outcomes.
- **Collaborative Partnerships** – Continue to build strong and collaborative partnerships within our CoS and wider learning community for both PL and student opportunity.
- **Community Engagement** – Develop processes and practices that engage our community in collaborative practices to share expertise, build capacity and encourage a sense of belonging our our school community.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$8,167	Employment of SLSO's in classes to support aboriginal students to achieve their PLP goals in the teaching and learning environment in programs including L3/L3S1 and Multilit.
English language proficiency	\$2,061	Employment of Student Learning Support Officers across classes to support students in the teaching and learning environment with English language acquisition.
Low level adjustment for disability	\$11,434	Provision of additional Student Learning Support Officer time across classes to support students in the teaching and learning environment. SLSO's assist students and their teacher's to work towards ILP goals throughout the year.
Quality Teaching, Successful Students (QTSS)	\$20,383	Instructional Leadership Peer colleague observations as part of the 'Spotlight in Learning' project Peer programming
Socio-economic background	\$13,648	Financial support for students to access curriculum linked excursions. Provision of additional Student Learning Support Officer time across classes to support students in the teaching and learning environment.
Support for beginning teachers	\$0	Not Applicable

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	44	45	46	50
Girls	59	66	71	73

Student attendance profile

School				
Year	2016	2017	2018	2019
K	97.3	95.1	93.2	91.6
1	92.7	95.3	94	92.5
2	94.9	93.2	94.5	95
3	95.8	95.3	89.8	94.2
4	94.5	93.2	92.2	92.1
5	92.9	93.7	92.6	91.7
6	92.9	94.3	95.9	93.6
All Years	94.3	94.2	93	93
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)	1
Classroom Teacher(s)	3.6
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.71

*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	66,698
Revenue	1,209,734
Appropriation	1,159,345
Sale of Goods and Services	84
Grants and contributions	49,469
Investment income	836
Expenses	-1,221,162
Employee related	-1,101,948
Operating expenses	-119,214
Surplus / deficit for the year	-11,429

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	43,117
Equity Total	56,653
Equity - Aboriginal	8,167
Equity - Socio-economic	13,648
Equity - Language	2,061
Equity - Disability	32,777
Base Total	963,555
Base - Per Capita	27,453
Base - Location	3,012
Base - Other	933,090
Other Total	71,852
Grand Total	1,135,177

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

Parents and carers at Tregeagle PS responded to our Parent Survey in 2019.

The areas that the school felt were positive:

- I would recommend this school to another parent.
- My child is well taught.
- My child feels safe at school.

The areas that the school will use to plan for future directions:

- The amount and frequency of homework is appropriate.
- I am kept well informed about how my child is progressing.

What Works Best Student Survey 2019

- Are you engaged and do you participate well in learning at school? 23% Regularly, 67% Often, 7% Sometimes, 3% Rarely, 0% Never.
- Do you feel that your teacher manages the students' behaviour in your class to encourage an environment of learning? 55% Regularly, 33% Often, 8% Sometimes 3% Rarely 0% Never.
- Do you have 'high expectations' of your own work and learning? 27% Regularly, 42% Often, 29% Sometimes, 2% Rarely, 0% Never.
- Do you think your teachers have 'high expectations' of your work and learning'? 68% Regularly, 25% Often, 5% Sometimes, 2% Rarely, 0% Never.

Analysis: Students, through the Tell Them From Me and What Works Best surveys in 2019, acknowledge that school is a safe place to learn and that teachers have high expectations for their learning. In 2020 and beyond, Tregagle PS strive to have more students holding higher expectations for their own work and learning.

Tregeagle PS is recognised by staff as a positive and engaging environment in which to work.

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.