

Coal Point Public School

2019 Annual Report



4022

Introduction

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

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

School contact details

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School background

School vision statement

Coal Point Public School teachers work collaboratively to enhance excellence in teaching, striving to enrich the lives of students and to inspire and nurture their development as learners, individuals and citizens. Through community engagement, we work together to build partnerships to achieve educational goals. We provide our students with a quality learning environment to connect, succeed and thrive.

School context

Coal Point Public School (CPPS) has a total enrolment of approximately 260 pupils across the Years K to 6, with 3% identifying as Aboriginal and 7% identifying as being students with a Language Background Other than English. Our students come from many varied backgrounds, where education is viewed as extremely important and is highly valued by all. We are privileged to be a school that enjoys strong family and community support. Our school's Family Occupation and Education Index (FOEI) value is 56, compared with the NSW average of 100. The greatest care is always taken to support the needs of all children through an awareness of both their individuality and the diversity of their life experiences. Our school provides excellence in teaching and learning, with explicit focus on integrating technology into the everyday curriculum, higher order thinking skills and values education. High expectations and the encouragement of our 'You Can Do It!' philosophy ensures CPPS students excel in all academic areas, as well as in the many varied extra-curricula opportunities we provide. Our school band, choir, drama, public speaking and gymnastics programs provide outstanding teaching, while supporting fun and a love of learning. Our school strives to provide each child with the skills necessary to become lifelong learners, caring citizens and leaders of the future.

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	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
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

Excellence in Learning

Purpose

There is a strong focus within our school for young people to develop excellent skills in literacy and numeracy, content knowledge and the ability to learn, adapt and be responsible citizens. Teachers use information about individual students' capabilities and needs to plan for students' learning so as to engage them in rich learning experiences, developing the vital skills for flourishing – now and in future years.

Improvement Measures

Increased percentage of students in Years 5 and 7 attaining at or above NAPLAN targets for expected growth

100% of students demonstrate personal learning growth as measured by the Literacy and Numeracy continuums (progressions)

100% of students demonstrate personal learning growth as measured by school identified assessment.

Progress towards achieving improvement measures

Process 1: School-wide approach to quality teaching, curriculum planning and delivery and assessment are used to monitor, plan and report on student learning. Reporting is clear, timely and accurate.

Evaluation	Funds Expended (Resources)
<p>Coal Point teachers are using class and school data to monitor our students, identifying personal learning goals and targets for all of the children. Every child is making great personal learning growth.</p> <p>In 2019, training and work with the new progressions began. Executive worked with their stage teams to identify an area of Numeracy that we can target for the development of staff understanding and expertise with the use of the progressions. Collectively staff chose Quantifying Numbers as our first point of assessment.</p> <p>Some key achievements in Numeracy from K–2 data as identified through the progressions include:</p> <p>A move from 70% to 95% of students in the QUN7 element of counting items in groups of 2s, 5s and 10s..</p> <p>A move from 58% to 73% of students in the QUN7 element of continuing to count from any given number up to 120 and beyond.</p> <p>A move from 70% to 85% of students in the QUN8 element of recognising and describing teen numbers.</p> <p>A move from 30% to 62% of students in the QUN9 element of produces and reads numbers to at least 1000.</p> <p>A move from 70% to 85% of students in the QUN8 element of recognising and describing teen numbers..</p> <p>A move from 28% to 62% of students in the QUN9 element of recognising and identifying numerals form a given number up to 1000.</p>	<p>Key Learning Area Budgets to ensure staff have the necessary resources and tools to provide excellence in learning. \$16,000.00</p>

Process 2: All students consistently perform at high levels on external and internal school performance measures.

Evaluation	Funds Expended (Resources)
Student work samples reflect quality teaching and improved outcomes. Our	\$5000.00 for professional learning

Progress towards achieving improvement measures

Quality work motto is always implemented into classroom practice, with high expectations of every student.

Our in school data demonstrates excellent personal growth for each student. Data was gathered each term and displayed wonderful personal learning growth for all students. The terrific results evident from reading ages (with 89% of students at or above their chronological age) and reading levels, reading comprehension statistics for Years 3–6, Sena maths testing results, and growth on the Quantifying numbers progressions for all students have substantiated our evidence of personal growth for each student.

The percentage of Year 5 students achieving at or above expected growth targets at Coal Point School in 2019 are: 59% in Numeracy, compared to 53% in the state and 62% in Reading compared to 58% in the state.

time.

Release for staff to complete assessment schedule testing
\$6000.00

Strategic Direction 2

Excellence in Teaching

Purpose

There is a strong focus on teachers demonstrating personal responsibility for improving their teaching practice. Student learning is underpinned by quality teaching through high levels of professionalism and commitment. Lessons and learning opportunities are engaging and teaching strategies are evidence-based. Individually and collaboratively, teachers evaluate the effectiveness of their teaching practices, and take shared responsibility for student improvement.

Improvement Measures

All classrooms demonstrate the use of future-focused, explicit and effective evidence-based teaching strategies.

100% of students create, strengthen and actively engage in social, emotional and academic learning opportunities.

All students feel valued and supported within the school as measured by Tell Them from Me survey, Irving Scale, Wellbeing survey.

Progress towards achieving improvement measures

Process 1: Teachers use information about individual students' capabilities and needs through data collection to plan for students' learning. Students engage in rich learning experiences and enhance their goal setting capabilities.

Evaluation	Funds Expended (Resources)
<p>Coal Point staff continually assess students through many varied strategies and classroom observations. Data is collected as per the CPPS assessment schedule and provided to the Principal. Each term staff collect effect size data based on pre and post testing in all Key Learning Areas.</p> <p>Stage meetings each fortnight enable staff to reflect and discuss collaborative programming and student need. Our communication meeting each week has a Learning and Support focus, where individual student needs are discussed and strategies planned to support each child.</p> <p>A NSW Department of Education target is for every child to be known, valued and cared for. At Coal Point PS we strive everyday to ensure each child feels this. Our 2019 Student Tell Them From Me survey results indicated:</p> <p>78% of students compared to 69% in the state have a positive Sense of Belonging.</p> <p>99% of students compared to 85% in the state have high Expectations for Success.</p> <p>92% of students compared to 69% in the state feel they have Advocacy at School.</p> <p>98% of students compared to 83% in the state feel they have Positive Behaviour at School.</p>	

Process 2: Teachers draw on research to develop and implement future-focused teaching and learning strategies. Professional learning is aligned with the school plan is future-focused and its impact is evaluated.

Evaluation	Funds Expended (Resources)
<p>All staff have been working with John Hattie's Visible Learning principles for a number of years. Effect size data collected by staff aims to demonstrate a minimum of 0.4 growth in achievement, which Hattie believes is the hinge point of having the most effect on learning outcomes.. Teachers reflect on</p>	<p>Visible Learning for Teachers text purchased for new staff \$200</p> <p>QTSS funds to release executive staff</p>

Progress towards achieving improvement measures

effect size data for individual children, and on their own professional practice. The goal of the effect size is to provide a measure of 'the size of the effect' from the teaching and learning rather than pure statistical significance. Coal Point teachers average an effect size of approximately 0.6 in most assessments.

for mentoring.

Strategic Direction 3

Excellence in Leading

Purpose

There is a strong focus on effective leadership throughout the whole school, fostering a culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

Improvement Measures

100% of staff are collegially working together on successful completion of PDP goals, building capacity through Accreditation Pathways and leading whole school initiatives.

Improvement in the Four Dimensions of Classroom and School practices. demonstrated by the "Focus on Learning" teacher survey.

Progress towards achieving improvement measures

Process 1: The principal and executive team model instructional leadership through the support of a culture of high expectations, collegiality and community engagement.

Evaluation	Funds Expended (Resources)
<p>Our leadership team works closely with staff to support the implementation of high expectations in all areas through such things as: setting clear and achievable goals with staff, overviews and timetables being submitted Week 3 and Programs to supervisors Week 5, assessment data completed and provided to the Principal each term. The close monitoring of individual student needs and the allocation of resources ensures each child is provided with the best learning experience.</p> <p>Our Assistant Principal's work very closely with our teachers to ensure excellence in planning and programming. Stage teams collaboratively create quality learning experiences. The Assistant Principals visit classrooms to mentor and support quality explicit lesson delivery.</p>	<p>QTSS funds</p> <p>\$47,482.00</p>

Process 2: The school plan and the strategic use of resources is effectively implemented and at the core of continuous improvement measures and improved student outcomes across the school.

Evaluation	Funds Expended (Resources)
<p>Executive have visited and observed in every classroom. Executive have released staff to team teach and observe in colleagues classrooms. Explicit negotiated goals are set, and the Executive member provide timely, written feedback to their colleagues.</p> <p>Professional learning funds are allocated to ensure each staff member has access to quality professional learning to improve their own practice, fulfill their Professional Development Plan (PDP) goals and to improve student outcomes. In 2019 some of the professional learning staff were involved in include Self Assessment Capacity Building on Data Skills and Use, Managing Challenging Behaviours, EAL/D: Where to Start with beginning language learners, and School Athletics Officiating workshops.</p> <p>Staff also took responsibility to improve their practice and work towards their PDP goals by accessing many online sessions and courses through ESafety and MyPL.</p>	<p>QTSS \$47,482.00</p> <p>Professional Learning funds \$16,859.00</p>

Process 3: Administrative systems, structures and processes underpin the improvement and professional effectiveness across the school.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>2019 saw our school streamline many administrative processes through the purchase of appropriate third party software and hardware to reduce workloads and provided easy access for all staff. The SENTRAL system is being utilised by staff in a greater capacity than ever before. All teachers are accessing the notes sections in each student's profile to record all contacts with families, add results, or meeting minutes, etc.</p> <p>The Skoolbag app has proved itself to be a most valuable tool for school communications. This is now our primary contact with families, other than our newsletter email. The reduction in the use of paper has been amazing. Staff and community appreciate the ease and speed of communications.</p>	<p>SENTRAL \$3500.00</p> <p>Skoolbag \$800.00</p>

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$4,468 equity funding	Funds were expended to: <ul style="list-style-type: none"> • support students attendance at camp and other activities. • purchasing extra yarnning mats. • purchasing equipment and resources for Peer Support and NAIDOC events.
Low level adjustment for disability	<p>\$72,796.00 Integration Funding Support.</p> <p>\$42,686.00 for staffing Learning and Support teacher.</p> <p>\$15881 flexible funding towards SLSOs.</p>	<p>All students requiring adjustments and learning support are catered for within class programs and other whole school strategies. School Learning Support officer, LaST teacher and STLA provision will continue to improve learning opportunities for identified students.</p> <p>All funds have been utilised to provide school funded School Learning Support Officers (SLSO) for students with high needs throughout the school. The assistance of the SLSO ensures quality of learning engagement from students with high needs and provides great support to teaching staff.</p> <p>Class teacher and LaST analyse current data growth in supported student's learning to establish continuation of need or to differentiate programs for the following year.</p>
Quality Teaching, Successful Students (QTSS)	\$42,686.00	Our three Assistant Principals (APs), Mrs Louise Groves, Mrs Kate Payne and Mrs Teresa Doyle have QTSS release each week. The executive use this time to support whole school programs, explicit instruction mentoring, accreditation support. The Aps use this time also to work with staff to achieve their PDP goals.
Socio-economic background	\$11,901.00	<p>Staff were provided with time for professional learning and discussion relating to teaching, learning and assessment tasks. Teachers rated this time as highly valuable in facilitating consistent teacher judgement and collegial discussion in regards to assessment and future learning. Literacy and numeracy resources were purchased to support student learning. Some of these fund were allocated to the the major purchases of new Interactive digital panels, replacing the old Interactive white boards that were purchased over the years from 2009.</p> <p>Additional funds supported SLSO wages.</p>
Support for beginning teachers	<p>\$17,484 carried forward from 2018</p> <p>\$14,130 2019 allocation</p>	<p>Beginning teacher funds were allocated to support Miss Tinsey and Miss Langford in their first few years of teaching. this provided extra release time for planning and programming, as well as extra time during reporting periods.</p> <p>APs linked their release or QTSS time to the beginning teacher release to support our teachers with planning, programming, report writing and assessment. The executive team also completed in class observation to support excellence in practice and assisted</p>

Support for beginning teachers	<p>\$17,484 carried forward from 2018</p> <p>\$14,130 2019 allocation</p>	with accreditation processes.
Targeted student support for refugees and new arrivals	\$18,550.00	<p>English as an Additional Language/Dialect Language Progress Report completed and displays growth from original application. Report is additional to Semester 1 school report and is provided to Parents and Carers.</p> <p>ENGLISH LANGUAGE PROFICIENCY PHASES Data demonstrates – Speaking and Listening has moved from Beginning to Developing, Reading and Viewing has moved from Beginning to Emerging and Writing has moved from Beginning to Emerging.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	92	111	112	116
Girls	130	132	130	147

Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.1	96.1	96.2	96
1	94.5	93.7	94.3	94.9
2	95.5	96.1	93.5	94.8
3	94.5	94.9	94.1	94
4	94.1	95.9	93.5	94.7
5	95.3	95.1	95.1	92.8
6	92.4	94.3	92.9	94.5
All Years	94.6	95.2	94.3	94.6
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)	3
Classroom Teacher(s)	9.36
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.6
School Administration and Support Staff	2.52

*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	184,958
Revenue	2,645,597
Appropriation	2,319,189
Sale of Goods and Services	1,913
Grants and contributions	323,664
Investment income	731
Other revenue	100
Expenses	-2,393,257
Employee related	-2,107,831
Operating expenses	-285,426
Surplus / deficit for the year	252,340

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	72,796
Equity Total	74,936
Equity - Aboriginal	4,468
Equity - Socio-economic	11,901
Equity - Language	0
Equity - Disability	58,567
Base Total	2,014,733
Base - Per Capita	56,782
Base - Location	0
Base - Other	1,957,951
Other Total	106,044
Grand Total	2,268,509

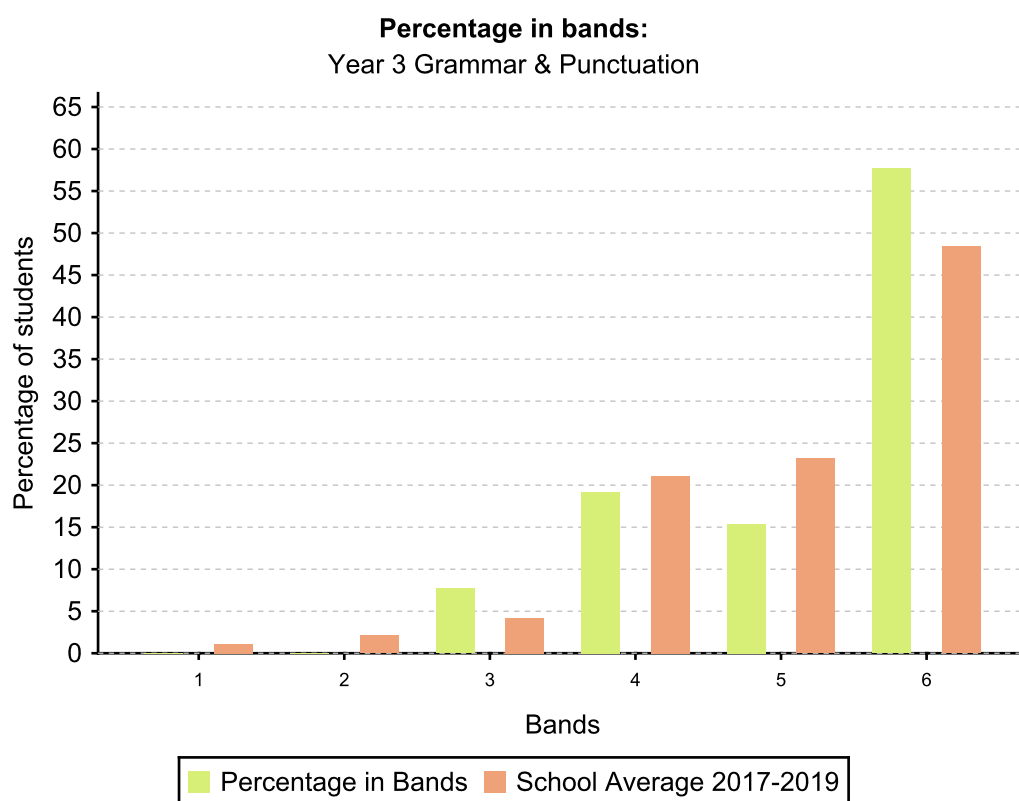
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

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

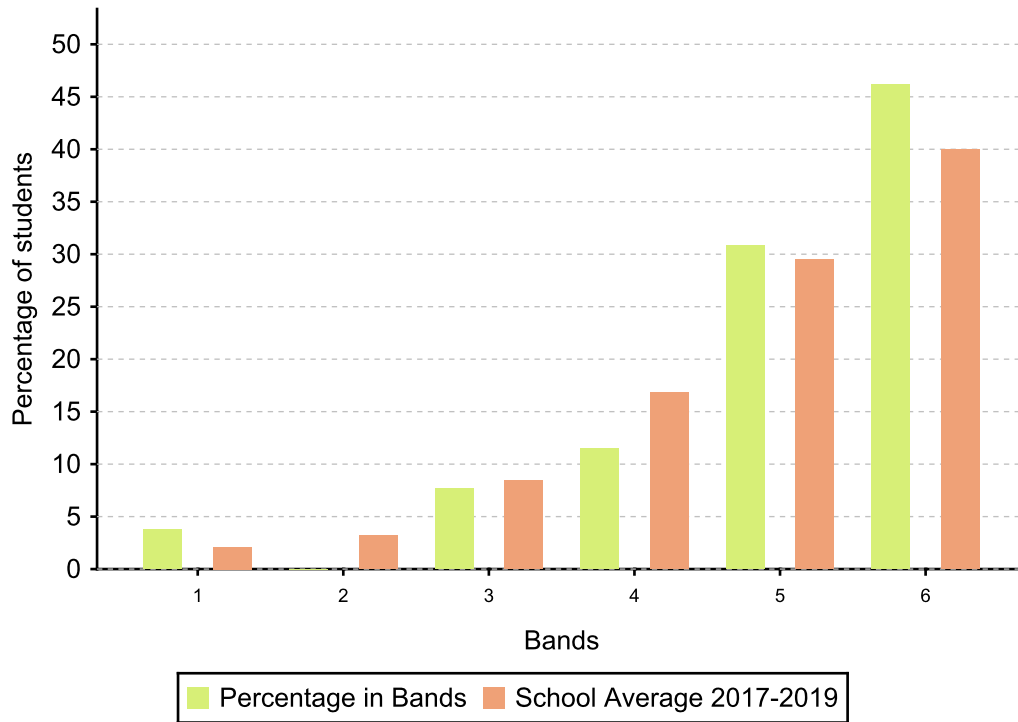
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison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

Literacy and Numeracy Graphs



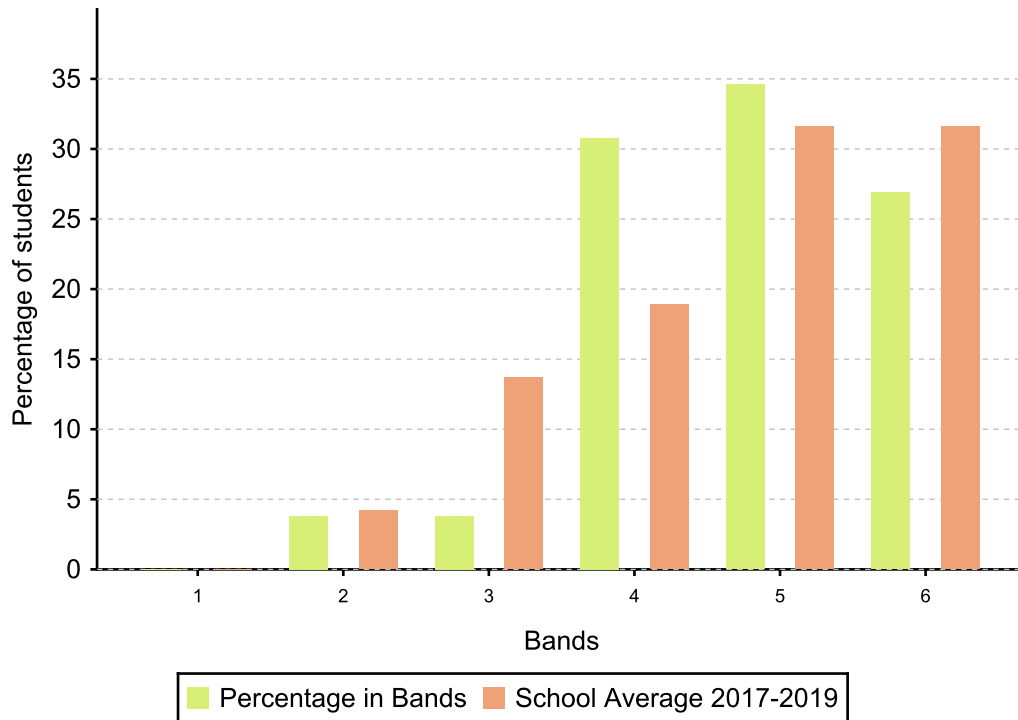
Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	7.7	19.2	15.4	57.7
School avg 2017-2019	1.1	2.1	4.2	21.1	23.2	48.4

Percentage in bands:
Year 3 Reading



Band	1	2	3	4	5	6
Percentage of students	3.8	0.0	7.7	11.5	30.8	46.2
School avg 2017-2019	2.1	3.2	8.4	16.8	29.5	40

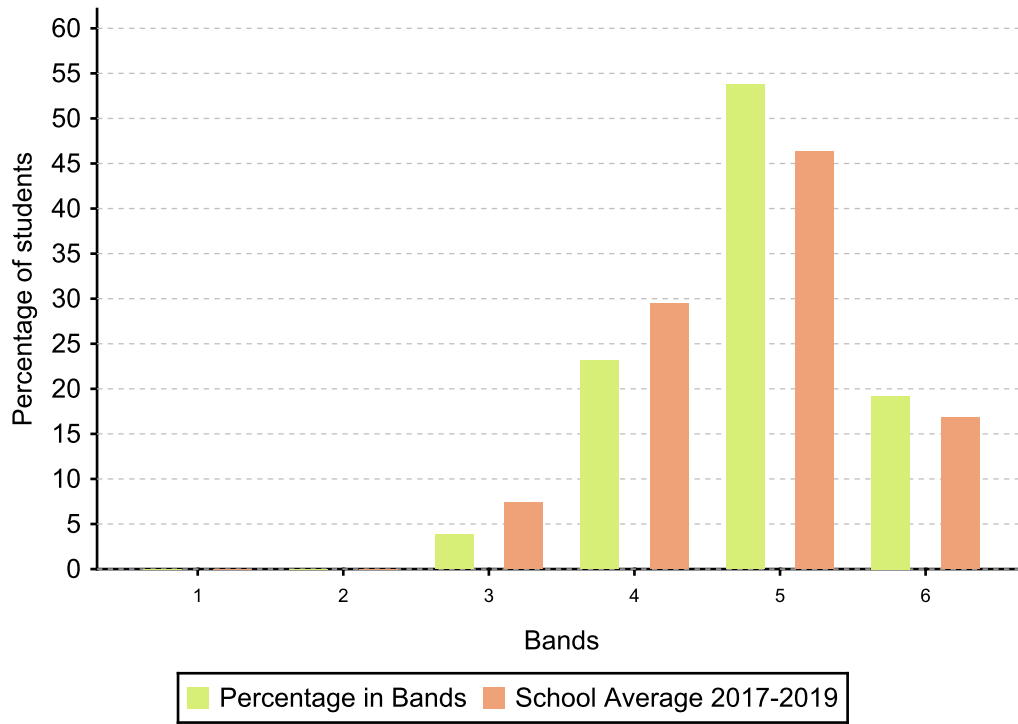
Percentage in bands:
Year 3 Spelling



Band	1	2	3	4	5	6
Percentage of students	0.0	3.8	3.8	30.8	34.6	26.9
School avg 2017-2019	0	4.2	13.7	18.9	31.6	31.6

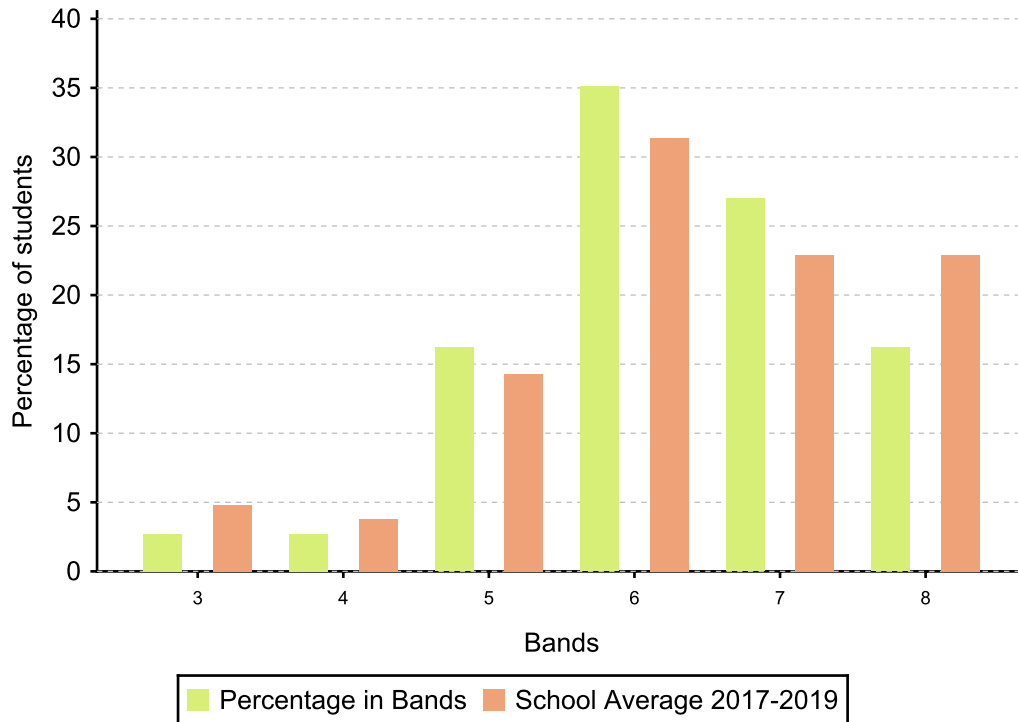
Percentage in bands:

Year 3 Writing



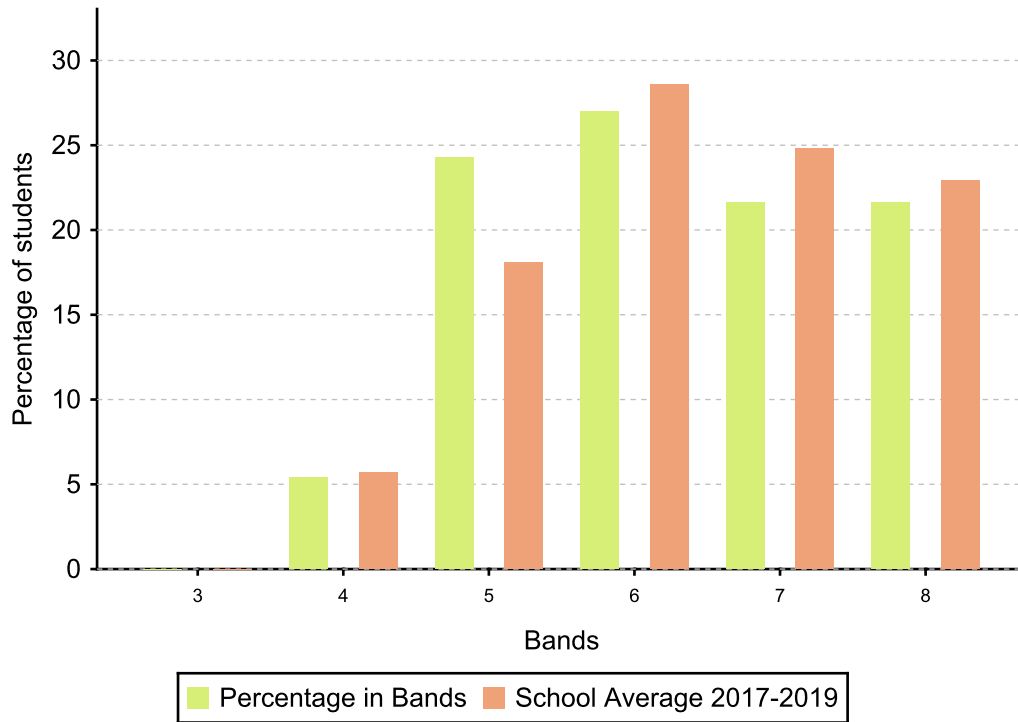
Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	3.8	23.1	53.8	19.2
School avg 2017-2019	0	0	7.4	29.5	46.3	16.8

Percentage in bands: Year 5 Grammar & Punctuation



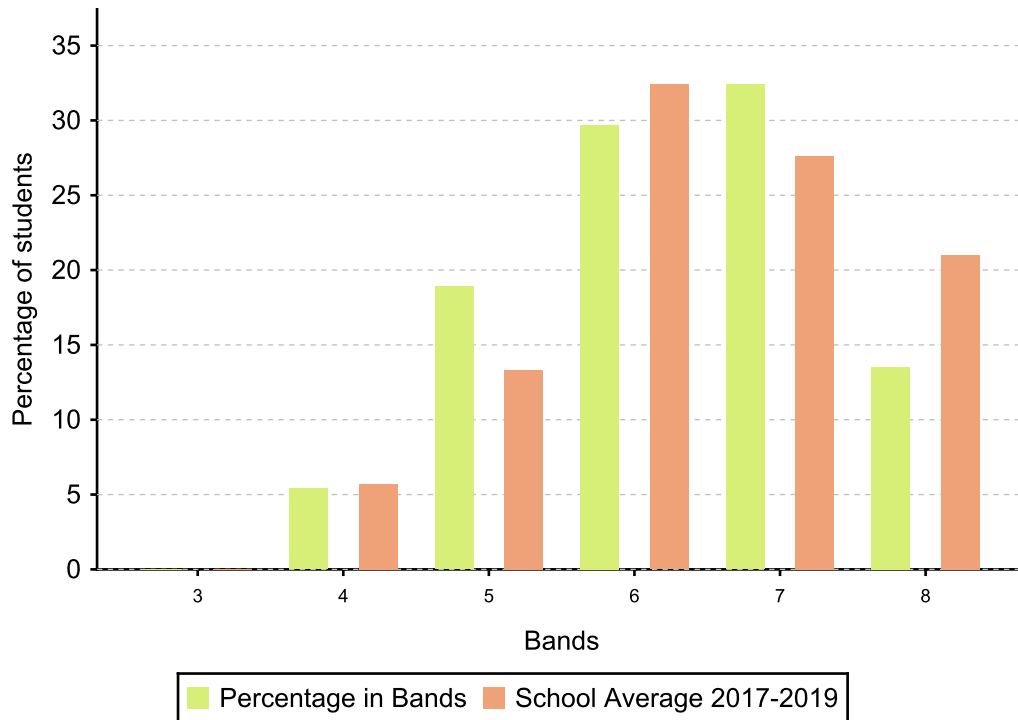
Band	3	4	5	6	7	8
Percentage of students	2.7	2.7	16.2	35.1	27.0	16.2
School avg 2017-2019	4.8	3.8	14.3	31.4	22.9	22.9

Percentage in bands:
Year 5 Reading



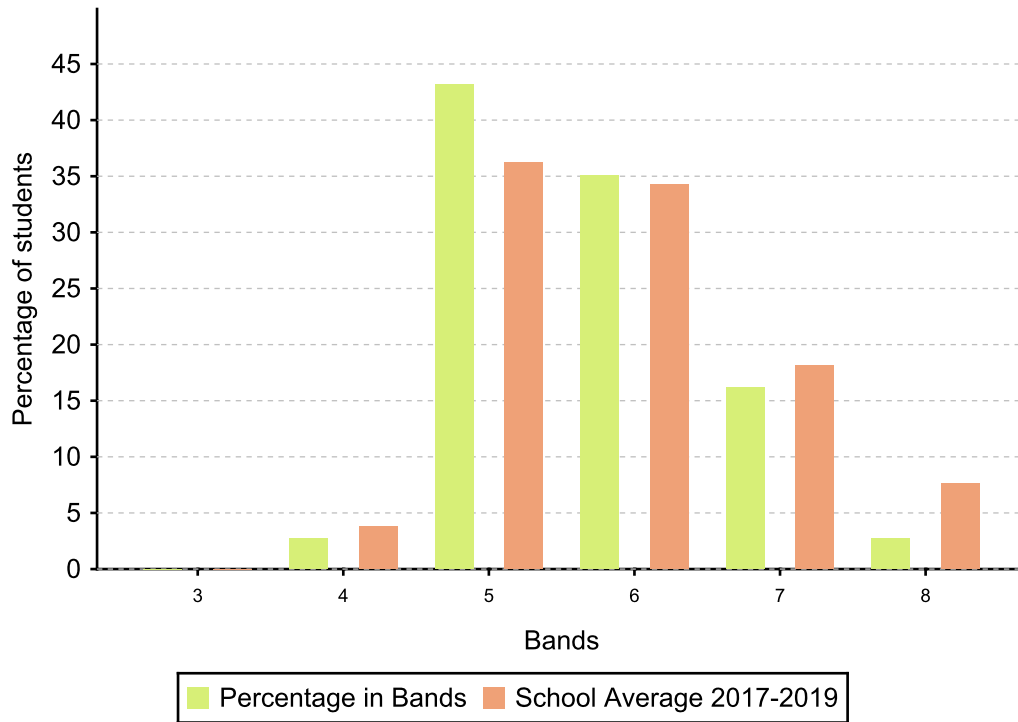
Band	3	4	5	6	7	8
Percentage of students	0.0	5.4	24.3	27.0	21.6	21.6
School avg 2017-2019	0	5.7	18.1	28.6	24.8	22.9

Percentage in bands:
Year 5 Spelling



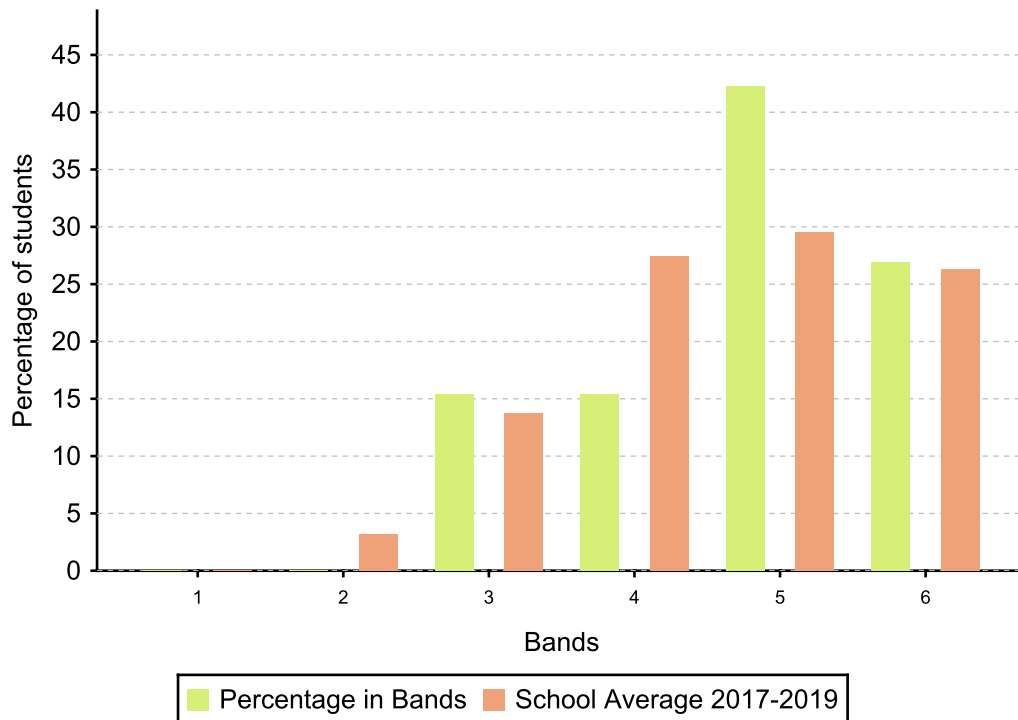
Band	3	4	5	6	7	8
Percentage of students	0.0	5.4	18.9	29.7	32.4	13.5
School avg 2017-2019	0	5.7	13.3	32.4	27.6	21

Percentage in bands:
Year 5 Writing



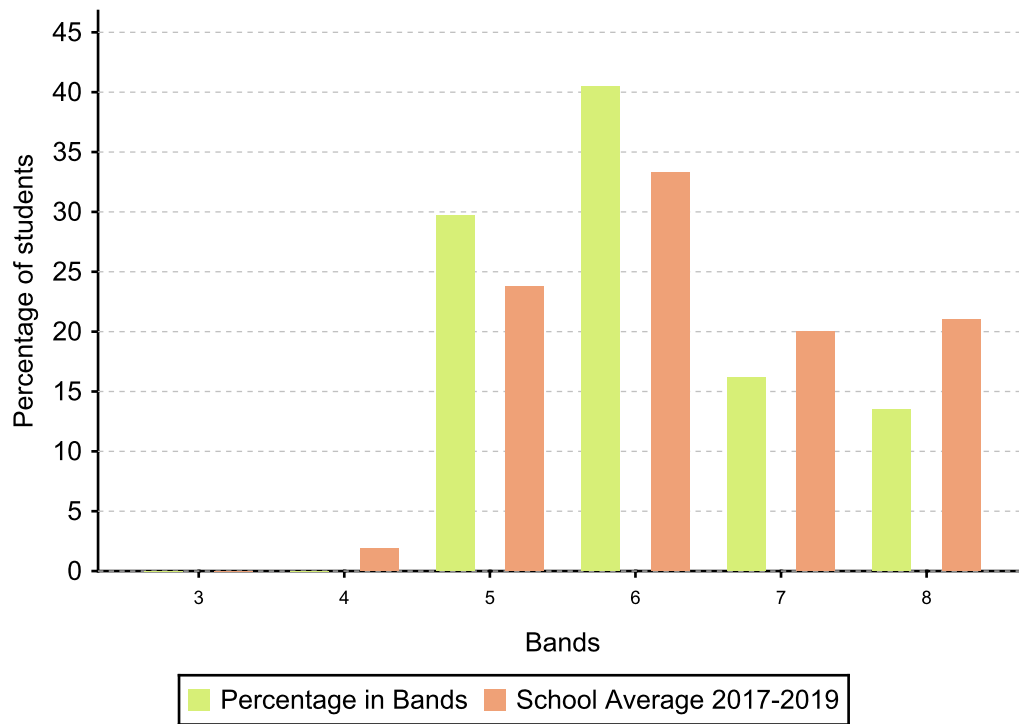
Band	3	4	5	6	7	8
Percentage of students	0.0	2.7	43.2	35.1	16.2	2.7
School avg 2017-2019	0	3.8	36.2	34.3	18.1	7.6

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	15.4	15.4	42.3	26.9
School avg 2017-2019	0	3.2	13.7	27.4	29.5	26.3

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	29.7	40.5	16.2	13.5
School avg 2017-2019	0	1.9	23.8	33.3	20	21

Parent/caregiver, student, teacher satisfaction

Perspectives of Parents

The 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. The survey provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment. These results are based on data from 43 respondents in this school who completed the Parent Survey between 19 Sep 2019 and 24 Oct 2019.

Perspectives of Students

Students in Years 4, 5 and 6 each year participate in the Tell Them from Me Student Survey. This report provides results based on data from 90 students in this school who completed the survey between 01 Apr 2019 and 02 Apr 2019.

Perspectives of Teachers

This report provides results based on data from staff respondents in this school who completed the Teacher Survey between 22 Oct 2019 and 25 Oct 2019.

As a school, these surveys give us rich data and information to assist with our school planning. Some of our key results are shown below.

The student survey measures 15 indicators based on the most recent research on school and classroom effectiveness.

In aspects of social-emotional outcomes our students reported:

- * a lower rate of participation in sports at 77% compared to NSW norms of 83%.
- * a higher rate of participation in extracurricular activities at 62% compared to state norms 55%.
- * 92% stated they have positive relationships with friends at school that they can trust and who encourage them to make positive choices, compared with NSW norms of 85%.
- * 65% stated they had positive homework behaviours, just above the state norms of 63%.
- * 98% stated that they had positive behaviours at school (i.e. that they did not get into trouble at school for disruptive or inappropriate behaviours), significantly above state norms of 83%.
- * 98% of students stated that they were trying hard to succeed in their learning compared to 88% of NSW norms.

Teachers completed the "Focus on Learning" Teacher Survey report in September, 2017. The survey measured eight drivers of student learning and four dimensions of classroom and school practices. The research on classroom and school effectiveness has consistently shown these factors to be strong correlates of student achievement. Staff rated the areas that drive student learning as:

- * leadership as 8.0 out of 10 (NSW govt norm 7.1)
- * collaboration as 9.0 (NSW govt norm as 7.8)
- * learning culture as 8.4 (NSW govt norm 8.0)
- * data informs practice 8.6 (NSW govt norm 7.8)
- * teaching strategies 8.5 (NSW govt norm 7.9)
- * technology 6.7 (NSW govt norm 6.7)
- * inclusive school 8.6 (NSW govt norm 8.2)
- * parent involvement 7.7 (NSW govt norm 6.8)

Teachers rated the dimensions of classroom and school practice as:

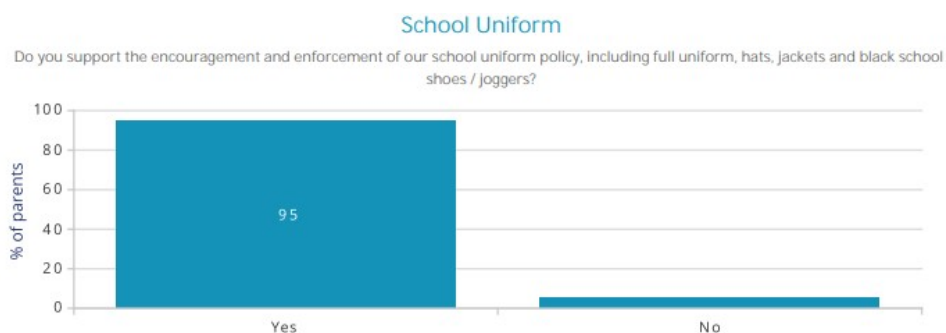
- * challenging and visible goals 8.2 (NSW govt norm 7.5)

- * planned learning opportunities 8.5 (NSW govt norm 7.6)
- * quality feedback 7.7 (NSW govt norm 7.3)
- * overcoming obstacles to learning 8.4 (NSW govt norm 7.7)

Forty three families took the opportunity to participate in the 'Partners in Learning' Parent Survey in 2019. The survey includes seven separate measures, which were scored on a ten point scale. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position.

- * parents feel welcome 7.6 (NSW govt norm 7.4).
- * parents are informed 6.5 (NSW govt norm 6.6).
- * parents support learning at home 6.2 (NSW govt norm 6.3).
- * school supports learning 7.6 (NSW govt norm 7.3).
- * school supports positive behaviour 8.2 (NSW govt norm 7.7).
- * safety at school 7.4 (NSW govt norm 7.4).
- * inclusive school 6.6 (NSW govt norm 6.7).

Two school choice questions were asked in the Parent Survey. The first was in regards to School uniform and the second related to workshops being offered at school. The results are below.



C - Curriculum
L - Literacy
N - Numeracy
Y - You Can Do It! Education
NAP - Understanding NAPLAN
T - iPad / technology in the curriculum
WB - Well Being Framework
SP - School Plan
DAY - Daytime
EVE - Evening

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.