

# Tuggerawong Public School

## 2019 Annual Report



4097

## Introduction

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

Tuggerawong Public School is committed to developing future focused learners using evidence based quality teaching and learning programs. To ensure students connect, succeed and thrive in all aspects of their schooling, we promote a culture of high expectations and provide an inclusive and stimulating learning environment which embraces each student's holistic needs.

### School context

Tuggerawong Public School was established in 1957 and is situated 9km from Wyong on the Central Coast of NSW. The school is committed to providing a quality learning environment that meets the diverse needs of our students.

Tuggerawong Public School values a positive and friendly school environment that embraces community partnerships and continued collaboration with local community groups.

Tuggerawong Public School pays respect and acknowledges that it is on Darkinjung land. The 2019 student enrolment was 239 students, with 10% acknowledging Aboriginality. The school has strong links with the Ngara Aboriginal Education Consultative Group.

Our school motto, 'Participate with Enthusiasm', mirrors a school culture that promotes diverse activities including academic, sporting and cultural pursuits, particularly performing arts. The school is committed to utilising technology in learning and in the leadership and management processes within the school. There is a strong student welfare program in our school and a commitment to providing enrichment programs for Gifted and Talented students.

The school receives School Based Allocation Resource (SBAR) funding for Socio-economic Background, Aboriginal Background, Low Level Adjustment for Disability and Beginning Teacher Support.

Student leadership is a priority with students actively involved in school life through various student leadership programs including the Student Representative Council, school and sport leaders and library monitors.

Tuggerawong Public School prides itself on the variety of educational and extra-curricular experiences available including PSSA teams, Debating, Public Speaking, Premier's Reading Challenge, Chess and Rich Tasking.

## 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	Sustaining and Growing
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

### Curriculum

#### Purpose

To provide all students with a strong foundation in literacy and numeracy to ensure they become life-long learners, engaging in future-focused, evidence based, differentiated quality learning opportunities.

School Excellence Framework links:

Learning – Curriculum, Assessment, Student Performance Measures.

Teaching – Effective Classroom Practice, Data Skills and Use, Learning and Development.

Leading – Educational Leadership, School Resources.

#### Improvement Measures

80% of students K–2 will be reading at or above the following expected benchmarks: Kindergarten level 8, Year 1 level 18 and Year 2 level 24.

The percentage of Year 3, 5 and 7 students in the top two bands for reading in NAPLAN 2020, will increase by 10% to 43%, 44% and 46% respectively (Baseline 2017 33%, 34% and 36%).

The percentage of Year 3, 5 and 7 students in the top two bands will increase by 10% to 45% and 48% for Year 3 and 7 students respectively (Baseline data 2017 35% and 38%. Year 5 to increase by 10% to 30% (Baseline data 2017 20%).

#### Progress towards achieving improvement measures

**Process 1:** Continue to implement and improve on high quality, evidence based, future focused literacy and numeracy teaching practices.

Evaluation	Funds Expended (Resources)
<p>K – 2 Reading Targets were exceeded in all grades in 2019 by at least 10%.</p> <p>90% of students Year 1 were reading at or above level 18, 90% of students in Year 2 reading at or above level 24 and 100% of students in Kinder reading at or above level 8.</p> <p>Percentage of Students in the top two bands in the aspect of reading for NAPLAN 2019 is as follows</p> <ul style="list-style-type: none"><li>– Year 3: 50% of students</li><li>– Year 5: 28.1% of students</li><li>– Year 7: Data unavailable in SCOUT</li></ul>	<p>Work Samples, Assessment Data, PDPs, NAPLAN data, Scout Data, SLSOs, LAST teachers, Professional Learning</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$10875.00)</li></ul>

**Process 2:** Explicitly and systematically evaluate student learning and teaching programs, building on the capacity of teaching practice, leading to measurable improvement for individuals, groups and whole school level.

Evaluation	Funds Expended (Resources)
<p>Percentage of students in the top two bands in the aspect of Mathematics for NAPLAN 2019 is as follows</p> <ul style="list-style-type: none"><li>– Year 3: 41.7% of students</li><li>– Year 5: 25% of students</li></ul>	<p>Work Samples, Assessment Data, PDPs, NAPLAN data, Scout Data, SLSOs, LAST teachers, Professional Learning</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background</li></ul>

## Progress towards achieving improvement measures

– Year 7: Data unavailable in SCOUT

(\$5564.00)



## Strategic Direction 2

### Collaboration

#### Purpose

To promote a positive school culture where all key stakeholders are known, valued and cared for and have a sense of belonging. Our learning environment will promote inclusive relationships consistent with the school's core values of 'Respect, Responsible and Personal Best'.

School Excellence Framework links:

Learning – Learning Culture, Wellbeing, Reporting.

Teaching – Professional Standards, Learning and Development.

Leading – Educational Leadership, School Planning, Implementing and Reporting, School Resources.

#### Improvement Measures

The Collaboration aspect of the Drivers of Student Outcomes increases to exceed the NSW Government norm (Baseline data 7.6 for school compared to 7.8 in the 2017 TTFM teacher survey).

The School Supports Learning aspect continues to increase and exceed the NSW Government norm (Baseline data 8.0 for school compared to 7.3 in the 2017 TTFM parent survey).

The Positive Teacher–Student Relations aspect exceeds the NSW Government norm (Baseline 8.4 for school compared to 8.4 for NSW in the 2017 TTFM student survey).

#### Progress towards achieving improvement measures

**Process 1:** Continue to implement and embed student wellbeing and behaviour initiatives to build and promote school expectations of 'Respect, Responsible and Personal Best'.

Evaluation	Funds Expended (Resources)
The Tell Them From Me Student Survey that was administered in September 2018 decreased to 7.9% in the aspect of Positive Teacher Relations. This was a decrease of 0.3 from our baseline data and 0.5 below the NSW Govt Norm.	Teacher release, PBL awards, attendance data, TTFM data evaluation, parent information sessions.
The Tell Them From Me Parent Survey that was administered in September increased to 8.4 in the aspect of the School Supporting Learning. This was an increase of 0.4 from our baseline data. It is well above the NSW Govt Norm of 7.3.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$3000.00)</li></ul>

**Process 2:** Support staff wellbeing and evidence based whole school practices to strengthen staff capacity to deliver a quality differentiated curriculum.

Evaluation	Funds Expended (Resources)
The Tell Them From Me Teacher Survey that was administered during September 2019 increased to 7.8 in the aspect of Collaboration. This was an increase of 0.2 from our baseline data and equal to the NSW Govt Norm.	SLSO, School Counsellor, Teacher Release time, Professional Learning
	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Low level adjustment for disability (\$4554.00)</li></ul>

## Strategic Direction 3

### Connectedness

#### Purpose

To build, sustain and grow strong consultative partnerships with communities, to promote a culture of connectedness and open communication, implementing the use of technology to develop students as responsible global citizens.

School Excellence Framework links:

Learning – Learning Culture, Reporting.

Teaching – Learning and Development.

Leading – Educational Leadership, School Resources, Management Practices and Processes.

#### Improvement Measures

The Technology aspect of Eight Drivers of Student Learning increases to meet or exceed the NSW Government norm (Baseline 6.5 for school compared to 6.7 for NSW in the 2017 TTFM teacher survey).

The Parents are Informed aspect of the Two-Way Communication increases to further exceed the NSW Government norm (Baseline 7.6 compared to 6.6 for NSW in the 2017 TTFM teacher survey).

Students who are interested and motivated to increase or exceed the NSW Government norm (Baseline 2017 data 68% for school compared to 78% for NSW in the 2017 student survey).

#### Progress towards achieving improvement measures

**Process 1:** Strengthening links with learning alliances (including departmental support services) and consultation with the AECG to effectively cater for and support Aboriginal students.

Evaluation	Funds Expended (Resources)
<p>The Tell Them from Me Student Survey that was administered during September 2019 showed that 53% of Aboriginal Students in Years 4–6 agreed or strongly agreed that they felt good about their culture when they were at school. This was an increase from previous years.</p> <p>The Tell Them From Me Parent Survey that was administered during September increased to 8.2 in the aspect of Two-Way Communication. This was an increase of 0.6 from our baseline data and well above the NSW Govt Norm of 6.6.</p>	<p>Aboriginal SLSO, Ngara AECG, School bus, Teacher release days. TTFM surveys, Cultural Program.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Aboriginal background loading (\$18901.00)</li></ul>

**Process 2:** Teaching and learning programs are future focused, providing dynamic and innovative opportunities that inspire students to be leaders of their own learning.

Evaluation	Funds Expended (Resources)
<p>The Tell Them From Me Teacher Survey that was administered during September 2019 increased to 7.3 in the aspect of Technology. This was an increase of 0.8 from our baseline data and 0.5 above the NSW Govt Norm.</p> <p>The Tell Them From Me Student Survey that was administered during September decreased to 66% in the aspect of Student Interest and Motivation. This was a decrease of 2% from our baseline data and 12% below the NSW Govt Norm. This is an area of focus for 2020.</p>	<p>Teacher release, parent information sessions, TTFM Parent, Teacher and Student Surveys, Rich Tasking resources.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$10000.00)</li></ul>



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Aboriginal SLSO</p> <p>Cultural resources eg NAIDOC day</p> <p>Teacher Release</p> <p>Excursions (Ngara Choir)</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$18 901.00)</li> </ul>	<p>All ATSI students have a Personalised Learning Plan (PLP) that was designed in consultation with the individual and their family. The PLP is regularly reviewed and successes and achievements are celebrated throughout the year.</p> <p>An Aboriginal community member (SLSO) was employed to undertake a cultural program once a week for all ATSI students, with all ATSI students performing at the Ngara Assembly of Excellence at the end of the year. ATSI students were also involved in various cultural experiences throughout the year and coordinated our NAIDOC day.</p> <p>Additional SLSOs were employed to assist ATSI students with specific learning needs. All ATSI students showed improvement in their learning as referenced from internal and external assessment and data tools such as the Literacy and Numeracy progressions.</p>
<b>Low level adjustment for disability</b>	<p>Sensory Equipment \$1000</p> <p>SLSO &amp; LAST allocated to support students with additional needs – \$129,482</p> <p>PLSPs– \$600</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$137 082.00)</li> </ul>	<p>Staff member leading and overseeing NCCD was successfully completed.</p> <p>Strengthening of Learning and Support Team (LST) practices and processes had a positive impact on students referred through this process. Additional release time allocated to the LaST coordinator to ensure tasks such as Access Requests and the NCCD register were accurately completed.</p> <p>Increase in LaST hours to support targeted students in a variety of ways including academically, socially and emotionally.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>Peer observations</p> <p>Teacher release</p> <p>Program evaluations and checklists</p> <p>Consistent Teacher Judgement (CTJ) Meetings</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$46 955.00)</li> </ul>	<p>Some members of executive staff released from class one day per week to fulfil their work commitments and to support whole school initiatives and their stage/s in various ways including undertaking peer observations, program checks and leading conversations linked to consistent teacher judgement.</p>
<b>Socio-economic background</b>	<p>L3 Training</p> <p>FoR training</p> <p>Formative Assessment Professional Learning</p> <p>QTR training</p> <p>Casual Release days</p> <p><b>Funding Sources:</b></p>	<p>Staff completed training in specific programs such as FoR, L3, Formative Assessment and QTR and staff were released to undertake classroom observations linked to these programs.</p> <p>Staff members collaborated on the School Plan (Milestones) and implemented programs accordingly.</p> <p>Community activities and forums encouraged parent participation at all school levels.</p>

<b>Socio-economic background</b>	<ul style="list-style-type: none"> <li>• Socio-economic background (\$32 500.00)</li> </ul>	Student and staff engaged in mindfulness program.
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## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	126	122	133	122
Girls	115	125	130	120

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.1	94.1	93.9	93.7
1	93.9	93.6	92.9	92.7
2	92.2	94.4	93.3	93.6
3	93.3	92.8	93.9	92.9
4	90.7	92.7	92.5	93.8
5	90.9	90.6	92.5	91.4
6	93.4	92.6	91.5	91.2
All Years	93	93	93	92.7
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)	8.26
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.6
School Administration and Support Staff	2.42

\*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 <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	711,087
<b>Revenue</b>	2,673,206
Appropriation	2,570,697
Grants and contributions	98,390
Investment income	4,120
<b>Expenses</b>	-2,672,746
Employee related	-2,197,081
Operating expenses	-475,664
<b>Surplus / deficit for the year</b>	461

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 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	157,944
<b>Equity Total</b>	365,761
Equity - Aboriginal	18,091
Equity - Socio-economic	210,588
Equity - Language	0
Equity - Disability	137,082
<b>Base Total</b>	1,869,966
Base - Per Capita	61,710
Base - Location	0
Base - Other	1,808,256
<b>Other Total</b>	152,842
<b>Grand Total</b>	2,546,514

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.

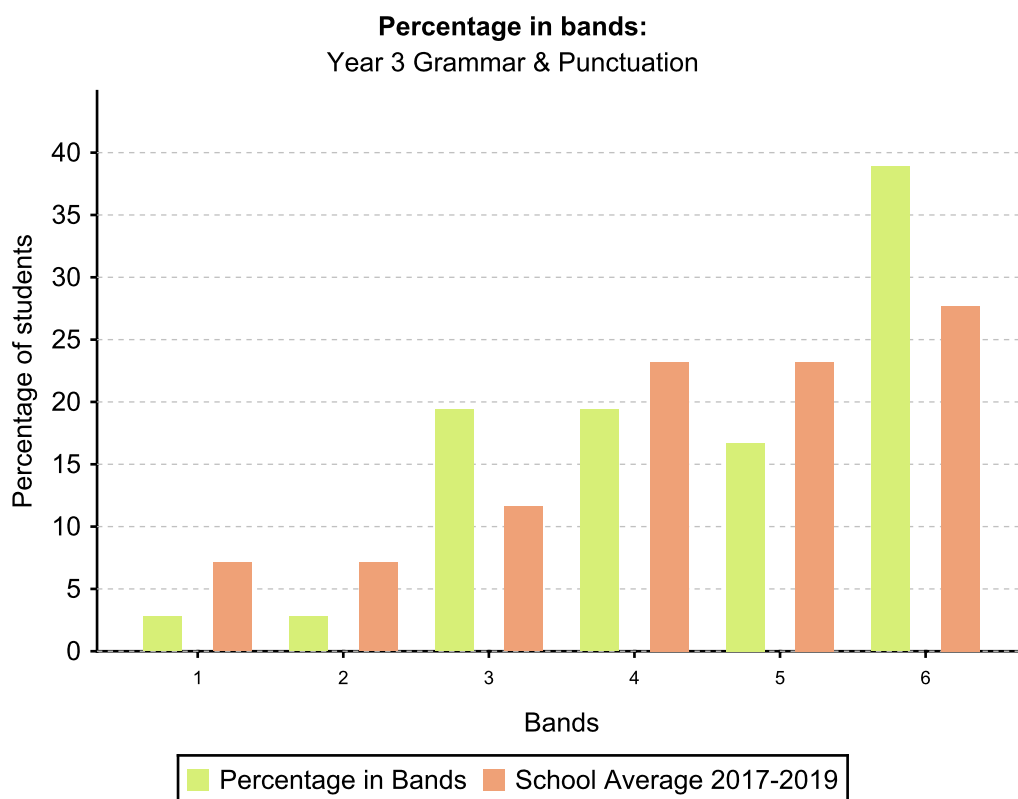


## School performance - NAPLAN

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.

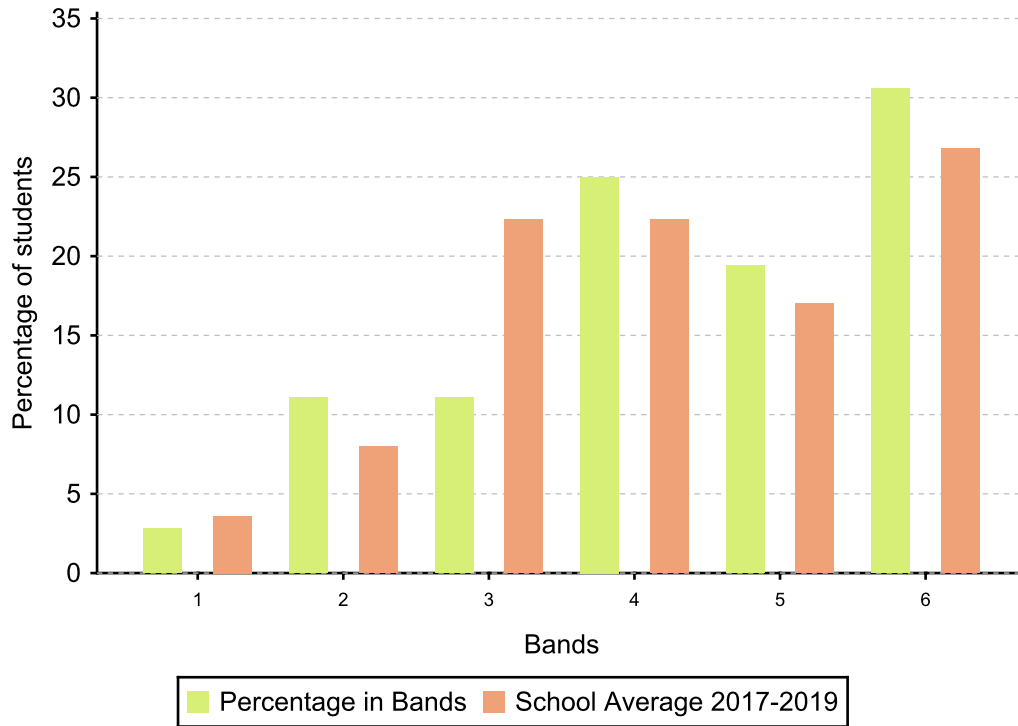
### Literacy and Numeracy Graphs



Band	1	2	3	4	5	6
Percentage of students	2.8	2.8	19.4	19.4	16.7	38.9
School avg 2017-2019	7.1	7.1	11.6	23.2	23.2	27.7

### Percentage in bands:

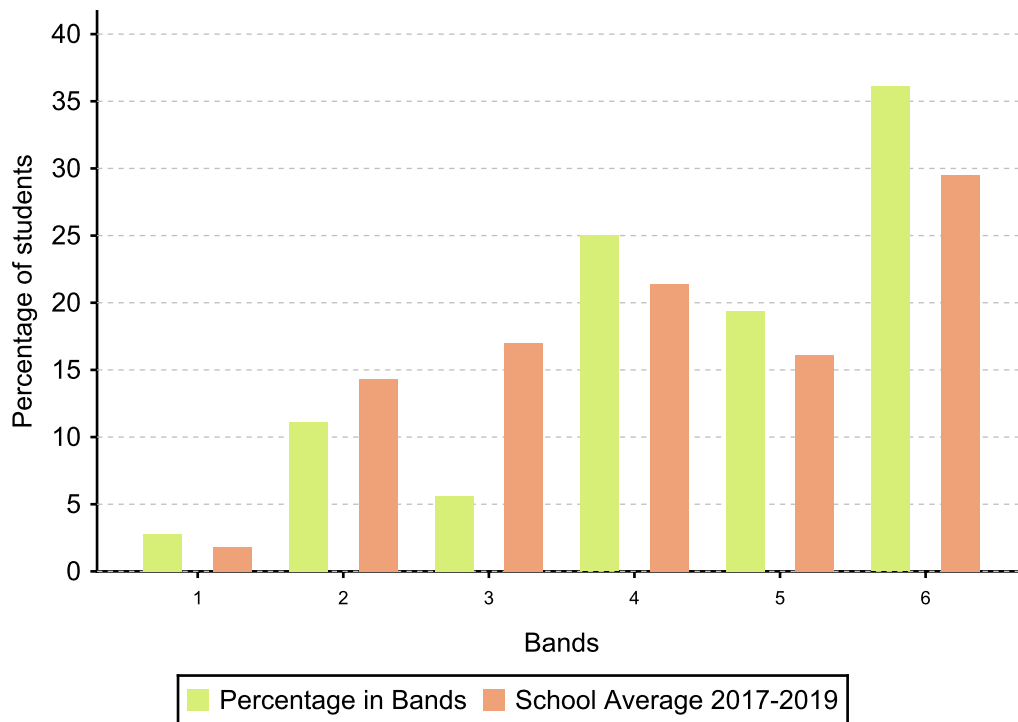
#### Year 3 Reading



Band	1	2	3	4	5	6
Percentage of students	2.8	11.1	11.1	25.0	19.4	30.6
School avg 2017-2019	3.6	8	22.3	22.3	17	26.8

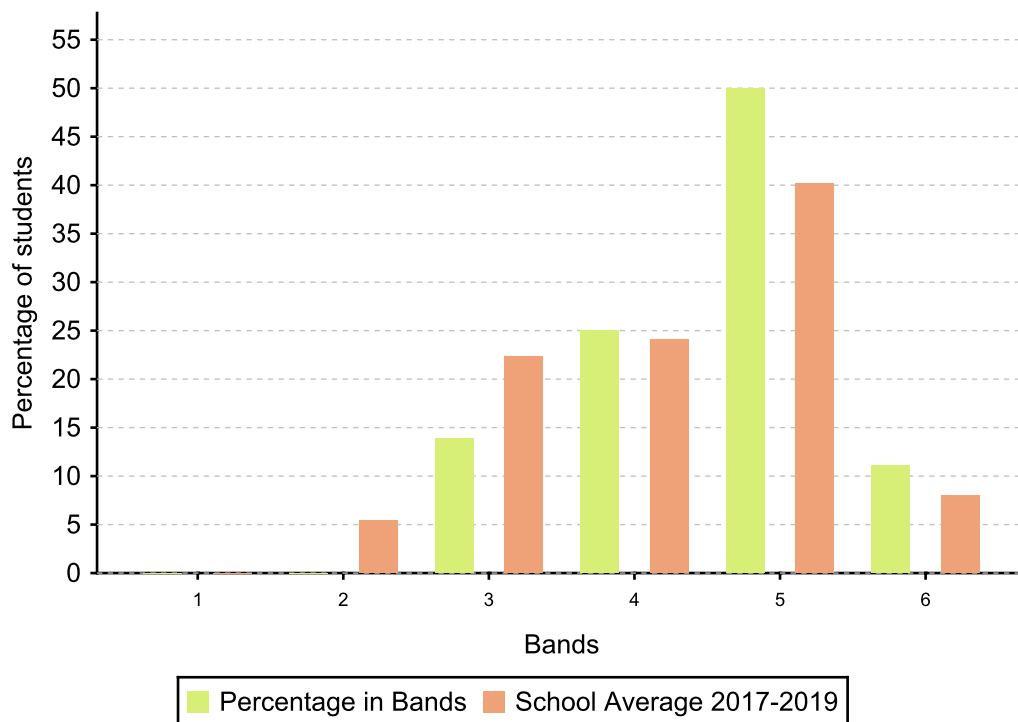
### Percentage in bands:

#### Year 3 Spelling



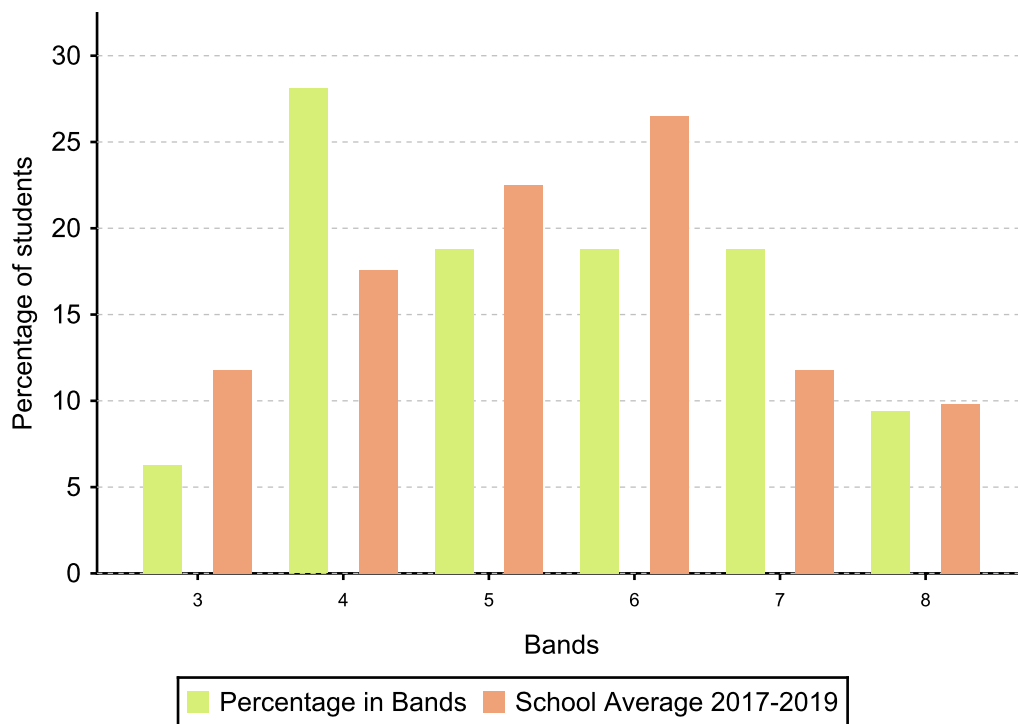
Band	1	2	3	4	5	6
Percentage of students	2.8	11.1	5.6	25.0	19.4	36.1
School avg 2017-2019	1.8	14.3	17	21.4	16.1	29.5

**Percentage in bands:**  
Year 3 Writing



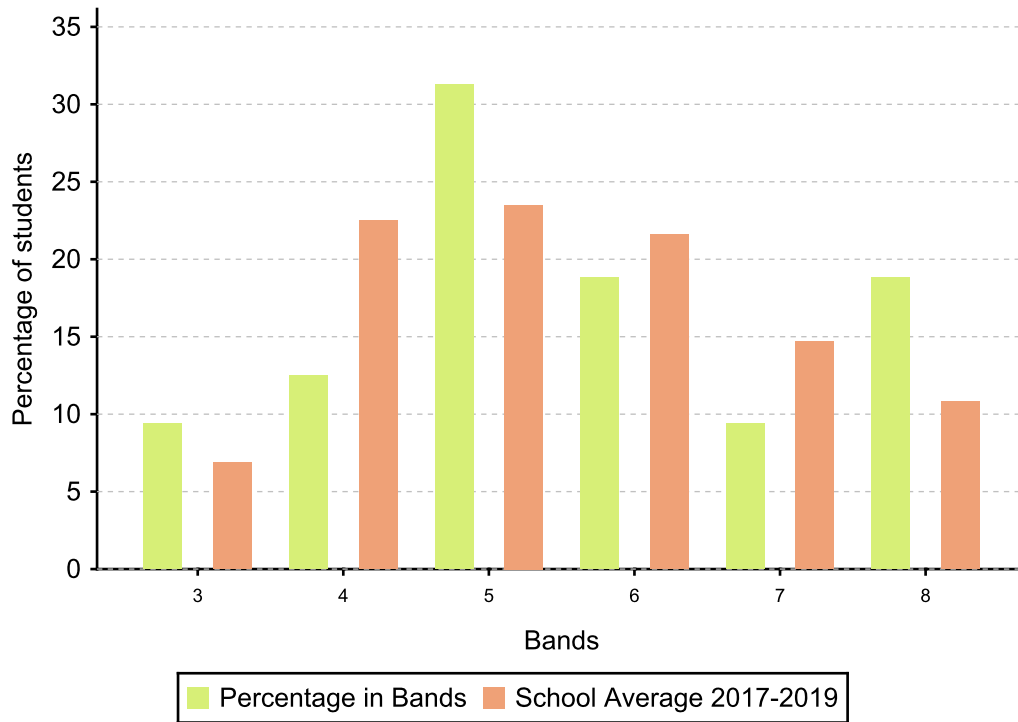
Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	13.9	25.0	50.0	11.1
School avg 2017-2019	0	5.4	22.3	24.1	40.2	8

**Percentage in bands:**  
Year 5 Grammar & Punctuation



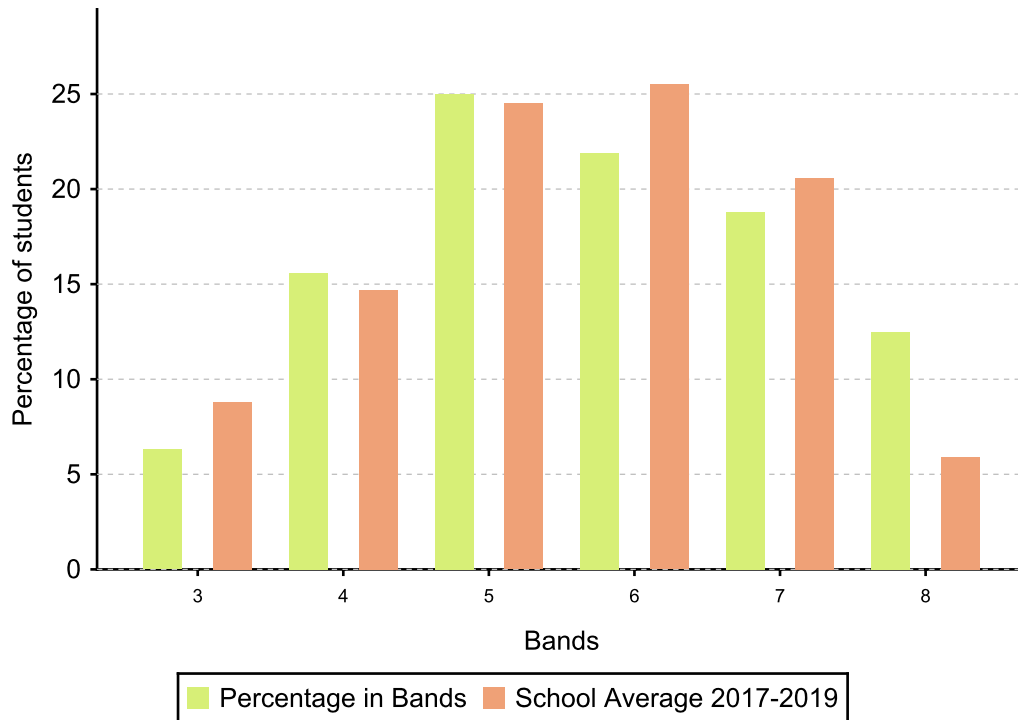
Band	3	4	5	6	7	8
Percentage of students	6.3	28.1	18.8	18.8	18.8	9.4
School avg 2017-2019	11.8	17.6	22.5	26.5	11.8	9.8

**Percentage in bands:**  
Year 5 Reading



Band	3	4	5	6	7	8
Percentage of students	9.4	12.5	31.3	18.8	9.4	18.8
School avg 2017-2019	6.9	22.5	23.5	21.6	14.7	10.8

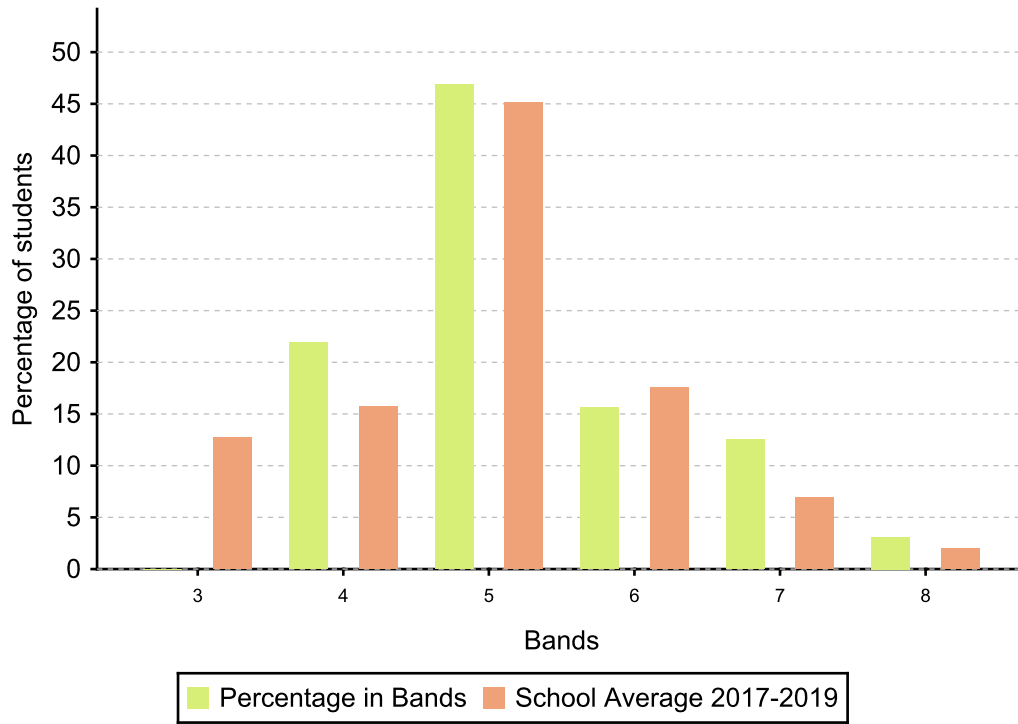
**Percentage in bands:**  
Year 5 Spelling



Band	3	4	5	6	7	8
Percentage of students	6.3	15.6	25.0	21.9	18.8	12.5
School avg 2017-2019	8.8	14.7	24.5	25.5	20.6	5.9

### Percentage in bands:

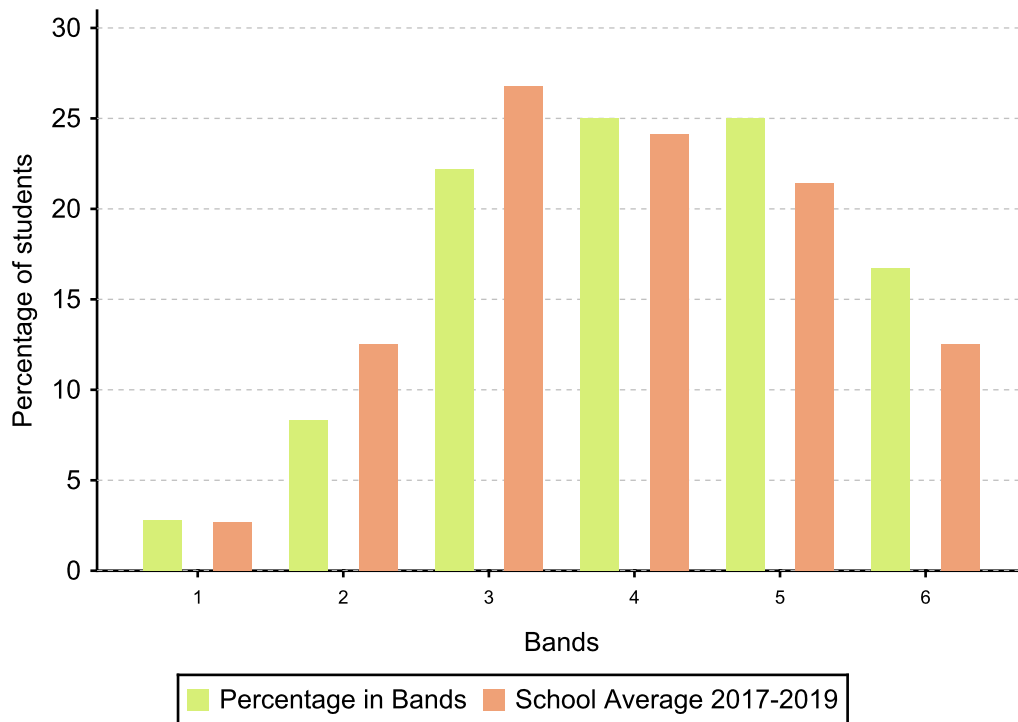
#### Year 5 Writing



Band	3	4	5	6	7	8
Percentage of students	0.0	21.9	46.9	15.6	12.5	3.1
School avg 2017-2019	12.7	15.7	45.1	17.6	6.9	2

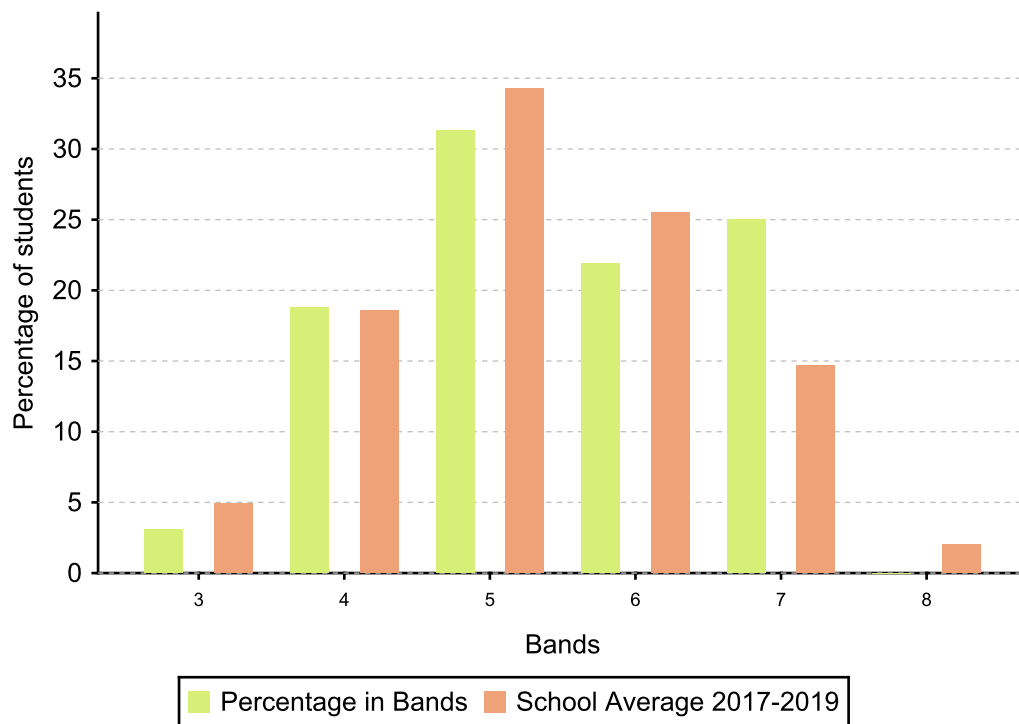
### Percentage in bands:

#### Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	2.8	8.3	22.2	25.0	25.0	16.7
School avg 2017-2019	2.7	12.5	26.8	24.1	21.4	12.5

**Percentage in bands:**  
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	3.1	18.8	31.3	21.9	25.0	0.0
School avg 2017-2019	4.9	18.6	34.3	25.5	14.7	2



## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Information related to this are detailed below. The large majority of parents see the Positive Behaviour for Learning (PBL) values of Respectful, Responsible and Personal Best being supportive as characterising the type of environment they would like their child to experience at Tuggerawong Public School. Each year, we seek feedback from staff, students and parents on how we can further improve PBL at Tuggerawong Public School. This feedback has and will be used to further develop key documents such as the Student Wellbeing Program and assist with streamlining certain aspects such as referrals and the required number of Toto's to be collected for key rewards and milestones.

The 2019 Tell Them From Me – Parent Survey was conducted in Semester 2 of 2019 and was completed by 80 parents / families.

An overview of the parent responses is as follows:

- \* 89% said their child/ren feel safe going to and from school
- \* 89% can easily speak with their child's teacher
- \* 88% can easily speak to the principal
- \* 84% feel teachers have high expectations for their child to succeed
- \* 88% believe their child is encouraged to do their best
- \* 87% believe school staff take an active role in making sure all students are included in school activities
- \* 71% felt parent activities are scheduled at times when they can attend.

The 2019 Tell Them From Me – Staff Survey was conducted at the end of 2019. Overall, staff felt that the professional learning they engaged in throughout the year was meaningful and they would like to see further professional development in researched based programs such as FoR and L3. Some of the teacher responses are as follows:

- \* 96% establish clear expectations for classroom behaviour
- \* 84% are in regular contact with the parents of students with special learning needs
- \* 93% set high expectations for student learning
- \* 90% use results from formal assessment tasks to inform their lesson planning
- \* 87% feel assessments help them understand where students are having difficulty
- \* 87% discuss learning problems of particular students with other teachers
- \* 81% believe school leaders have provided guidance for monitoring student progress
- \* 75% believe school leaders have helped them improve their teaching.

The 2019 Tell Them From Me – Student Survey was conducted in both Semester 1 and 2 in 2019 for students in Year 4 to Year 6. Some of the student responses are as follows:

- \* 95% believe that schooling is useful in their every day life and will have a strong bearing on their future
- \* 89% feel they have friends at school they can trust and who encourage them to make positive choices
- \* 96% do not get in trouble at school for disruptive or inappropriate behaviour
- \* 86% try hard to succeed in their learning
- \* 81% feel important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives
- \* 66% are interested and motivated in their learning
- \* 33% of students feel they are subjected to physical, social, or verbal bullying, or are bullied over the internet. This figure

is below the state average.

The Tell Them From Me surveys have provided valuable feedback to the school on current programs and practices. These results will be used to further improve the school and have identified areas requiring further development and attention. The positive results (and there are many) have been celebrated by school staff and the wider community.

# 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.