

Ermington West Public School

2019 Annual Report



4125

Introduction

The Annual Report for 2019 is provided to the community of Ermington West 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

Ermington West Public School
Vignes St
Ermington, 2115
www.ermingtonw-p.schools.nsw.edu.au
ermingtonw-p.school@det.nsw.edu.au
9638 5302

Message from the principal

I would like to thank the students, parents and carers; and staff for making 2019 an exciting and wonderful environment to come to work. Every day provided a new learning opportunity which allowed my leadership and the team's leadership to grow and develop. Visiting classrooms and seeing the excitement on students' faces while engaged in their learning made me very proud. It was very rewarding watching the teachers and students learn and grow together throughout the year.

This year I had the pleasure of working with the staff, students, their families and community partners to improve and enhance the students' learning opportunities. Due to the hard work of all involved, 2019 has been a year of continued growth.

Our school motto is I Strive and strive to achieve we did. The staff worked together to focus on improving students outcomes. Teachers tracked the progress of their students and created individual learning goals for each student during student, parent and teacher conferences. Once goals were achieved new goals were developed for continuous learning throughout the year. Students and staff continued to use Learning Intentions, Success Criteria and Bump it up Walls to further assist the students with the achievement of their goals.

I acknowledge the hardworking parent body, the P&C for providing advice on the programs run at the school, and to the parent helpers who contribute so much of their time for the benefit of all students at our school. To the school leaders thank you for your efforts throughout the year.

Message from the school community

This has been another busy year for the EWPS P&C with a lot of energy dedicated to getting our school canteen back up and running following the renovations. It now is a very impressive multi-use space for the P&C and the school to use. It is important that Trish Tillard and Naji Bottos be acknowledged and celebrated for the hard work they have put in over the past 18 months and to Surmin, Dolly, Alanna and all the other volunteers who have worked in the canteen. We should be proud that every thing we sell in the canteen is made by parents on site and the menu now represents the rich cultural diversity that we have at the school. This year the P&C was involved in supporting the school and our kids with the raffle at the Easter hat parade, by cooking the BBQ at the sports carnival, timing at the swimming and sports carnivals, running the uniform store, organised the Mothers and Fathers Day breakfasts, baked cakes, running the facebook page, organising school banking and the bookclub, welcoming our new families to the school at the start of the year and hosting an after school BBQ. The P&C has also run a school safety campaign to improve the traffic management around the school so that all of our kids can be safe on their way to and from school. This has included engaging with the council rangers and the police about how to improve compliance with school zones. One of the key challenges facing the P&C is how to increase participation in the school community as more and more families have both parents working. This is an issue that Mrs Simic has also acknowledged and has committed to working with the P&C to identify opportunities to build community at the school and this will continue in 2020. Our P&C has not focused on fundraising as a priority instead we always look for grants to fund major purchases. Late last year we successfully applied for a grant to install new inclusive play equipment through John Alexander, our local MPs office. We look

forward to all our kids playing together in the sand pit and on the percussion instruments. I would like to thank all the parents, carers and families who generously volunteered their time and energy to being involved in our school community.

Message from the students

On behalf of the School leaders, I would firstly like to thank the teachers, parents and friends for supporting us along our journey of primary education. I would like to reflect on my peers, teachers and my memories through this article.

Some memories I have had at EWPS as a School Captain are times such as when we had electives, I got to run my own elective! It was a great extra curricular activity because young minds got to learn about all different aspects of life and grow to accomplish amazing things in different areas.

Another perplexing activity was the colour run! It was amazing, my friends, my teachers and the rest of the school got to participate in an active run around the school playground, where students got to run through the playground and teachers got to throw colour around them!

School Camp was a lot of entertainment! My peers and I travelled to an island where we got to stay for 2–3 days. During the 2–3 days we would perpetrate treacherous and daring activities including, Rope Courses, Rock Climbing, The flying Fox (Zip Lining) and various other activities!

Another event that we had at EWPS was Book Week! Book Week was a day where everyone at EWPS got to dress up as a character of their choice from any book! We had a book parade to judge who had the best costume!

Another highlight was Cross Country where all students got to compete in a series of races!

One last event was The Easter Fun day! On that prestigious day all students got to vote for an easter hat or a mask and all students in year 5 or 6 would have to make an eggorama and students in the younger category would have to vote! All the younger students (Kindy to Year 4) would have to make a hat or mask. There would be a winner and would be announced at the end of the day.

Overall EWPS was an experience I'll never forget and it will always remain in my heart. One last time may I say I strive and We strive. Thank you.

Krishang Thota on behalf of the School Leaders

School background

School vision statement

Team EWPS students are self-motivated learners – confident and creative, with the personal skills for future success and wellbeing.

We are Creating the Future Together!

School context

Ermington West PS has an enrolment of 170 students representing 27 language groups and just under 10% Aboriginal students and diversity in socio-economic status. Our students are the leaders of the future. They:

- initiate, organise and lead programs
- mentor younger students in literacy and numeracy
- engage in inquiry based, collaborative learning
- create their own learning opportunities
- regularly engage with the wider community

Ermington West PS teachers are committed professionals who place student learning and equity at the centre of all professional learning and practice. Our teachers are the lead learners of the school. They:

- differentiate outcomes, content, teaching strategies, products and learning environment
- provide core and extended outcomes for students
- deliver specific instruction of literacy and numeracy skills
- facilitate opportunities for students to collaborate on real world issues and problems
- celebrate the strengths, needs and interests of all learners

The parents and families of Ermington West PS are partners in learning. The community is actively involved in key aspects of decision making and are valued contributors to many facets of school life. Our community is passionate about the provision of quality student learning experiences. Our community members:

- are visible partners in learning
- share their expertise with students
- volunteer to benefit all students

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

Staff as Lead Learners

Purpose

To strengthen the capacity of teachers in evidence-based learning through:

- strong leadership at all levels of the school
- systems for professional learning focusing on the needs of teachers
- a comprehensive approach to building leadership capacity

Improvement Measures

1) 100% of teachers have targeted professional learning experiences that will allow them to implement innovative, future focused pedagogy.

2) All staff members have high-quality evidence to support their progress towards the successful completion of their PDP goals.

3) All staff have a shared responsibility for the implementation and review of the school plan, where all staff contribute to successful completion of projects in action plans.

Progress towards achieving improvement measures

Process 1: 1) To ensure all teachers have deep understanding of the Australian Professional Standards at proficient, highly accomplished and lead and use these to develop professional learning pathways resulting in continuous improvement in teaching and learning.

Evaluation	Funds Expended (Resources)
<p>Two staff members achieved Accreditation at Proficient. The two teachers who have completed their accreditation have ensured that they have thoroughly met the expectations outlined in the Australian Teaching Standards. This has allowed these two teachers to achieve their accreditation.</p> <p>Teachers have been participating in professional learning to ensure that they are engaging in activities related to the Australian Teaching standards. By participating in professional learning it demonstrated the teachers' commitment to extend their knowledge of the standards and how we teach.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$0.00)

Process 2: 2) To regularly review structures for planning, programming and assessing to ensure high quality teaching and learning for students.

Evaluation	Funds Expended (Resources)
<p>L3 data (Reading levels and analysis), NAPLAN, PLAN data and writing sample analysis were used to track the trends in literacy and numeracy.</p> <p>The K-2 teachers ask students to complete independent writing tasks and the teachers use the writing samples to cluster them. We also use the writing samples to identify our students' strengths and areas of improvement. We have used the NAPLAN results to identify an area of improvement. K-6 teachers enter their PLAN data at the end of each term.</p> <p>K-6 have identified that we need improvements in spelling after we analysed our NAPLAN and school based results. We have made adjustments to our programs and completed a spelling scope and sequence. A spelling program for K-2 will be introduced in 2020. The teachers are using the PLAN data to enter in results and track their students' learning and we provide parents with a guide to assist learning at home in term 1 and 3. K-2 teachers record their students' reading progress every 5 weeks and this ensures that we are</p>	

Progress towards achieving improvement measures

monitoring all students progress. We can identify students who make huge improvements and also see students who need further assistance.

3–6 staff use Benchmarking to monitor the reading levels of the students.

Process 3: 3) To ensure the school leadership team has distributed leadership roles, enabling ***a self-sustaining and self-improving community that will continue to support the highest levels of learning as a lasting legacy of their contributions.***

Evaluation	Funds Expended (Resources)
The leadership team met regularly to monitor and review action plans. The leadership team's skills were developed through professional readings, professional learning and mentoring. These readings and professional learning assisted with the break down of roles for each member of the team as well as working together as a whole team to benefit the students at the school.	

Strategic Direction 2

Partnerships in Learning

Purpose

To engage all stakeholders so that the entire school community is informed, engaged and influential through:

- ***aspirational expectations of learning progress and achievement for all students, and commitment to the pursuit of excellence***
- strengthening relationships amongst our community of schools.
- maintaining, developing and seeking out new partnerships to continue implementing a balanced, dynamic and innovative curriculum.

Improvement Measures

- 1) Targeted students' attendance at school is at/above 95%
- 2) Improved family involvement in learning with all parents attending learning conferences (as reflected in parent contact data) throughout the year and accessing student digital portfolios regularly (once per term).
- 3) Increased opportunities for staff and students (CCC) leading to teacher professional learning targeted at need and improvement of student outcomes in key areas.

Progress towards achieving improvement measures

Process 1: 2) To collaboratively set goals for all students (teachers, parents and students) based on evidence and analysis of academic, social and personal development.

Evaluation	Funds Expended (Resources)
All members of the team have made '2020' folders in each students digital portfolio. Year 6 students have been removed from the folder. Next year teachers will be given access to their classes and students will be moved accordingly.	Digital Portfolio Folders

Process 2: 3) To build capacity of aspiring and substantive leaders through the CoSPL team.

Evaluation	Funds Expended (Resources)
All teachers have completed at least two twilight sessions this year. This professional learning was related to individual goals and/or passions.	Record of sessions attended

Process 3: 1) To create structures to improve wellbeing, attendance and engagement at school for targeted and identified students.

Evaluation	Funds Expended (Resources)
Evaluation of the effectiveness will not be done now until next year. This is due to equipment not being ordered as the staff surveyed the students and results had to be tallied and calculated. Equipment to be purchased at the beginning of 2020.	

Strategic Direction 3

Students as Leaders and Learners

Purpose

To create a genuine and powerful culture of learning and leadership which pervades the entire school and becomes a natural part of the way the school operates through:

- personalising learning for students to create successful, confident and creative individuals and active and informed citizens.
- opportunities for students to learn, practise and refine skills relative to leadership.

Improvement Measures

1) All students have individualised learning pathways that encompass their strengths and future directions in academic, social and personal development.

2) All students develop leadership skills demonstrated through connections between leadership knowledge and putting this into practice beyond the classroom.

Increase proportion of students at/above expected benchmarks for literacy and numeracy as measured by state performance.

Progress towards achieving improvement measures

Process 1: 1) To create personalised learning pathways for all students with identified personal, social and learning goals relevant to individuals.

Evaluation	Funds Expended (Resources)
<p>– Students lead infants Kids Curriculum classes and as such this will continue on a greater scale and occur earlier in 2020.</p> <p>– Goal based system is being evaluated. The process requires a large amount of teacher cooperation and input which has reduced its effectiveness. This process will be looked at to be made more efficient to allow all staff to regularly moderate and update.</p> <p>* Staff are looking into applications and electronic means of simplifying the process to track and update student goals throughout the year.</p>	<p>– Time for students to plan in and out of class as well as Teacher Training program renewing each year</p>

Process 2: 2) To enhance opportunities through Learning Ambassador program, Parliament, Kids Curriculum, Kids Ambassador Team and class structures where all students learn about leadership.

Evaluation	Funds Expended (Resources)
<p>– Student council selected and comprised of students from Years 5 and 6 in 2020.</p> <p>– Students successfully ran an infants Kids Curriculum RSPCA elective which was received positively by students and staff. As part of the Leadership elective for 2020, students will build on this success and work towards leading electives in infants and primary in 2020.</p>	<p>– Time for strategic direction staff to meet</p>

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$9 528.00) 	<p>Teachers, parents and students met to complete Personalised Learning Plans. These plans were updated throughout the year. The focus was to improve literacy and numeracy outcomes for the students.</p> <p>The NAIDOC Week performance was covered by the school. Funding was also used to purchase Aboriginal language maps, The Aboriginal Resource Kit and other Indigenous resources. This funding was also used to assist with the purchase of school uniforms where needed.</p>
English language proficiency	Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$90 315.00) 	<p>Time was provided for teachers to provide support in literacy and numeracy for EALD students in their classrooms. Students were identified and grouped according to teacher feedback and assessment data. Individualised plans were created where needed to support student learning outcomes.</p> <p>This funding was also used to fund a resilience program for students from K–6.</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$73 164.00) 	<p>The Learning and Support Team is driving learning support as well as professional support for teachers in conjunction with the school psychologist.</p> <p>This funding helps to reduce class sizes.</p> <p>Additional SLSO time helped to support the teachers through the preparation of resources.</p>
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$31 161.00) 	<p>A staff member was employed to allow teachers time off class for team collaboration meetings and programming to occur weekly.</p>
Socio–economic background	Funding Sources: <ul style="list-style-type: none"> Socio–economic background (\$25 958.00) 	<p>Community engagement through the Early Links Playgroup. This program is school funded allowing families in the community with preschool aged children to access the expertise of occupational therapists via a play environment.</p> <p>A school funded sports program is run weekly to allow all students access to a sporting program.</p> <p>The school purchased 5 interactive panels to allow for individual and group learning. This also allows for differentiated learning and the use of technology to cater for the different learning styles of the students at Ermington West.</p>
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> Support for beginning teachers (\$28 260.00) 	<p>This funding source was used to support the professional learning of beginning teachers in the L3 program run at the school. This allowed the teachers time for professional learning and to receive mentoring support from a trainer in L3.</p>

Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$28 260.00) 	Two staff attended the beginning teacher conference. Resources for literacy and numeracy were purchased to assist the beginning teachers.
---------------------------------------	--	---

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	82	77	85	82
Girls	69	80	86	97

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.7	95.4	94.5	93.8
1	94.8	95.6	93.2	93.6
2	94.3	97.6	92.9	92.7
3	93.8	95.4	93.7	93.7
4	97.1	95	93.4	95.3
5	94.9	97.4	91.4	89
6	93.8	95.1	94.7	91.1
All Years	94.7	95.8	93.4	92.8
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)	12.66
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.4
Teacher ESL	0.4
School Administration and Support Staff	2.02

*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	209,059
Revenue	2,887,278
Appropriation	2,753,585
Sale of Goods and Services	-154
Grants and contributions	132,191
Investment income	1,305
Other revenue	350
Expenses	-2,669,535
Employee related	-2,428,971
Operating expenses	-240,564
Surplus / deficit for the year	217,743

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	96,642
Equity Total	198,965
Equity - Aboriginal	9,528
Equity - Socio-economic	25,958
Equity - Language	90,316
Equity - Disability	73,164
Base Total	1,565,801
Base - Per Capita	40,123
Base - Location	0
Base - Other	1,525,677
Other Total	848,513
Grand Total	2,709,921

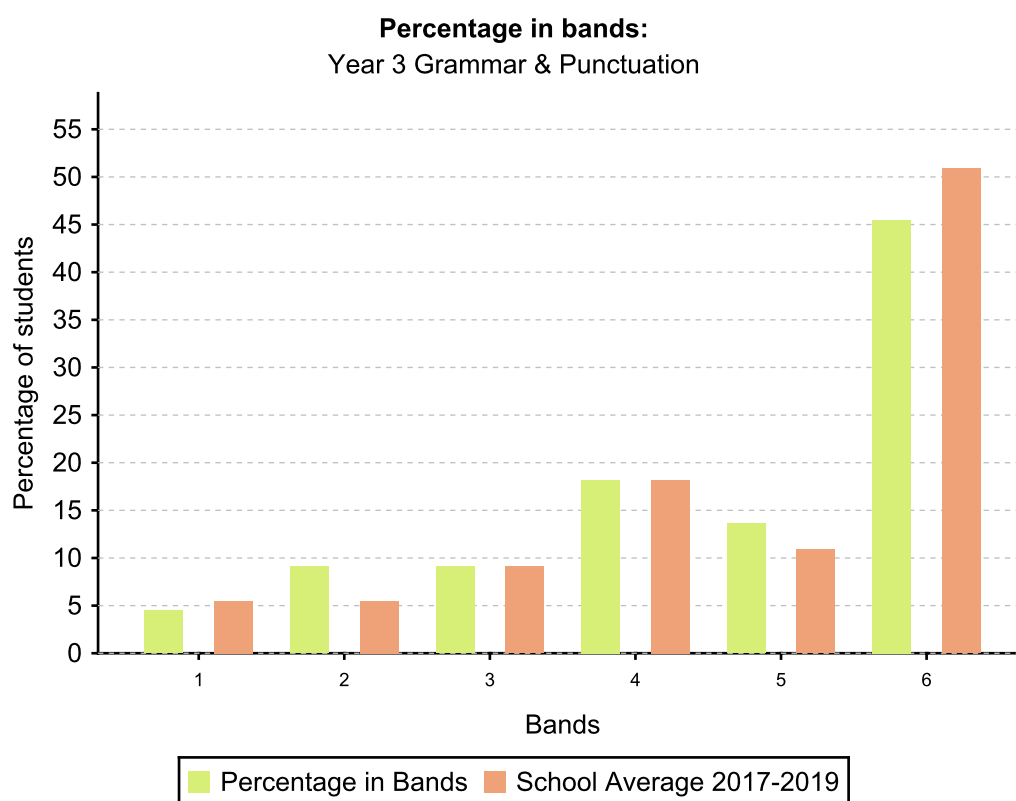
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

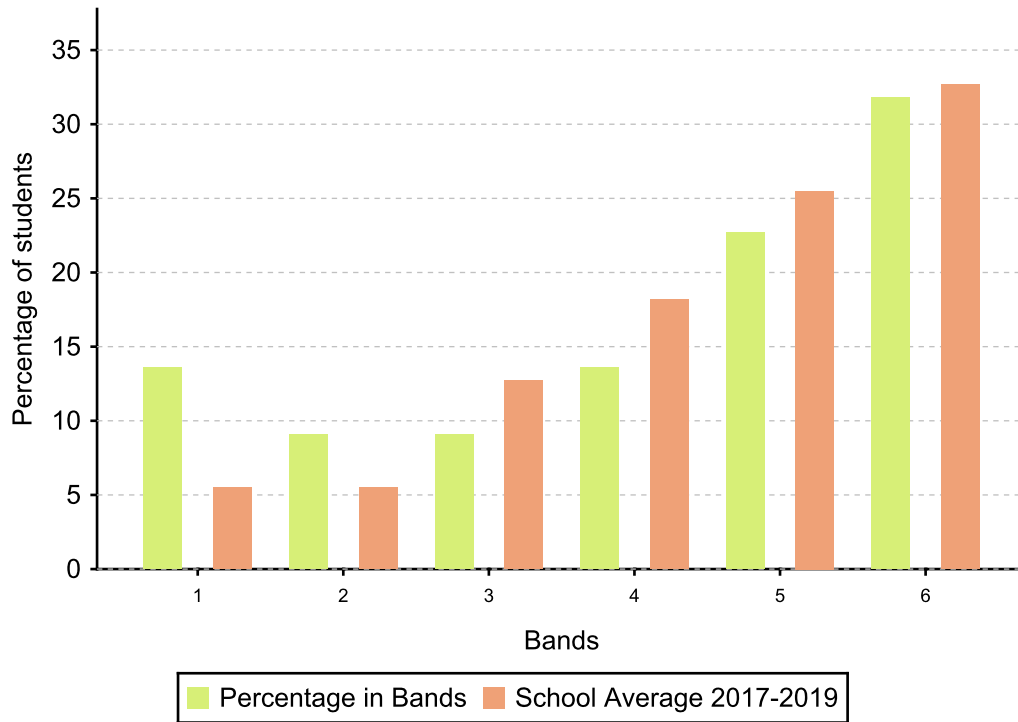
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison 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



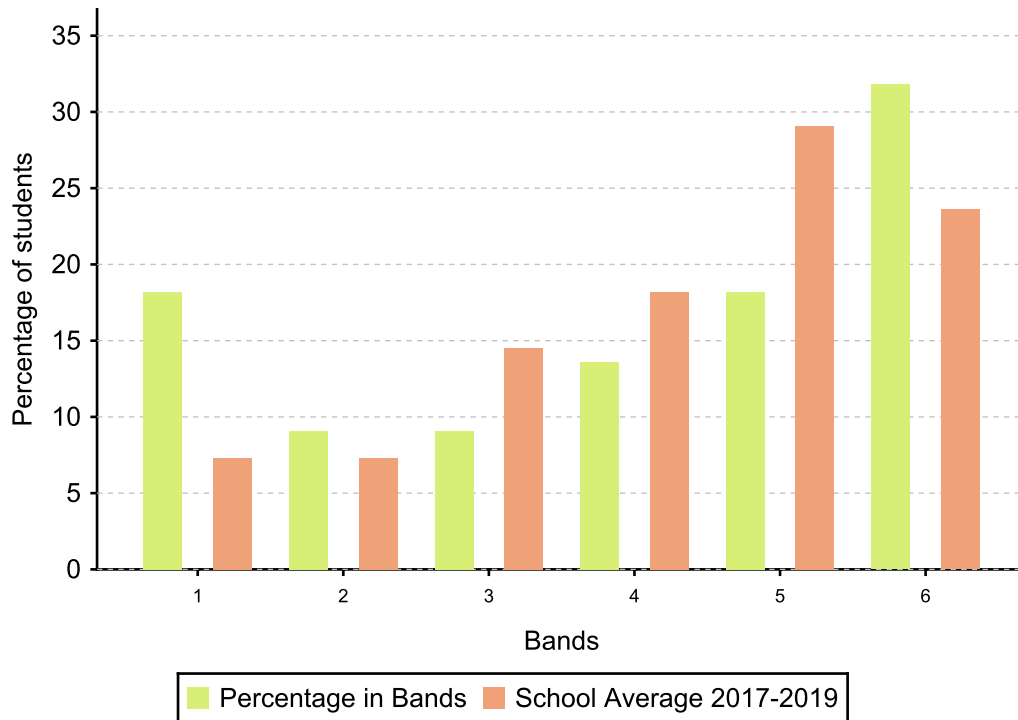
Band	1	2	3	4	5	6
Percentage of students	4.5	9.1	9.1	18.2	13.6	45.5
School avg 2017-2019	5.5	5.5	9.1	18.2	10.9	50.9

Percentage in bands:
Year 3 Reading



Band	1	2	3	4	5	6
Percentage of students	13.6	9.1	9.1	13.6	22.7	31.8
School avg 2017-2019	5.5	5.5	12.7	18.2	25.5	32.7

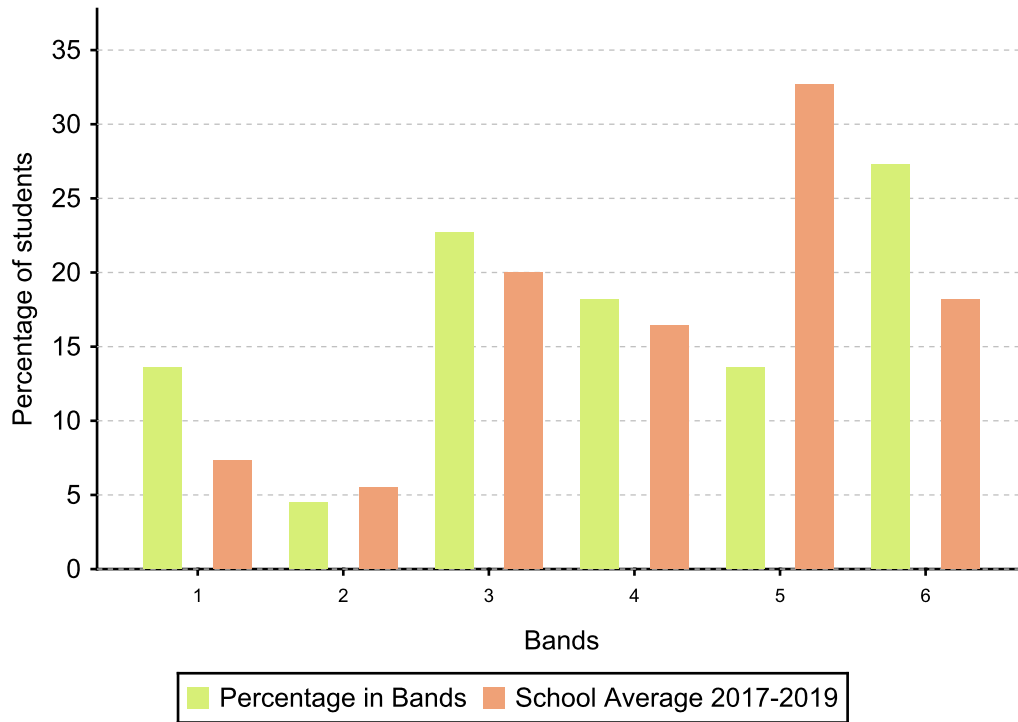
Percentage in bands:
Year 3 Spelling



Band	1	2	3	4	5	6
Percentage of students	18.2	9.1	9.1	13.6	18.2	31.8
School avg 2017-2019	7.3	7.3	14.5	18.2	29.1	23.6

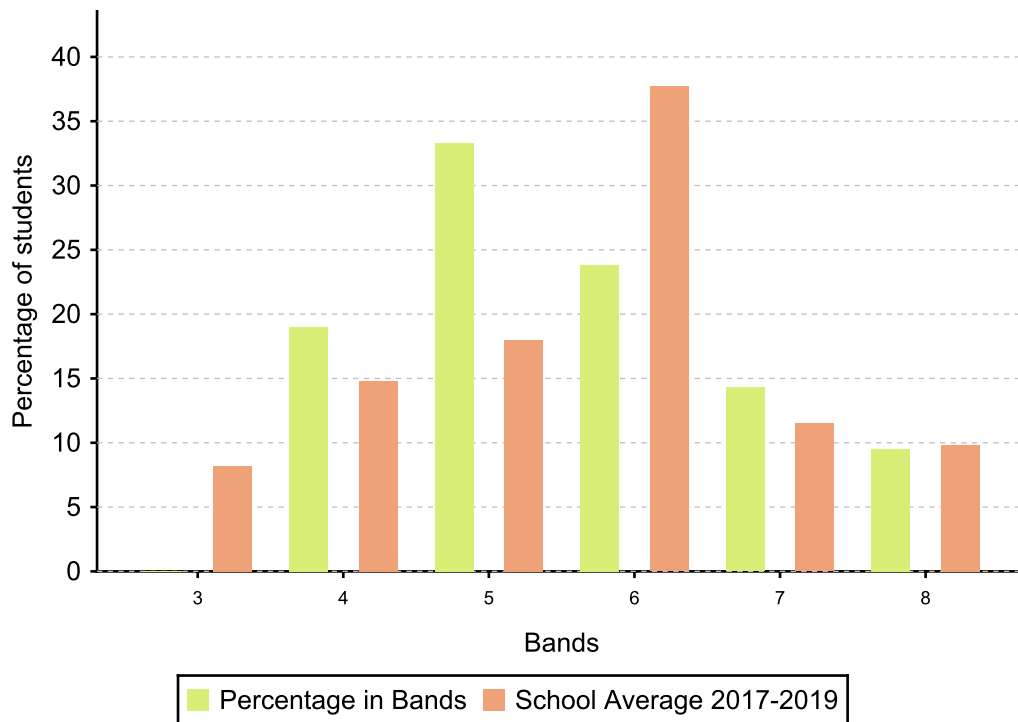
Percentage in bands:

Year 3 Writing



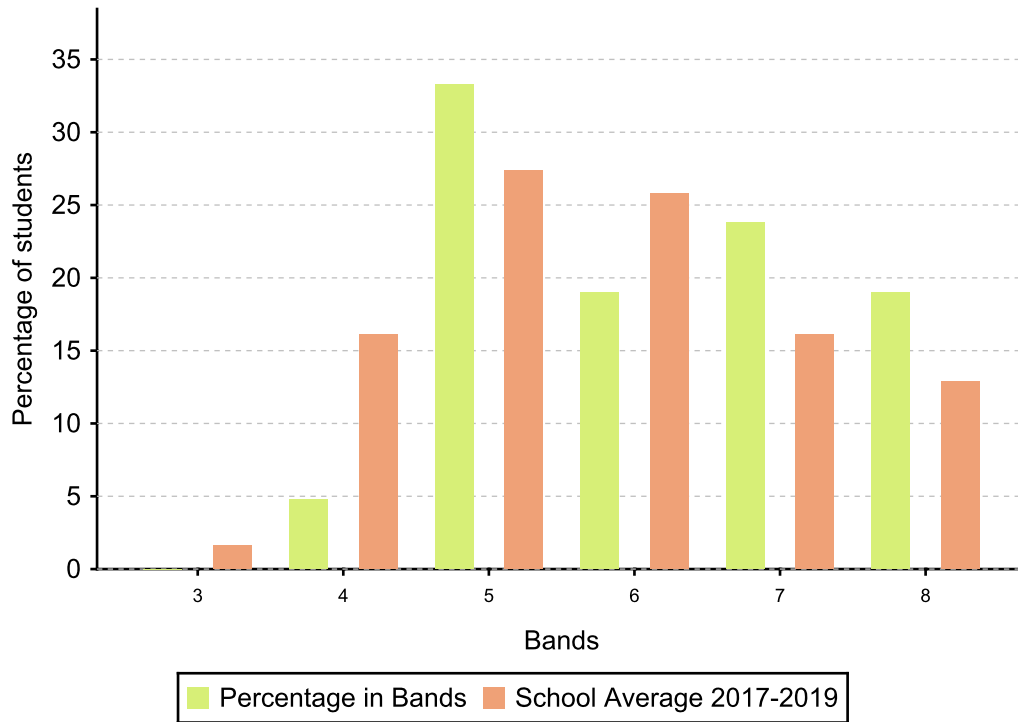
Band	1	2	3	4	5	6
Percentage of students	13.6	4.5	22.7	18.2	13.6	27.3
School avg 2017-2019	7.3	5.5	20	16.4	32.7	18.2

Percentage in bands: Year 5 Grammar & Punctuation



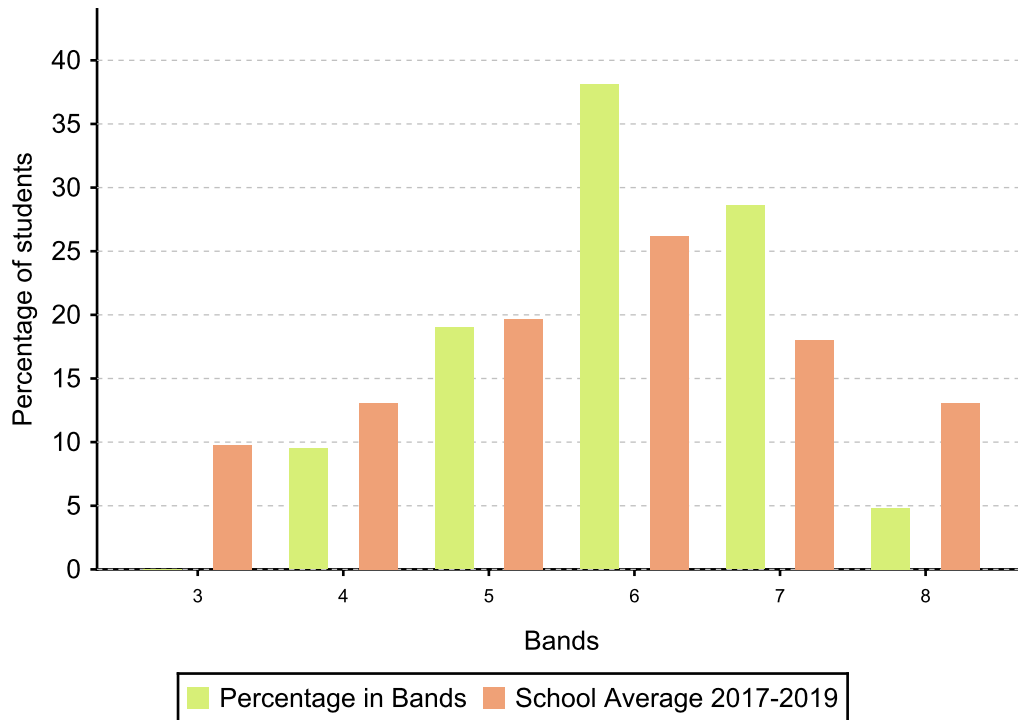
Band	3	4	5	6	7	8
Percentage of students	0.0	19.0	33.3	23.8	14.3	9.5
School avg 2017-2019	8.2	14.8	18	37.7	11.5	9.8

Percentage in bands:
Year 5 Reading



Band	3	4	5	6	7	8
Percentage of students	0.0	4.8	33.3	19.0	23.8	19.0
School avg 2017-2019	1.6	16.1	27.4	25.8	16.1	12.9

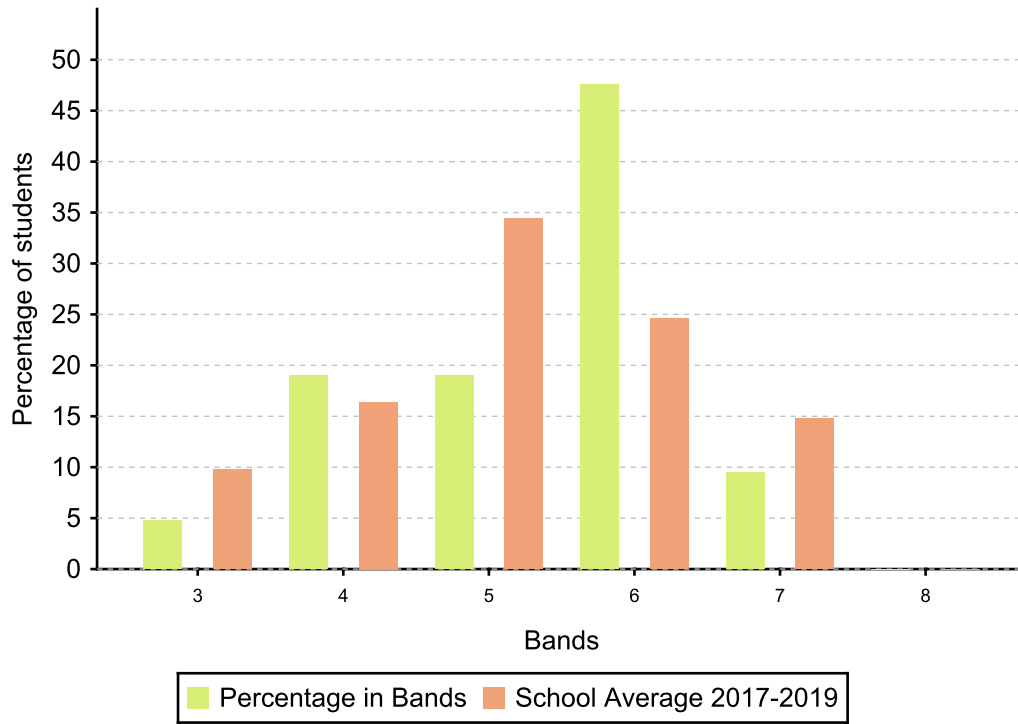
Percentage in bands:
Year 5 Spelling



Band	3	4	5	6	7	8
Percentage of students	0.0	9.5	19.0	38.1	28.6	4.8
School avg 2017-2019	9.8	13.1	19.7	26.2	18	13.1

Percentage in bands:

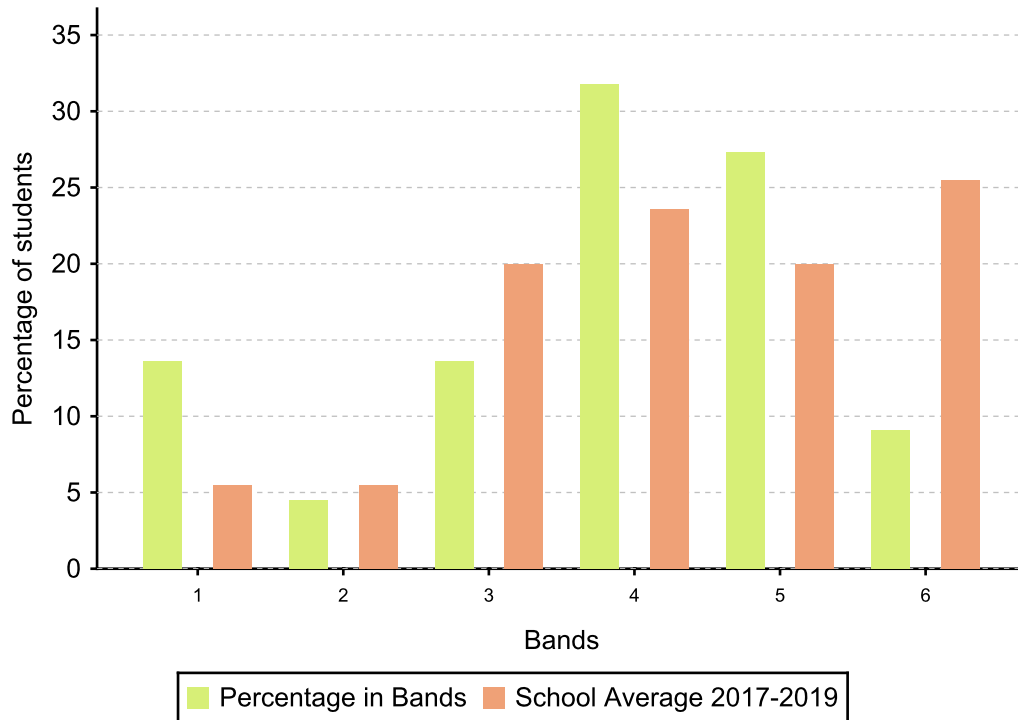
Year 5 Writing



Band	3	4	5	6	7	8
Percentage of students	4.8	19.0	19.0	47.6	9.5	0.0
School avg 2017-2019	9.8	16.4	34.4	24.6	14.8	0

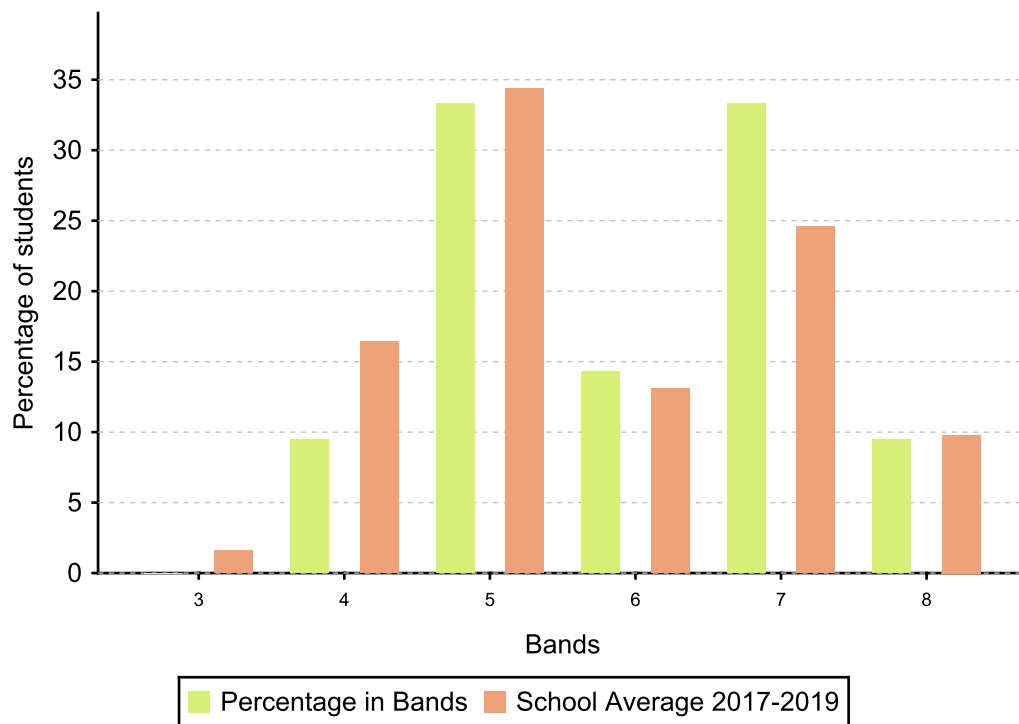
Percentage in bands:

Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	13.6	4.5	13.6	31.8	27.3	9.1
School avg 2017-2019	5.5	5.5	20	23.6	20	25.5

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	0.0	9.5	33.3	14.3	33.3	9.5
School avg 2017-2019	1.6	16.4	34.4	13.1	24.6	9.8

Parent/caregiver, student, teacher satisfaction

Parents and Caregivers

Parents felt welcomed at Ermington West Public School as evidenced by the participation in our Meet the Teacher afternoons; our parent/student/teacher learning conferences; Easter fun day activities; Swimming, Cross Country and Athletics carnivals and the number of parents and community members who attend Presentation Day. Parents felt that teachers fostered positive relationships with them and generally kept them informed about their child's academic progress, behaviour and social development. The majority of parents believed that teachers encourage their children to do their best and achieve at school.

Parents were happy with the individual learning goals for students in literacy and numeracy and understood how these small steps helped their child in their learning journey. Parents still believe that English and mathematics are the core areas of students learning.

Parents found the use of the Newsletter and Schoolstream App very helpful in keeping them informed about events and school achievements.

Students (Years4–6) Tell Them From Me Survey Results

Students in Years 4 – 6 completed the Tell Them From Me Survey with the following feedback.

One hundred percent of Year 6 students value school learning and find it useful in everyday life and the impact on their future.

Year 5 and 6 students felt that they try hard to succeed in their learning. One hundred percent of girls in Years 4 –6 believed that they tried hard to succeed in their learning.

Year 4 and 5 students felt less accepted and valued than the NSW government norm.

Girls had positive attitudes to homework and completing it in a timely manner.

Boys had a higher rate of participation in extra curricular activities such as drama, art and music.

The students in Years 5 and 6 had positive relationships and could identify people they could trust.

Staff

Staff showed that they valued and supported the opportunity to collaborate and obtain feedback from colleagues. They also showed a high use of data to inform their teaching practice. Staff showed that they use a variety of teaching strategies to cater for individual differences in student learning.

Staff worked on using a new behaviour management system so that there were the same behaviour expectations for all students.

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.