

St Marys North Public School

2019 Annual Report



4205

Introduction

The Annual Report for 2019 is provided to the community of St Marys North 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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Message from the principal

In 2019, St Marys North Public School was selected to co-host the 2019 NSW Education Week launch event. As a school, we were incredibly honoured to be given such an important role to play in the yearly highlight of public education. Our students shone, staff celebrated and community were overjoyed at the incredible opportunity to focus on our wonderful school.

School background

School vision statement

St Marys North Public School is a community with expectations of achievement and success.

We believe students learn in a happy, safe, supported and inclusive environment where active engagement and cooperative learning are valued. We work together as a whole school community to develop a strong sense of pride and belonging. We are committed to ensuring every student is known, valued and cared for in our school.

School context

St Marys North Public School is situated on Darug land and works in partnership with its supportive low socio economic community. The school provides a comprehensive quality education and genuine care for our students and the wider school community. We hold high expectations of achievement and success.

Parents, staff and students work together in partnership to achieve a cohesive, focused, optimal learning environment that provides enhanced educational opportunities for all students. Participation in sport, dance, music, student leadership and environmental education is actively encouraged and embraced.

The involvement of our highly motivated Aboriginal community is supported by our Aboriginal Education Officer. Over 26% of our school identifies as Aboriginal. All students participate in a cultural program taught by an Aboriginal community member.

With over 20% of the school population from language backgrounds other than English, the school maintains an inclusive, multicultural learning and working environment.

The school environment is friendly, calm, warm and welcoming. We have Positive Behaviour for Learning, focusing on responsible, respectful, safe learners. We expect high standards of behaviour, application and integrity of each child and feature many wellbeing programs to ensure that St Marys North Public School is a safe and respectful place of learning.

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	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
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

Engaged Accountable Learners

Purpose

To develop engaged accountable learners who demonstrate the ability to connect, succeed, thrive and learn by setting achievable, realistic and challenging goals with high expectations of themselves. Self driven resilient learners exhibit the ability to be adaptive and responsive.

Students at St Marys North Public School will be engaged and challenged to be life-long learners.

Teachers at St Marys North Public School will take a shared responsibility for student achievement and contribute to a transparent learning culture.

Improvement Measures

- 80% of students in Kindergarten, Year 1 and Year 2 will achieve school EafS benchmarks
- 30% of ATSI students will achieve in the top two bands of NAPLAN in reading and numeracy
- Increase the proportion of students in the top 3 bands of NAPLAN in reading and numeracy
- Increase whole school attendance to 93%

Progress towards achieving improvement measures

Process 1: Students as Learners: Professional learning to build a growth mindset culture, to ensure a common language for teachers and students to engage in learning conversations. Embed the practice of using feedback as a tool to support visible learning practices between students and teachers, and increase accountability to improve student outcomes.

Evaluation	Funds Expended (Resources)
<p>Maintained strong value-add results – SCOUT data showing results are again excelling.</p> <p>Students developed learning goals, in collaboration with teacher. Successes broadly celebrated.</p> <p>Instructional Leaders delivered high quality PL, including working shoulder to shoulder in classrooms to improve teaching practices. Strong focus on syllabus requirements and NESAs KLA allocations. All class timetables reflect NESAs KLA time requirements.</p> <p>Whole school focus on English Concepts, with rigorous reflection and analysis of teaching and learning practices that are explicit and consistent across the school, maintaining a strong focus on syllabus.</p> <p>ES1 pedagogies reviewed and play-based learning incorporated into Kindergarten.</p>	<p>Equity funds used to:</p> <p>Increase Premier's Priority Aboriginal Students Instructional Leader 0.4 to 1.0 FTE</p> <p>Employ intervention teachers and SLSOs</p> <p>Stage planning days twice a term</p>

Process 2: Attendance: Review and refine school attendance policies to ensure regular monitoring and greater accountability for attendance is taken by all stakeholders.

Evaluation	Funds Expended (Resources)
<p>New data base developed in Sentral to capture all absence follow up by staff.</p> <p>Attendance expectations clearly articulated with community via social media, parent contact and school newsletters. Weekly attendance trophy awarded to one class as incentive and celebrated with community.</p>	<p>Sentral system</p> <p>Attendance awards</p>

Progress towards achieving improvement measures

Policy requirements documented in clear procedures with all staff. Regular HSLO meetings occur onsite to follow up attendance concerns.

Attendance concerns identified in fortnightly stage meetings and discussed at LaST meetings.

Process 3: Transitions: Purposeful partnerships developed to ensure strong collaboration between parents, students, staff and the community that support transition processes. School and community initiatives are strengthened to support the continuity of learning at transition points for Pre-K and 6–7.

Evaluation	Funds Expended (Resources)
<p>Kindergarten Orientation refined and new processes adopted. External agencies invited to present. Feedback from community very positive.</p> <p>Parent information sessions delivered to parents and carers of new Kindergarten students to improve their knowledge of how to assist their child with transition to school.</p> <p>Stage 3 teachers engaged in English Concept PL and lesson observations with high school colleagues across multiple feeder schools to strengthen transition to Stage 4.</p>	Instructional Leader

Strategic Direction 2

Informed Responsive Practitioners

Purpose

To create a school-wide approach driven by evidence based practices catering for diverse learners through personalised learning. Effective and positive quality learning environments ensure strong educational outcomes for all.

Staff at St Marys North Public School will be critically reflective practitioners who have ownership and accountability for their impact on student achievement, underpinned by high expectations of improvement.

Improvement Measures

- All staff have individual professional development plans that demonstrate reflective teaching practice, are linked to the Australian Professional Standards for Teachers and guide their professional learning, practice and capacity to improve student learning
- Data informed, differentiated and personalised learning experiences that demonstrate syllabus content are highly visible in all staff teaching and learning programs

Progress towards achieving improvement measures

Process 1: Informed Teachers: High quality professional learning to ensure the use of formative assessment and explicit and timely feedback become embedded in school pedagogy. Protocols developed for regular use of school-wide assessment data that is analysed and collaboratively used to inform planning, identify interventions and inform practice.

Evaluation	Funds Expended (Resources)
<p>School-wide assessment procedures utilised to track student progress. Data collected termly, week 5 and 10, and students identified for tiered integration. PAT testing occurring for Years 2–6.</p> <p>Collaborative planning sessions, involving data analysis, conducted twice a term.</p> <p>Learning progressions utilised by all staff.</p> <p>IEPs, for students with supplementary or substantial adjustments, collaboratively written and monitored by class teachers, LaST and ILs.</p> <p>School processes for storing and accessing student learning profiles for students with additional needs strengthened. LaST developed and streamlined comprehensive processes for compiling and sharing student information.</p>	<p>QTSS staffing allocation</p> <p>Professional Learning</p> <p>PAT tests</p>

Process 2: Explicit Teaching: Evidence based literacy and numeracy teaching pedagogies eg. Focus on Reading, L3, TEN, embedded in effective classroom practice. Teaching and learning programs encompass school priorities, system and syllabus requirements, and innovative practice.

Evaluation	Funds Expended (Resources)
<p>Whole staff engaged in Spelling PL, whole staff and stage teams, to ensure consistent practice across school. Learning teams provided opportunities for modelled practice. All classes to embed new pedagogy in 2020.</p> <p>Teaching and Learning programs enhanced by development of KLA templates that incorporate NESA requirements.</p> <p>English Concepts PL delivered across 2019. Consistent practices identified, maintaining a strong focus on syllabus requirements. Staff collaborated with teachers across learning community to broaden curriculum knowledge.</p>	<p>Early Action for Success Instructional Leaders</p> <p>Continued Action for Success Instructional Leader (school funded)</p> <p>Project Leaders</p>

Progress towards achieving improvement measures

Whole staff Music PL, termly, with Dr Anita Collins. Teachers integrating music into short daily lessons.

Process 3: Professional Practice: Teachers, individually and collaboratively, use professional standards to identify and monitor specific areas for development in teaching and learning practices to ensure ownership and accountability for impact on student learning. Professional dialogue, collaboration, observation and feedback occurs between teachers to create professional learning communities.

Evaluation	Funds Expended (Resources)
<p>Aspiring leaders collaborated with learning communities across network, accessing leadership PL. Aspiring leaders delivered PL to whole staff linked to school plan projects.</p> <p>100% of teaching staff have professional development plans which reflect school priority areas and are supported by and reflection. Teaching staff PDPs showed reference to Australian Professional Standards for Teachers.</p> <p>100% of administrative staff and SLSOs have PDPs.</p> <p>Professional learning records show evidence of training for teachers which reflect school areas – literacy, numeracy and innovative practice.</p>	<p>QTSS staffing allocation</p> <p>Professional Learning funds</p>

Strategic Direction 3

Sustained Effective Leadership

Purpose

To develop responsive innovative leaders who demonstrate a clear vision for our school within a supportive, open and inspirational environment fostering high levels of critical and creative thinking and digital connectedness.

Students at St Marys North Public School will be provided the platform to reach their full potential as informed responsible global citizens.

To ensure a self-improving community that will continue to support the highest levels of education as active participants in our students' learning.

Improvement Measures

- Increased parent participation in all school activities representing and inclusive of all school community cultural groups
- Increased number of staff using inquiry based learning and digital technologies in teaching and learning programs

Progress towards achieving improvement measures

Process 1: Everyday Leaders: Focus on distributed instructional leadership to provide pathways for everyday leaders to develop leadership attributes that sustain a culture of change and best practice. Create opportunities for authentic student voice that encompasses the general capabilities of creative and critical thinking and ethical decision making.

Evaluation	Funds Expended (Resources)
<p>Distributive leadership opportunities included Project Leader positions and Aspiring Assistant Principal program. 2019 Project Leader projects included Spelling, Play-based Learning and Student Voice.</p> <p>Whole staff engaged in new Spelling pedagogy PL led by aspiring leader, with implementation to occur in 2020. Play-based learning fully embedded in Kindergarten classrooms. Student Voice project enabled a group of Stage 3 students to engage with the University of Western Sydney and students across the learning community on sustainability Bee project. Enviro Group raised awareness and set up recycling bins across school.</p> <p>Three staff completed Aspiring Assistant Principal program.</p> <p>Expert staff utilised to model best practice to colleagues. Expert technology teacher engaged in team teaching with classroom teachers each week for a one hour lesson.</p>	<p>Equity funds used to:</p> <p>Engage in planning days</p> <p>Purchase resources for play-based Kindergarten program</p> <p>Professional learning</p> <p>'Beetopia' creation as part of student voice project</p>

Process 2: Productive Partnerships: Strengthen our productive partnerships with external agencies eg. Community Junction, to facilitate and support parent engagement as active participants in our students' learning. Review school systems and practices to create greater opportunities for collaboration and communication between home and school.

Evaluation	Funds Expended (Resources)
<p>Community Liaison Officer worked closely with parent groups, including P&C, to raise participation numbers of parents and carers at school events. Community attendance at whole school events increased. Breakfast meetings again proved popular with community.</p> <p>P&C, with greater parent numbers, worked closely with the school in new fundraising events. Funds raised from Colour Run, stalls, election barbecues and Fun Day were used to purchase new bubblers.</p>	<p>Community Liaison Officer 0.4 FTE</p>

Progress towards achieving improvement measures

Partnership with Australian Chamber Orchestra continued. Original strings cohort completed second year of daily lessons. Strings students performed during Education Week at DoE Parramatta office and at the launch of Education Week across NSW.

Process 3: Future-focused Learning: Staff participate in professional learning to engage students as active learners through inquiry based pedagogy eg STEM, to support future-focused learning. Teaching and learning experiences provide opportunities to integrate design and technology with digital literacies through the use of coding and robotics.

Evaluation	Funds Expended (Resources)
<p>Team teaching opportunities provided for all classroom teachers for one hour each week, working alongside technology teacher. Teachers provided with PL in purposefully incorporating technology in learning activities. Coding and robotics lessons provided to all students.</p> <p>STEMshare kits borrowed termly from DoE. Professional learning opportunities for staff, including staff from other schools, occurred across the year.</p> <p>Evaluations showed increased staff confidence in programming, authentically incorporating technology, across KLAs.</p>	<p>Equity funds used to:</p> <p>Purchase robotics resources</p> <p>Purchase student laptops to improve access for learning activities</p> <p>Technology teacher – 1.0 FTE</p>

Key Initiatives	Resources (annual)	Impact achieved this year
<p>Aboriginal background loading</p>	<p>Aboriginal Education Officer \$68,575</p> <p>Premier's Priority Aboriginal Students – Instructional Leader 0.4</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$108 770.00) 	<ul style="list-style-type: none"> FTE Aboriginal Education Officer (AEO) employed to support ATSI students (29%) AEO provided cultural lessons to all classes each term AEO worked closely with community to raise attendance rates for ATSI students 100% of Aboriginal students have Personalised Learning Pathways Aboriginal Education Worker employed to support targeted Aboriginal students in literacy and numeracy Premier's Priority Aboriginal Students – Instructional Leader (0.4) led strategic English Concepts PL with all staff, improving continuity of learning opportunities for students K–6 Intervention teacher employed to support targeted Year 4–6 Aboriginal students, as identified by Instructional Leader Aboriginal dance group provided with weekly lessons. Performed at NAIDOC Day and invited to perform at local schools Teaching resources to support the teaching of Aboriginal perspectives across the school Aboriginal Culture room renovated to provide kitchen space for community members to engage with, along with lesson space for students
<p>English language proficiency</p>	<p>EAL/D teacher 0.4</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$66 626.00) 	<ul style="list-style-type: none"> EAL/D teacher employed 2 days each week to implement language support programs for targeted students Students were supported in individual, small group and whole class programs K–6 Class teachers were supported by EAL/D teacher to develop and implement programs to increase English proficiency for targeted students
<p>Low level adjustment for disability</p>	<p>1.9 LaST Allocation \$202,760</p> <p>Flexible Funding \$87,566</p> <p>Student Learning Support Officers</p> <p>Intervention staff</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$290 327.00) 	<ul style="list-style-type: none"> LaST allocation increased to FTE 2.4 to support students with academic, behaviour, social and emotional needs Consistent NCCD evidence collection processes developed Individual learning programs developed to support students K–6 LaST worked with classroom teachers to facilitate, develop and implement IEPs, BSPs, RAs and Health Plans 'Fun and Games' broadened to support students at breaks in the playground with SLSO supervision LaST liaised with outside agencies providing support for Out of Home Care students and students with additional learning needs and their families SLSOs employed to support teachers with the implementation of IEPs resulting in an increase for targeted students' ability to access the curriculum Resources purchased to assist additional learning needs of students Students receiving Integration Funding directly supported by SLSOs

<p>Quality Teaching, Successful Students (QTSS)</p>	<p>0.643 Staffing Allocation \$68,618</p>	<ul style="list-style-type: none"> • All staff engaged in collaborative planning days twice a term in stage groups, led by Instructional Leaders and Assistant Principals • Executive staff provided time to mentor teachers covering a range of support with programming, assessment and behaviour management
<p>Socio-economic background</p>	<p>0.6 Staffing Allocation \$64,030</p> <p>Flexible Funding \$653,826</p> <p>0.4 Community Liaison Officer</p> <p>Intervention Staff</p> <p>Student Learning Support Officers</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$717 856.00) 	<ul style="list-style-type: none"> • 0.6 Instructional Leader/Deputy Principal employed to support Years 3–6 students and whole school staff in delivering explicit teaching instruction, data analysis, program support and professional learning • SLSOs engaged to support class teachers and students in delivering IEPs, resulting in an increase for targeted students' ability to access the curriculum • Intervention staff employed to assist with tier 2 and 3 intervention strategies • Intervention staff targeted students identified by Early Action for Success • Instructional Leaders and school funded Years 3–6 Instructional Leader • Tracking and analysis of student data, by ILs and class teachers, used to drive planning ensured consistent practices across grade and stage groups • Additional collaboration time for grades twice a term ensured syllabus delivery and consistent teacher judgement in assessment practices remained a focus • Excursions subsidised and classroom resources purchased to ensure equitable access to school programs for all students • Classroom upgrades to all learning spaces provided improved learning environments • Upgraded playground spaces, incorporating outdoor music area, new playground markings, kitchen garden, new school signage and covered outdoor learning space • Community Liaison Officer supported the development of positive relationships between parents and the school • Breakfast Club provided 3 mornings a week • Speech Therapist employed one day a week to work with students identified by Learning and Support Team • School Office efficiency enhanced through the employment of additional School Administrative Officer days
<p>Support for beginning teachers</p>	<p>Executive staff mentors</p>	<ul style="list-style-type: none"> • Beginning teachers provided with additional release time to work with mentor • Mentors supported early career teachers with professional learning, development of curriculum knowledge and the accreditation process • Three teachers mentored through accreditation process with two achieving accreditation at Proficient • 100% of early career teachers evaluated mentor time as highly supportive during their beginning years

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	219	198	192	194
Girls	204	194	194	185

Student attendance profile

School				
Year	2016	2017	2018	2019
K	90.3	91.2	90.6	91.3
1	91.6	89.7	90.2	89.5
2	89.9	91.3	90.5	89.4
3	91.6	90.2	92.5	86.8
4	88.7	90.7	87.1	93
5	91.1	90.9	88.7	87.3
6	90.5	90.1	90.8	88.6
All Years	90.5	90.6	90.1	89.5
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)	14.47
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	1.9
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	4.22

*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	1,179,887
Revenue	4,912,833
Appropriation	4,724,866
Sale of Goods and Services	58,761
Grants and contributions	122,431
Investment income	6,775
Expenses	-5,315,307
Employee related	-4,062,871
Operating expenses	-1,252,436
Surplus / deficit for the year	-402,474

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	16,629
Equity Total	1,252,153
Equity - Aboriginal	177,345
Equity - Socio-economic	717,856
Equity - Language	66,626
Equity - Disability	290,327
Base Total	2,634,599
Base - Per Capita	90,570
Base - Location	0
Base - Other	2,544,029
Other Total	572,035
Grand Total	4,475,416

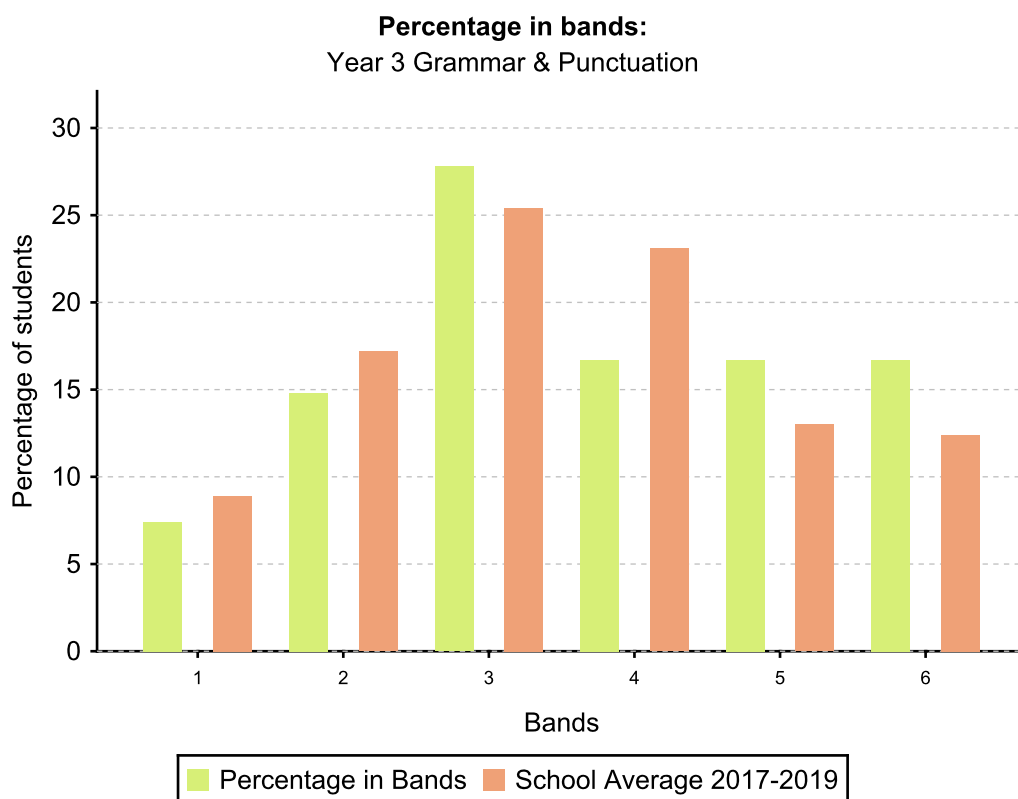
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

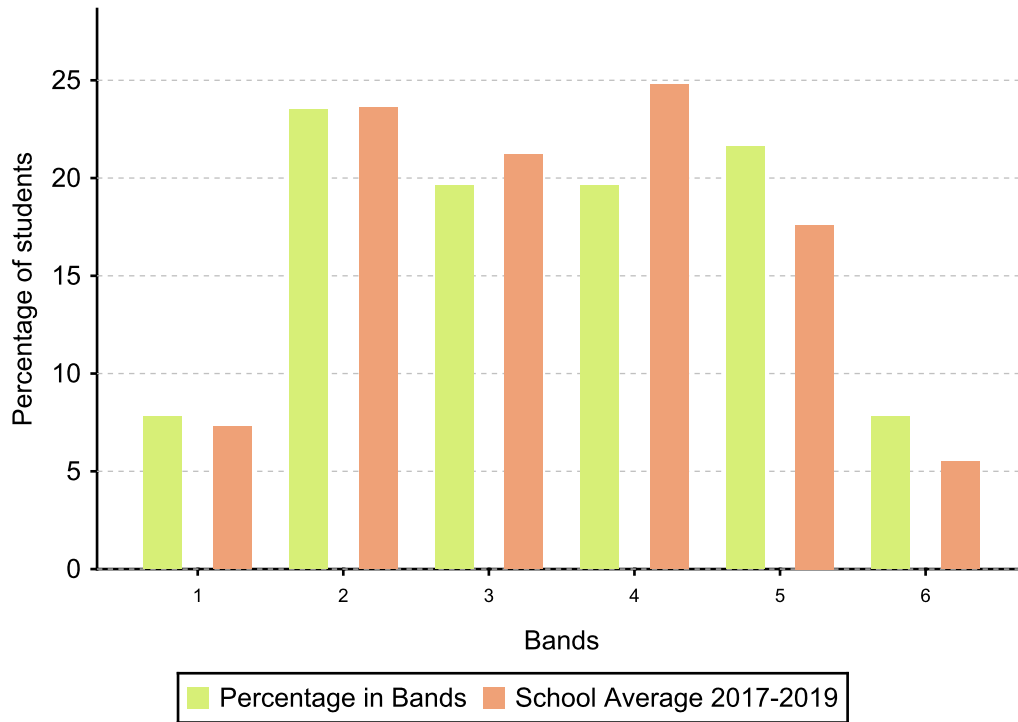
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison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



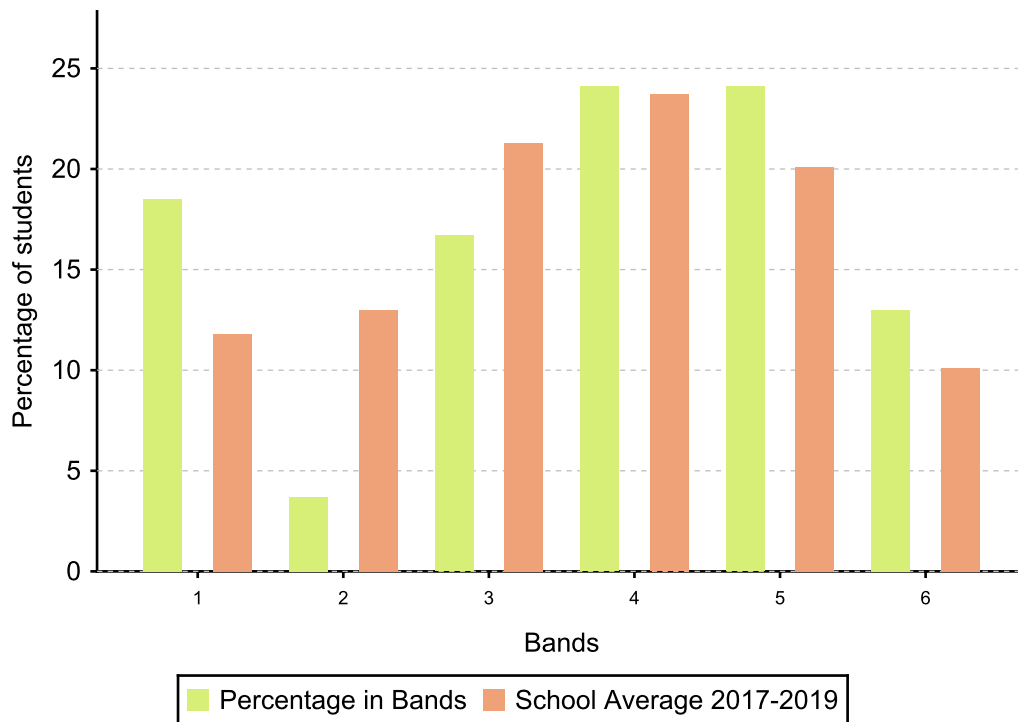
Band	1	2	3	4	5	6
Percentage of students	7.4	14.8	27.8	16.7	16.7	16.7
School avg 2017-2019	8.9	17.2	25.4	23.1	13	12.4

**Percentage in bands:
Year 3 Reading**



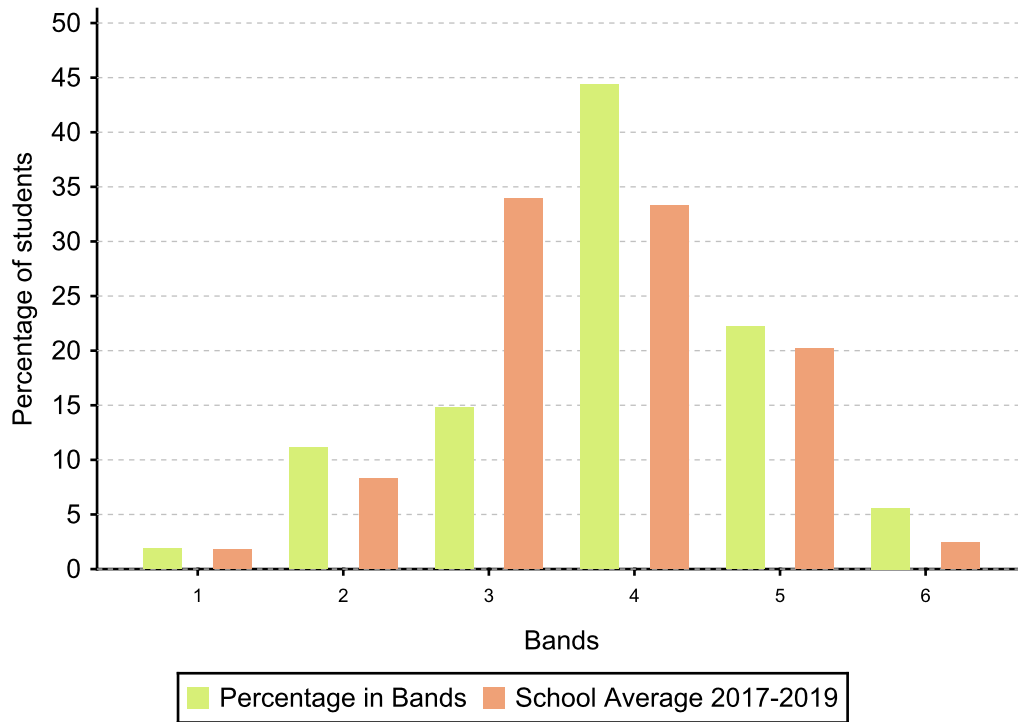
Band	1	2	3	4	5	6
Percentage of students	7.8	23.5	19.6	19.6	21.6	7.8
School avg 2017-2019	7.3	23.6	21.2	24.8	17.6	5.5

**Percentage in bands:
Year 3 Spelling**



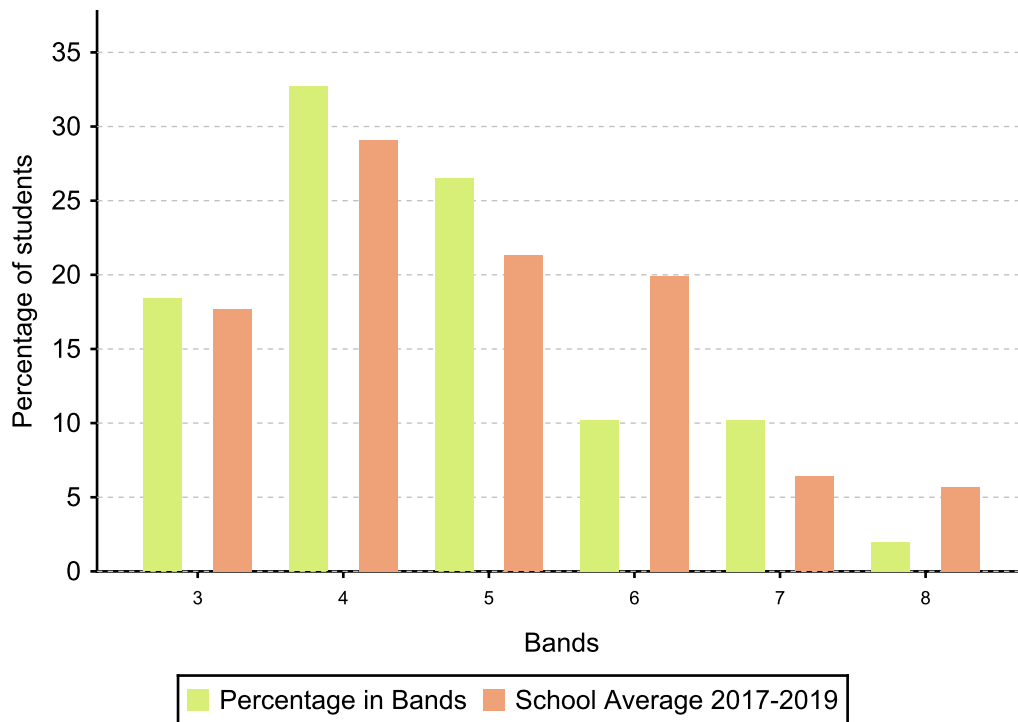
Band	1	2	3	4	5	6
Percentage of students	18.5	3.7	16.7	24.1	24.1	13.0
School avg 2017-2019	11.8	13	21.3	23.7	20.1	10.1

Percentage in bands:
Year 3 Writing



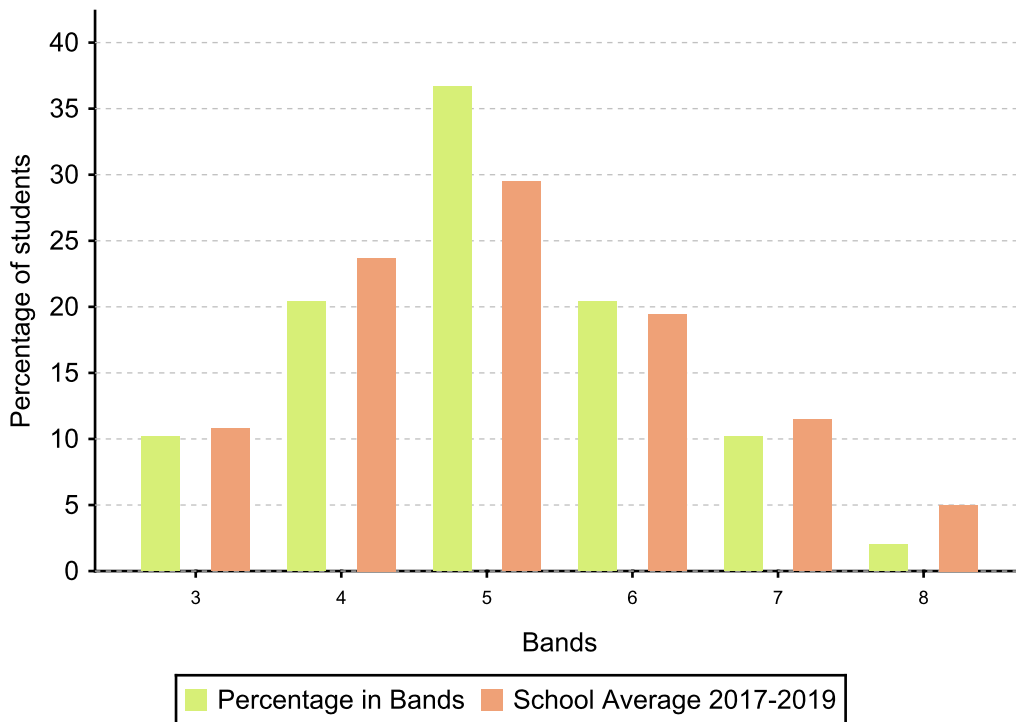
Band	1	2	3	4	5	6
Percentage of students	1.9	11.1	14.8	44.4	22.2	5.6
School avg 2017-2019	1.8	8.3	33.9	33.3	20.2	2.4

Percentage in bands:
Year 5 Grammar & Punctuation



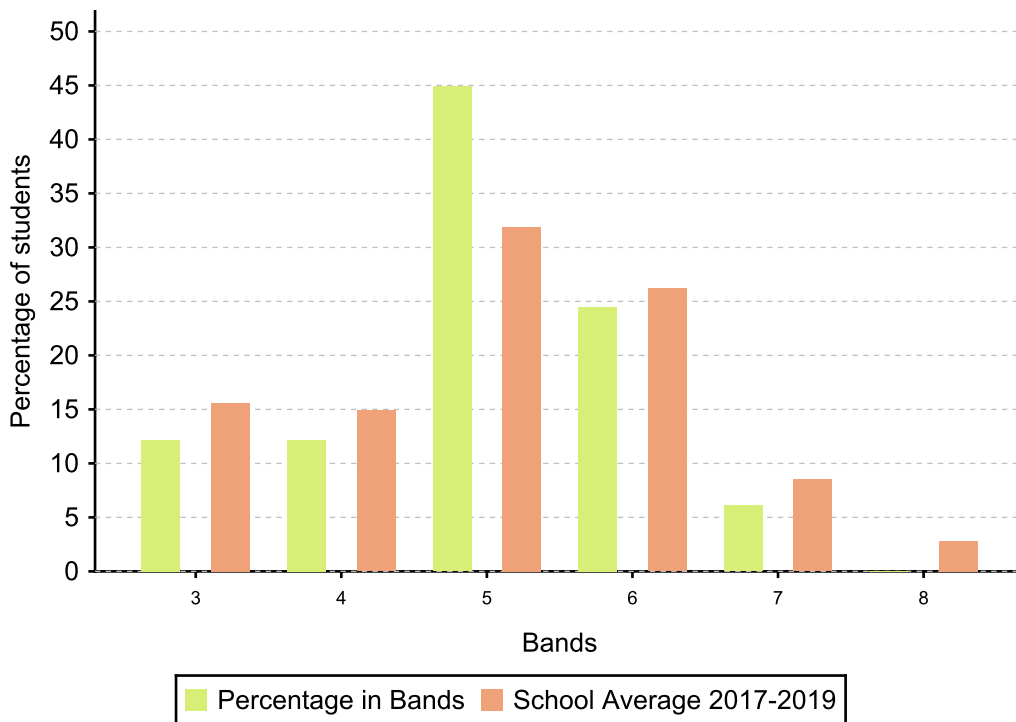
Band	3	4	5	6	7	8
Percentage of students	18.4	32.7	26.5	10.2	10.2	2.0
School avg 2017-2019	17.7	29.1	21.3	19.9	6.4	5.7

**Percentage in bands:
Year 5 Reading**



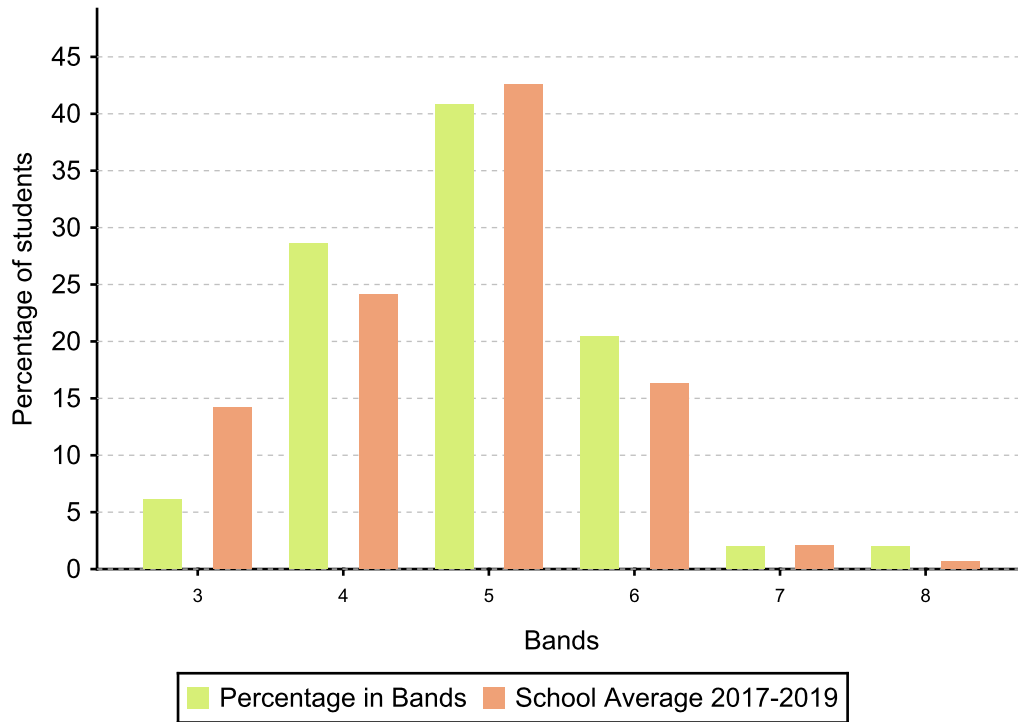
Band	3	4	5	6	7	8
Percentage of students	10.2	20.4	36.7	20.4	10.2	2.0
School avg 2017-2019	10.8	23.7	29.5	19.4	11.5	5

**Percentage in bands:
Year 5 Spelling**



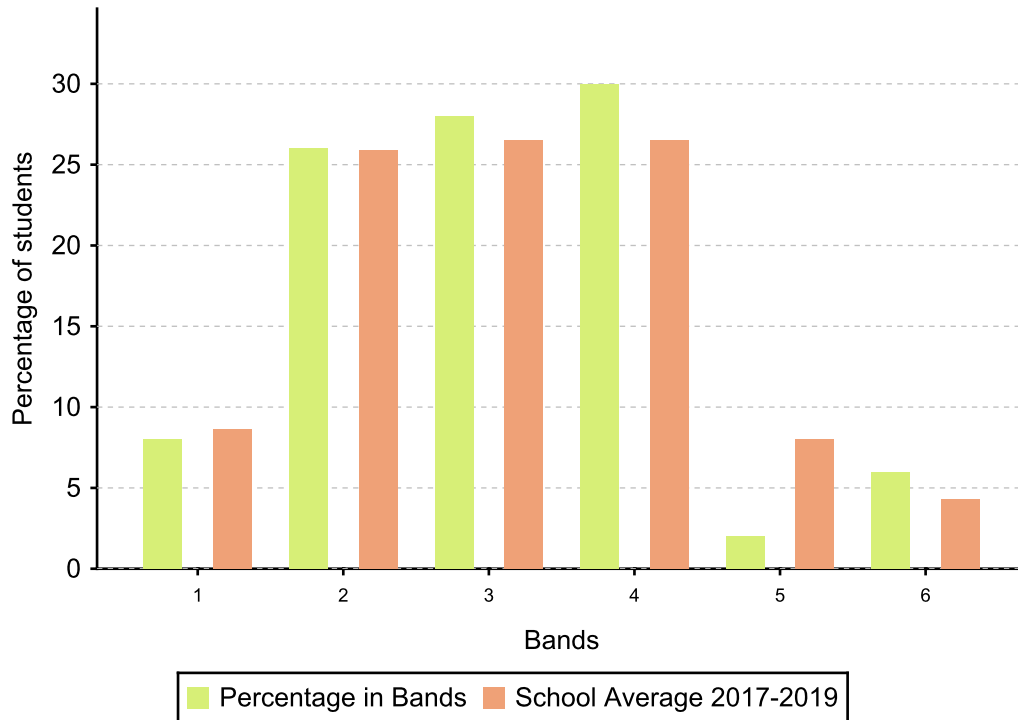
Band	3	4	5	6	7	8
Percentage of students	12.2	12.2	44.9	24.5	6.1	0.0
School avg 2017-2019	15.6	14.9	31.9	26.2	8.5	2.8

Percentage in bands:
Year 5 Writing



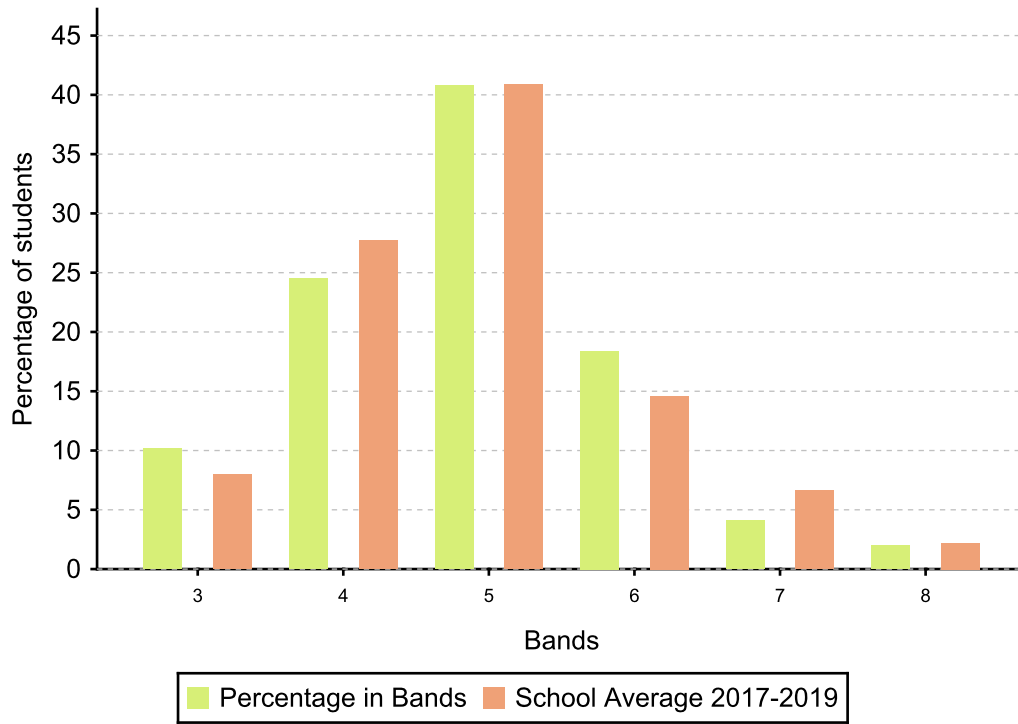
Band	3	4	5	6	7	8
Percentage of students	6.1	28.6	40.8	20.4	2.0	2.0
School avg 2017-2019	14.2	24.1	42.6	16.3	2.1	0.7

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	8.0	26.0	28.0	30.0	2.0	6.0
School avg 2017-2019	8.6	25.9	26.5	26.5	8.0	4.3

**Percentage in bands:
Year 5 Numeracy**



Band	3	4	5	6	7	8
Percentage of students	10.2	24.5	40.8	18.4	4.1	2.0
School avg 2017-2019	8	27.7	40.9	14.6	6.6	2.2

Parent/caregiver, student, teacher satisfaction

Parents

In 2019, parents and carers were invited to complete the Tell Them From Me survey. Responses were calculated as a score from 0 (low) to 10 (high). Average scores were consistently above state norm averages in all areas. Results indicated parents:

- feel welcome when visiting the school (9.3)
- can easily speak with their child's teacher (8.9)
- are well informed about school activities (9.0)
- feel the school's administrative staff are helpful (9.0)
- feel informed about their child's behaviour, whether positive or negative (8.7)
- believe teachers have high expectations for their child to succeed (8.7)
- feel their child is encouraged to do their best work (9.1)
- believe their child feels safe at school (8.8)

Students

Students in Years 4–6 were invited to complete the Tell Then From Me student survey. Results indicated:

- 82% of students have friends at school they can trust and who encourage them to make positive choices
- 98% of students believe schooling is useful in their everyday life and will have a string bearing on their future
- 91% of students feel they do not get in trouble at school for disruptive behaviour
- 84% of students are interested and motivated in their learning
- 96% of students try hard to succeed in their learning
- students rated they believe classroom instruction is well–organised, with a clear purpose as 8.6 out of 10
- students rated they believe important concepts are taught well and class time is used efficiently as 8.5 out of 10
- students rated they believe teachers are responsive to their needs and encourage independence as 8.6 out of 10

Teachers

Teachers were invited to complete the Tell Then From Me survey. Results indicated teachers:

- discuss assessment strategies with other teachers (8.3)
- receive helpful feedback about their teaching (7.9)
- discuss learning problems of particular students with other teachers (8.3)
- establish clear expectations for classroom behaviour (9.0)
- work with other teachers in developing common learning opportunities (8.2)
- work with school leaders to create a safe and orderly school environment (8.6)
- strive to understand the learning needs of students with special learning needs (8.6)

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.