

## Gwandalan Public School

### 2019 Annual Report



4320

## Introduction

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

We have had another wonderful and productive year at Gwandalan PS. Our students are learning and improving every day.

Technology is an area that is important to everyone in the 21st century. I am very pleased we have been able to update our library and technology space to make it an innovative learning area. We have also been able to purchase some technology to further enhance learning in technology. We have purchased spheros and beebots this year to help our students learn about coding and engage them in learning. Our stage 3 chromebook leasing program has meant that all stage 3 students have these learning tools at their disposal to enhance their learning at all times and increased accessibility for all our students.

Literacy and Numeracy is of course the most crucially area. I am very pleased to say our NAPLAN results showed real improvement in these areas this year for the first time in some year, with 26% of our students scoring in the top two bands for reading and numeracy as opposed to 16% in 2018 and 19% in 2017. In reading for year 3, 44% of our students scored in the top 2 bands. Last year I talked to you about our wonderful growth in reading for our K–2 students as a result of our work with the Early Action for Success initiative. This wonderful work done by teachers and students and led by Mrs Tangye, has largely led to these improved NAPLAN results we are seeing. I congratulate all our teachers and students for working so hard to bring about this impressive improvement.

Students to take more responsibility for their own learning in another focus for us. This is another area I have been pleased to see grow this year. All our students have set goals for themselves this year. Even our youngest students under the clever guidance of their teachers. I was so pleased to see most parents attending our student led interviews in term 1 and term 3. I hope parents enjoyed this process and can see the benefit for students. I hope it also gives parents a better understanding of what your children are actually learning at school.

Next year we have 2 exciting things happening in the area of student wellbeing. The first is that we have been successful in our application for a school chaplain. A school chaplain does not have anything to do with teaching religion but is a person who is available to run specific wellbeing programs for us like anger management, resilience or dealing with grief. They can also spend time with individual students who need someone to talk to, similar to the school counsellor. I am excited about the difference this can make to our school.

The second thing is a new whole school program we will run alongside our PBL (positive behaviour for learning). It teachers students values like respect and things like emotional regulation. All students will be involved next year and we hope to run some parent information sessions on the program.

We have a wonderful staff at Gwandalan. They really are a committed group who want the very best for our students. Each have their special talents and are willing to go above and beyond for the good of our students. I can honestly say we have the best group of teachers, SLSOs and admin people I have worked with. Our students are very lucky.

Our P&C this year has again done a wonderful job. They have worked extremely hard to raise money towards our playground equipment. I admire their commitment to our school and thank them for their work.



## School background

### School vision statement

Gwandalan Public School is committed to supporting the holistic wellbeing of students through innovative, dynamic and inclusive education. Students will be responsible, resilient, confident and creative citizens in a global community.

***'Students will have success for today and be prepared for tomorrow.'***

### School context

Gwandalan Public School is situated at the northern end of the Central Coast and is located on a peninsula on Lake Macquarie. It services the growing communities of Gwandalan and Summerland Point where a number of land developments are currently being finalised. The school currently has an enrolment of 386 students (52% boys and 48% girls) across 16 classrooms of which 12% are of Aboriginal or Torres Strait Islander descent.

The school's motto, **Striving for Success** has been strengthened by a whole school approach to Positive Behaviour for Learning (PBL). At Gwandalan PS **we are S.T.A.R.S.** We display Safety, encourage Teamwork, Aim High, show Respect to ourselves/others and the environment so that we can Succeed. These components underpin the quality education and flexible opportunities that the school offers within a high–expectation learning environment.

Gwandalan PS services a diverse community and is supported by equity funding, school contributions and community links. The school offers an innovative range of academic, creative, cultural and sporting opportunities that focuses on building the strengths and talents of students so that they can succeed. Gwandalan PS is committed towards maximising the potential of all students through a genuine connection to current educational research to drive classroom learning environments and processes. A holistic focus on student wellbeing and student engagement will continue to be key frameworks across the school.

Gwandalan Public School works collaboratively with Murui Bulbi AECG, our local Lion's Club, our P&C members, our student /parents /community leaders and our local management group (Lake Munmorah HS & PS and Mannering Park PS) to ensure a shared commitment to strengthen the community around us. Teachers, support staff, learning support interventionists and clerical staff are all integrated in delivering quality educational experiences for our students, so that they can have success today and be prepared for tomorrow.

## 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	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1

### Connect

#### Purpose

To promote a positive school culture that fosters authentic partnerships with all key stakeholders to empower all students to achieve excellence.

Major SEFV2 links (not limited to this SD):

Learning – Student Performance Measures, Wellbeing, Reporting

Teaching – Learning & Development

Leading – Educational Leadership, School Resources, Practices and Processes

#### Improvement Measures

Tell Them From Me Parent Survey data to continue exceed the NSW Government Norm in 'School Supports Learning' (2017 baseline state 7.3 and school 7.4) and 'Parents are informed' (2017 baseline state 6.6 and school 6.9).

100% of families using the Family Referral Service report a high level of satisfaction with support offered through a school-based survey to gather baseline data (2018).

Focus on Learning Teacher Survey driver of student learning, Collaboration is above state norm. (2017 baseline state 7.8 school 7.4)

#### Progress towards achieving improvement measures

**Process 1:** Implement and embed professional learning networks that build strong, collaborative and collegial partnerships within and beyond the school.

Evaluation	Funds Expended (Resources)
Focus on Learning Teacher Survey driver of Student Learning, Collaboration is above state norm at 8.1.  Executive and some teachers are involved in an effective collaborative projects that is consistently implemented across the Lakes Learning Community of Schools.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$500.00)</li></ul>

**Process 2:** Increase and improve communication and consultative practices with all key stakeholders building strong connections with the community and supporting agencies to enhance student outcomes.

Evaluation	Funds Expended (Resources)
Tell Them From Me Parent Survey data to continue exceed the NSW Government Norm in 'School Supports Learning' at 7.9 as compared to 7.3.  Tell Them From Me Parent Survey data to continue exceed the NSW Government Norm in 'Parents are Informed' at 7.3 as compared to 6.6.  100% of families using the Family Referral Service report a high level of satisfaction with support offered through a school-based survey to gather baseline data  Increased numbers of parents and community collaborating with the school to support student wellbeing and learning.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$2600.00)</li></ul>

## Strategic Direction 2

Lead

### Purpose

To promote and implement professional learning by creating a culture for teachers, students and school leaders to learn in collaboration with each other or continual growth.

Major SEFV2 links (not limited to this SD):

Learning – Wellbeing, Curriculum

Teaching – Effective Classroom Practice, Professional Standards

Leading – Educational Leadership, Management Practices and Processes

### Improvement Measures

Increase the percentage of students achieving above minimum standard in NAPLAN in reading, writing and numeracy (Year 3 : 78% to 85%, 86% to 90%, 73% to 80% respectively and Year 5: 78% to 85% 73% to 80%, 80% to 85% respectively and Year 7: 77% to 80%, 55% to 60% and 74% to 80% respectively) NAPLAN SMART/SCOUT. Baseline data averaged from 2015 to 2017.

Tell Them From Me—drivers of student engagement aspect from the student survey shows an increase to meet, or exceed, the state norm (baseline 2017 state 84% and school 71%).

Divergent thinking improves by 20% by the end of 2020. Divergent thinking test baseline data shows and average score of 23.5 August 2018.

### Progress towards achieving improvement measures

**Process 1:** Implement a whole school approach to build a safe and respectful environment with consistent and supportive wellbeing practices.

Evaluation	Funds Expended (Resources)
Tell Them From Me—drivers of student engagement aspect from the student survey shows an increase of 76% but does not exceed the state norm of 84%	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$20500.00)</li></ul>
Student behaviour and wellbeing show significant increase in reported incidents and suspensions.	

**Process 2:** Design and implement a sustainable culture of instructional and distributive leadership where staff and students are empowered to achieve aspirations.

Evaluation	Funds Expended (Resources)
Increase the percentage of students achieving above minimum standard in NAPLAN in reading, writing and numeracy (Year 3 : 78% to 85%, 86% to 90%, 73% to 80% respectively and Year 5: 78% to 85% 73% to 80%, 80% to 85% respectively.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$1000.00)</li></ul>
20–40% of teachers include leadership goals in their PDP.	

**Process 3:** Implement quality, future focussed programs and practices that incorporate high order, creative and critical thinking and problem solving learning experiences.

Evaluation	Funds Expended (Resources)
Divergent thinking improves by 10% by the end of 2019. Divergent thinking test baseline data shows and average score of 23.5. Aug 2019.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background</li></ul>

## Progress towards achieving improvement measures

Evidence in Library program across all classes K–6 of critical thinking strategies embedded into program.

100% of teachers utilising 'MWO crunches' as brain breaks. (focus has also been on physical breaks)

All classes implementation of AVID Scope and Sequence for Reading and Organisation.

(\$35000.00)

- School and Community (\$56240.00)
- Professional Learning (\$34000.00)



### Strategic Direction 3

Succeed

#### Purpose

To provide every student with quality, innovative and dynamic learning experiences through QT programs, assessment and data driven best practices, ensuring that learning is individualised so that every student achieves success.

Major SEFV2 links (not limited to this SD):

Learning – Learning Culture, Curriculum, Assessment, Reporting Student Performance Measures

Teaching – Data Skills and Use

Leading – School Planning, Implementation and Reporting, School Resources

#### Improvement Measures

Increase the percentage of students in the top two bands in reading: Year 3– 34% to 42%, Year 5 – 23% to 31%, Year 7– 20% to 28% and in numeracy: Year 3 – 22% to 34%, Year 5 – 17% to 29%, Year 7 – 14% to 26%. Baseline data averaged from 2015–2017.

By 2020, the percentage of Aboriginal students in the top two bands increases in Reading: Year 3 – 5% to 30%, Year 5 – 25% to 30%. Baseline data averaged from 2015–2017.

The percentage of students achieving expected growth increases in reading in Year 5 from 58.5% to 65% and Year 7 from 70% to 73%, in numeracy in Year 5 from 39% to 45% and in Year 7 from 57.7% to 60% with a combined value-add moving from Sustaining and Growing to Excelling.

#### Progress towards achieving improvement measures

**Process 1:** Implement and embed high quality, research-based, individualised literacy teaching practises.

Evaluation	Funds Expended (Resources)
<p>Increase the percentage of students in the top two bands in reading: Year 3– 18.6% in 2018 to at least 34%. In 2019 this was 53.7% Year 5 – maintain or better 2018 result of 23.8%. In 2019 this was 38%</p> <p>By 2020, the percentage of Aboriginal students in the top two bands increases in Reading: Year 3 – 0% in 2018 to at least 15%. In 2019 this was 26.1% Year 5 – Increase from 2018 28.6 to 30%. In 2019 this was 13%.</p> <p>The percentage of students achieving expected growth increases in reading in Year 5 from 64% in 2018 to 65%. In 2019 this was 59.2%</p> <p>Value Added in 2019 was Delivering.</p> <p>Evidence in all teaching and learning programs of high quality, research-based, individualised literacy and numeracy teaching practises.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$11000.00)</li></ul>

**Process 2:** Implement and embed high quality, research-based, individualised numeracy teaching practises.

Evaluation	Funds Expended (Resources)
<p>Increase the percentage of students in the top two bands in numeracy: Year 3 – Increase from 18.6 in 2018 to at least 28%. In 2019 this was 41.9% Year 5 – Increase 23.8% in 2018 to 25%. In 2019 this was 31.6%</p> <p>The percentage of students achieving expected growth maintains are improves from the 2018 result of 48% in numeracy in Year 5. In 2019 this</p>	

## Progress towards achieving improvement measures

was 40.9.

Evidence in all teaching and learning programs of high quality, research-based, individualised literacy and numeracy teaching practises.

**Process 3:** Review and design consistent, reliable and flexible assessment tasks to ensure all students have many opportunities to show their knowledge and are supported with targeted learning experience to optimise future learning experiences.

Evaluation	Funds Expended (Resources)
Expected growth from Kinder to Year 5 combined value– stayed at delivering.  40–60% of students are able to develop individual goals based on their strengths and weakness and supported by quality assessment.  Evidence collected and stored in individual portfolio	

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$42 940.00)</li> </ul>	<p>12 boys were involved in Didge group.</p> <p>Personal Learning Pathways were completed twice during the year. Parents are happy with our current process that was discussed during Yarn–up.</p> <p>Stronger connections with Aboriginal families have been built as a result of consistent communication, Yarn Up meetings and cultural activities.</p>
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$55 114.00)</li> </ul>	School Learning Support Officers supported students in their classrooms, student wellbeing and implemented programs to assist learning such as BR Mini and Multi–Lit.
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$68 405.00)</li> </ul>	Assistant Principals were relieved for 1 day each week to support student wellbeing to lead be instructional leaders for each stage.
<b>Socio–economic background</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Socio–economic background (\$303 046.00)</li> </ul>	See Strategic Directions 1, 2 and 3.
<b>Support for beginning teachers</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Beginning Teacher (\$14 000.00)</li> </ul>	2 beginning teachers were supported by mentor teachers. They were both trained in L3 and had additional release each week.
<b>Early Action for Success</b>	<p>TPL Training for L3</p> <p>Quality Literature purchase as above</p> <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Socio–economic background (\$241 594.00)</li> <li>• Literacy and Numeracy (\$12 123.00)</li> </ul>	<p>Four staff members successfully completed L3 Stage 1 training ( 1st Year)</p> <p>One staff member completed OPL year for L3K.</p> <p>Professional Learning Conversations–evaluation concluded that the Instructional leader will continue to implement the strategies and conversation around data. This will have an impact on improved student outcomes and teacher knowledge of targeted interventions based on the use of PLAN2 data, knowledge of syllabus outcomes as well as the evaluation of specific learning behaviours in Creating texts and quantifying number.</p> <p>Regular data meetings have contributed to the analysing of specific learning needs across K–2, with all teachers aware of 'where to go' next to improve individual student outcomes.</p> <p>The purchase of quality literature texts will enable all staff to be able to access quality literature to support their classroom programs.</p> <p>The collection of school data in the area of reading levels has continued to see improved reading rates in Year 2 with 86.5% of students exceeding the Year 2 state levels of 22+.</p> <p>The collection of data in Kindergarten in the</p>

<b>Early Action for Success</b>	<p>TPL Training for L3</p> <p>Quality Literature purchase as above</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$241 594.00)</li> <li>• Literacy and Numeracy (\$12 123.00)</li> </ul>	<p>areas of hearing and recording sounds, has continued to inform ES1 teachers, providing opportunities for intervention and specific targeting of those students at risk.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	180	192	181	179
Girls	159	174	194	213

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.4	94	94.2	94.6
1	93.3	93.6	92.4	93.4
2	93.6	90.5	91.9	92.8
3	92.9	92.5	92	92
4	92.7	91.9	91.3	90.1
5	92.8	93	90.8	91.1
6	93.9	92.6	92.4	91.9
All Years	93.4	92.7	92.2	92.4
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)	13.87
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.8
School Administration and Support Staff	3.02

\*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 <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>	260,101
<b>Revenue</b>	3,961,606
Appropriation	3,702,331
Sale of Goods and Services	66,557
Grants and contributions	190,987
Investment income	1,632
Other revenue	100
<b>Expenses</b>	-3,883,907
Employee related	-3,382,121
Operating expenses	-501,786
<b>Surplus / deficit for the year</b>	77,699

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>	200,802
<b>Equity Total</b>	497,145
Equity - Aboriginal	42,940
Equity - Socio-economic	303,046
Equity - Language	0
Equity - Disability	151,159
<b>Base Total</b>	2,583,547
Base - Per Capita	87,989
Base - Location	0
Base - Other	2,495,558
<b>Other Total</b>	200,017
<b>Grand Total</b>	3,481,511

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.

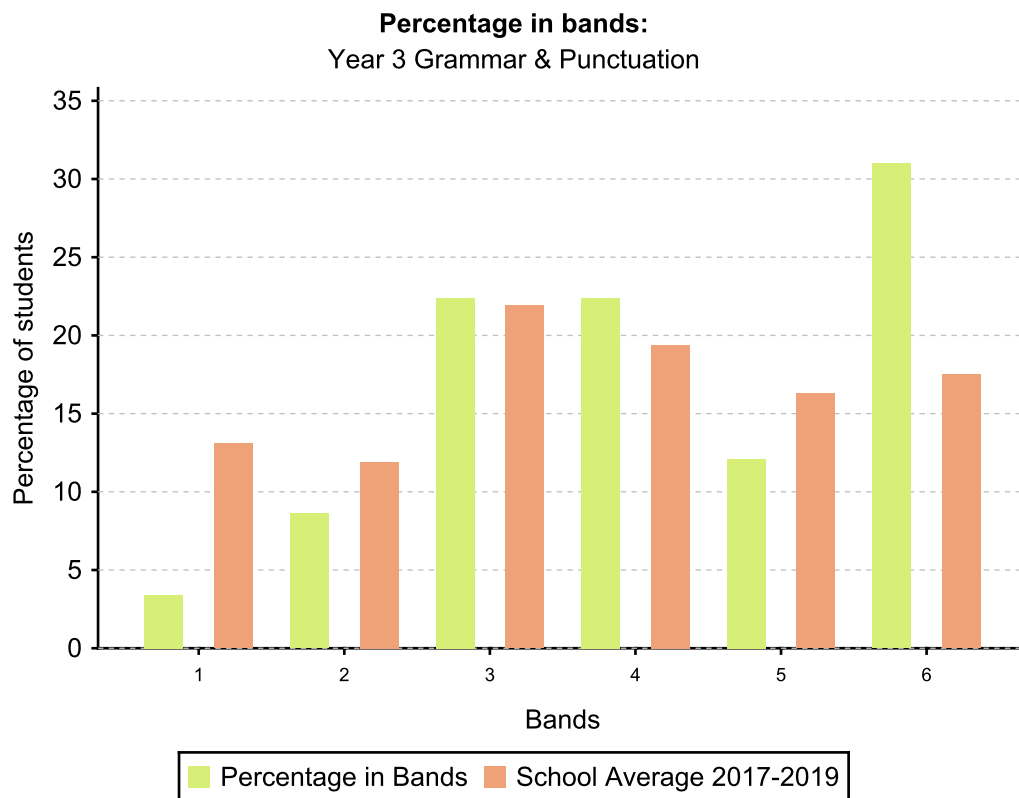


## School performance - NAPLAN

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.

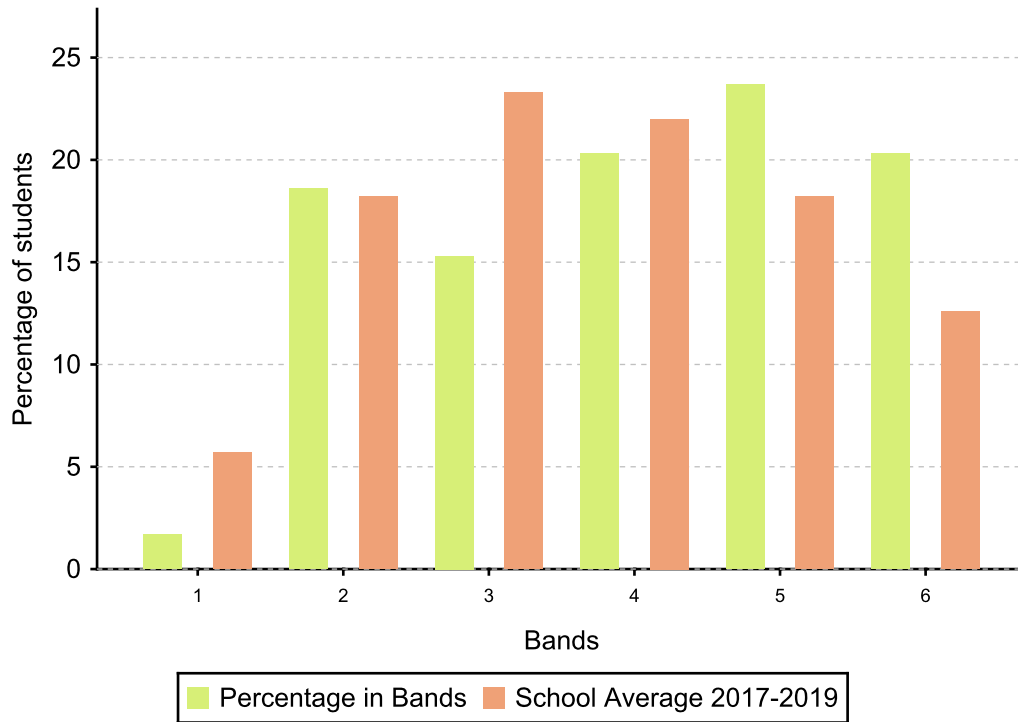
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison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



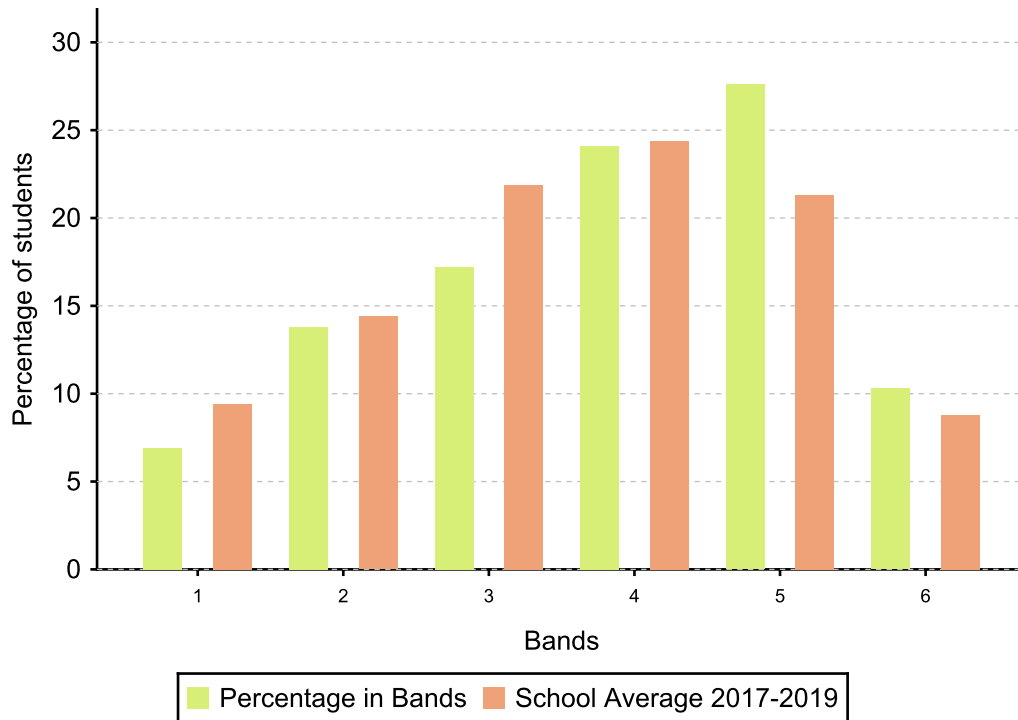
Band	1	2	3	4	5	6
Percentage of students	3.4	8.6	22.4	22.4	12.1	31.0
School avg 2017-2019	13.1	11.9	21.9	19.4	16.3	17.5

**Percentage in bands:**  
Year 3 Reading



Band	1	2	3	4	5	6
Percentage of students	1.7	18.6	15.3	20.3	23.7	20.3
School avg 2017-2019	5.7	18.2	23.3	22	18.2	12.6

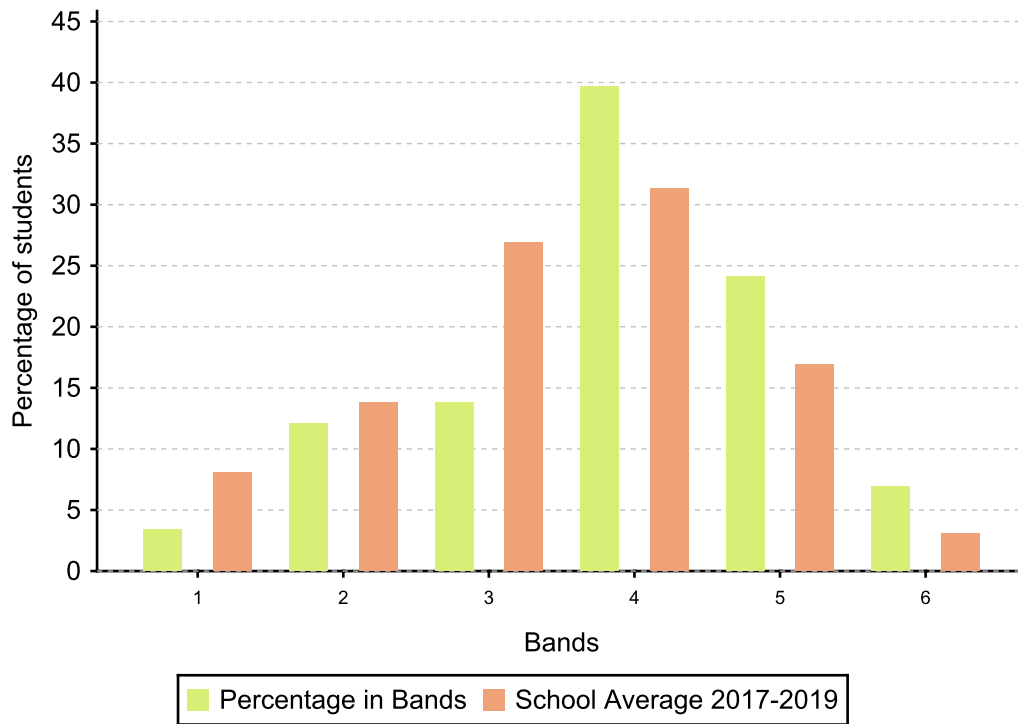
**Percentage in bands:**  
Year 3 Spelling



Band	1	2	3	4	5	6
Percentage of students	6.9	13.8	17.2	24.1	27.6	10.3
School avg 2017-2019	9.4	14.4	21.9	24.4	21.3	8.8

### Percentage in bands:

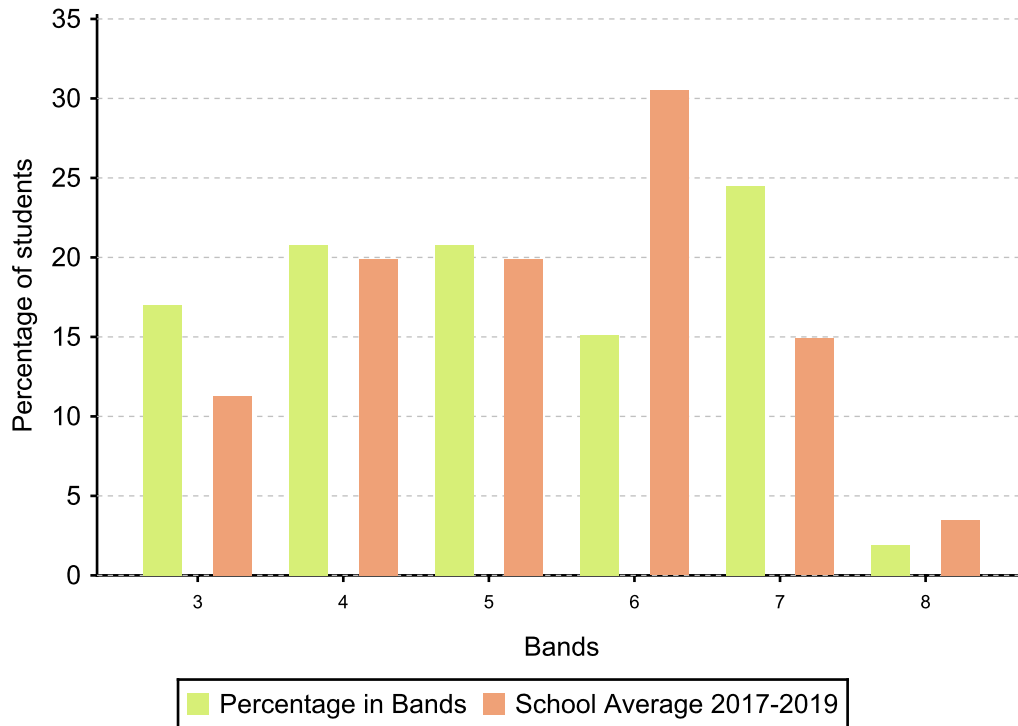
#### Year 3 Writing



Band	1	2	3	4	5	6
Percentage of students	3.4	12.1	13.8	39.7	24.1	6.9
School avg 2017-2019	8.1	13.8	26.9	31.3	16.9	3.1

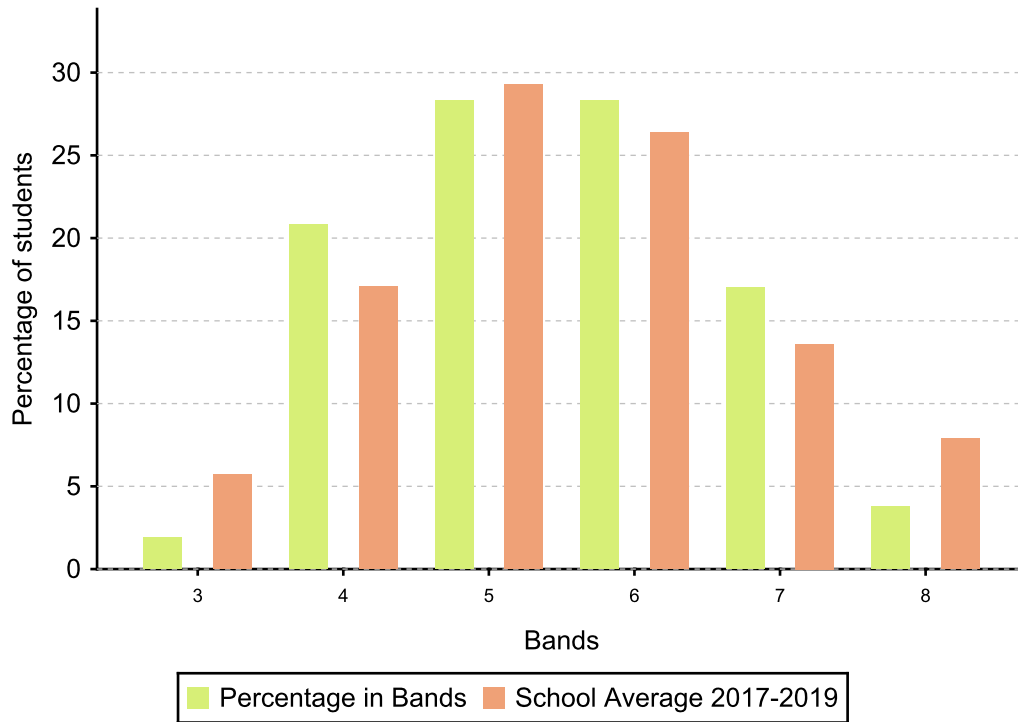
### Percentage in bands:

#### Year 5 Grammar & Punctuation



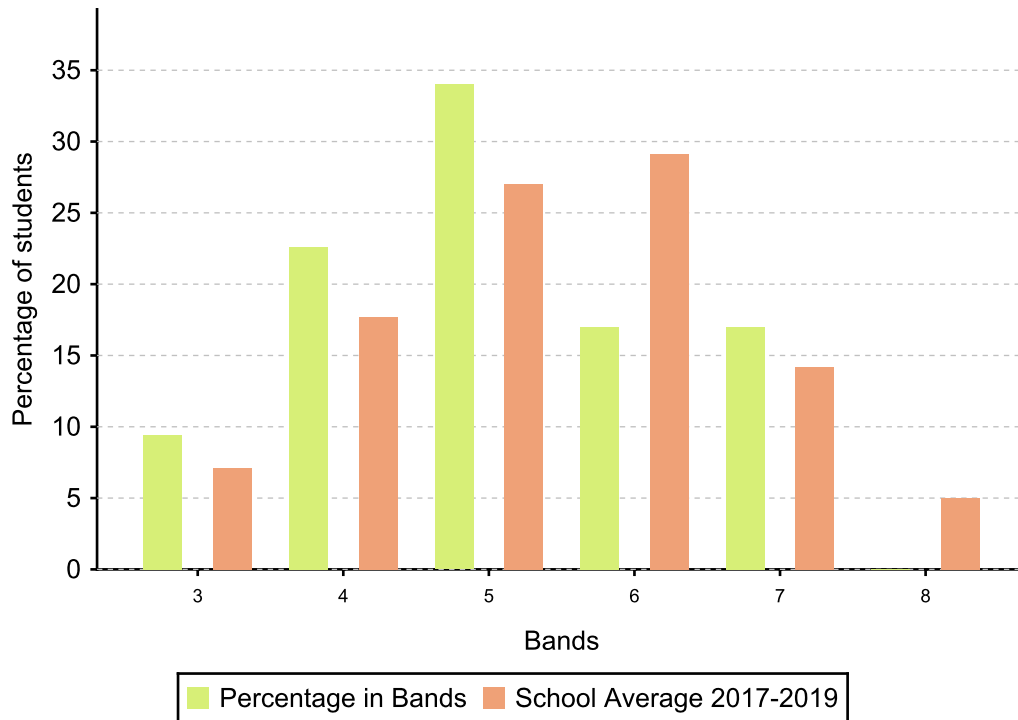
Band	3	4	5	6	7	8
Percentage of students	17.0	20.8	20.8	15.1	24.5	1.9
School avg 2017-2019	11.3	19.9	19.9	30.5	14.9	3.5

**Percentage in bands:**  
Year 5 Reading



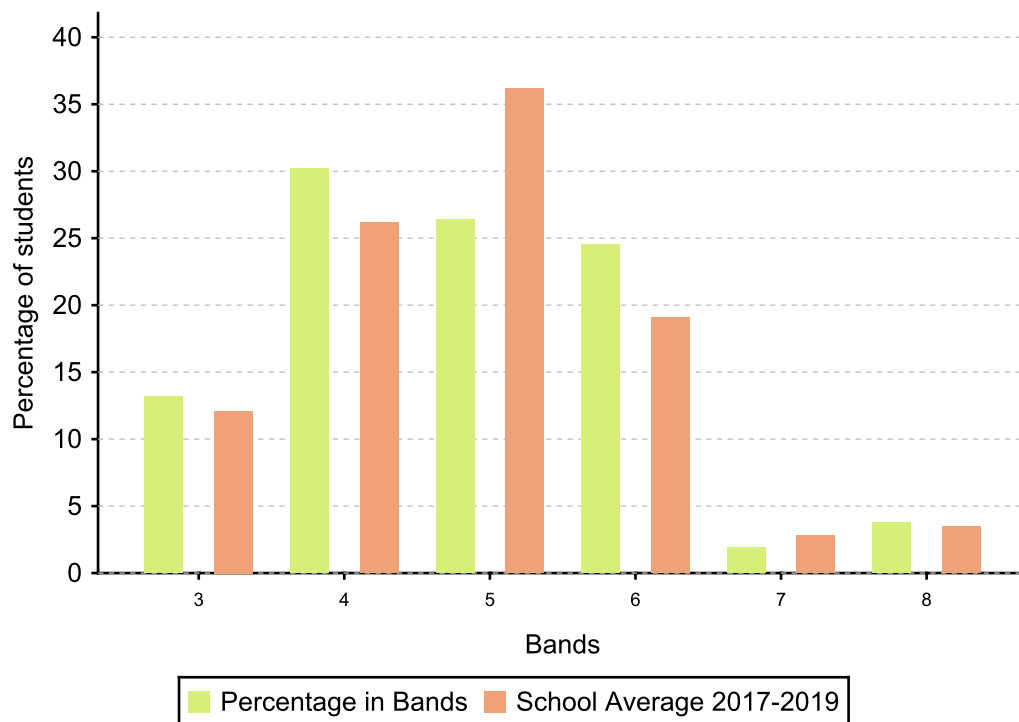
Band	3	4	5	6	7	8
Percentage of students	1.9	20.8	28.3	28.3	17.0	3.8
School avg 2017-2019	5.7	17.1	29.3	26.4	13.6	7.9

**Percentage in bands:**  
Year 5 Spelling



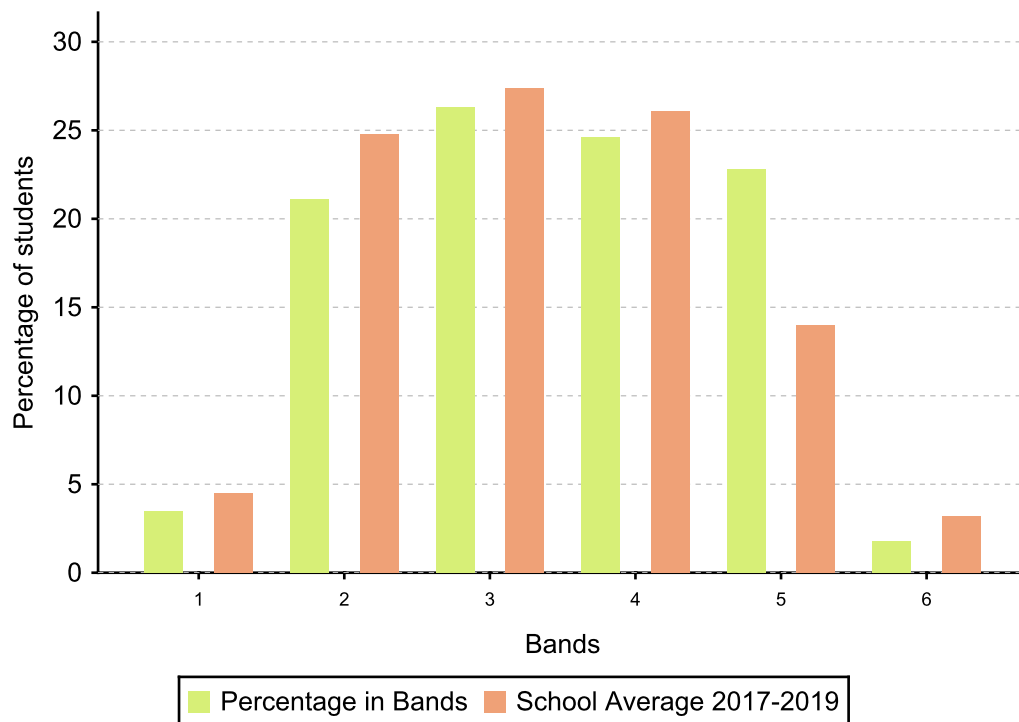
Band	3	4	5	6	7	8
Percentage of students	9.4	22.6	34.0	17.0	17.0	0.0
School avg 2017-2019	7.1	17.7	27	29.1	14.2	5

**Percentage in bands:**  
Year 5 Writing



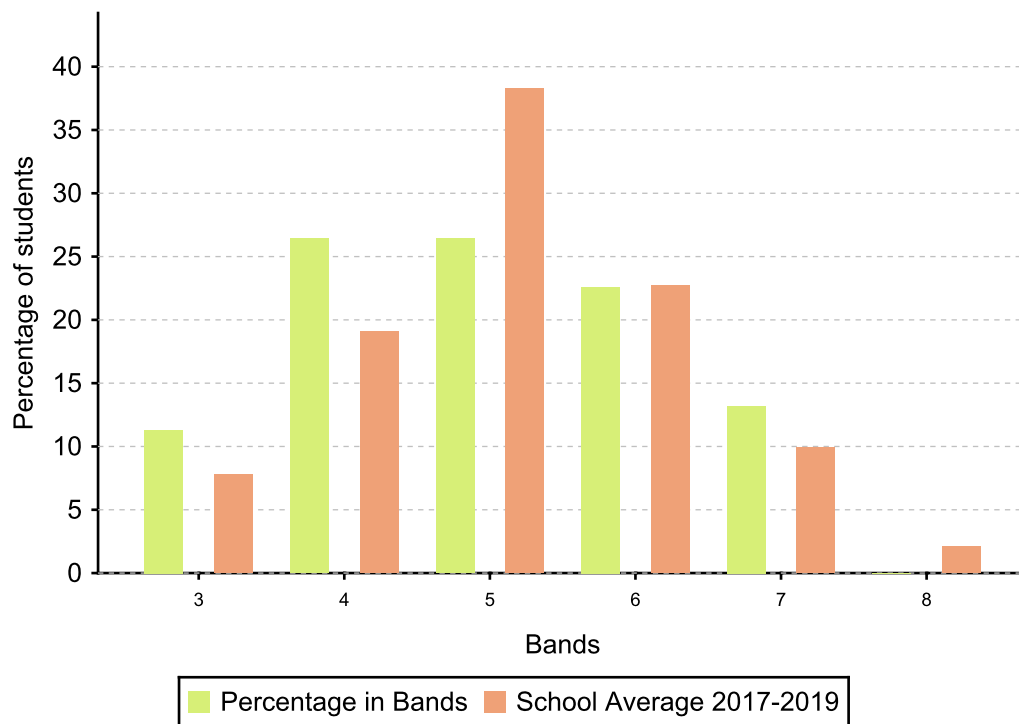
Band	3	4	5	6	7	8
Percentage of students	13.2	30.2	26.4	24.5	1.9	3.8
School avg 2017-2019	12.1	26.2	36.2	19.1	2.8	3.5

**Percentage in bands:**  
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	3.5	21.1	26.3	24.6	22.8	1.8
School avg 2017-2019	4.5	24.8	27.4	26.1	14	3.2

**Percentage in bands:**  
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	11.3	26.4	26.4	22.6	13.2	0.0
School avg 2017-2019	7.8	19.1	38.3	22.7	9.9	2.1

## Parent/caregiver, student, teacher satisfaction

Our Partners in Learning Parent survey indicates a high level of parent satisfaction in some areas. The measures of 'Parents Feel Welcome', 'School Supports Learning', 'School Supports Positive Behaviour' and 'Safety at School' all score a 7.8 or above, where 10 indicates strong agreement and 5 indicates neutral. 'Parents Feel Welcome' increased to 8 up from 6.6 last year and 0.6 above the state average. 'Parents Are Informed' is at 7.3. This is an area we would like to improve in 2020.

Students Tell Them From Me surveys indicate mixed results. A notable result was only 30% of students perceived they are victims of bullying. This has decreased from 46% in April 2018. Results that were better than the state average included 93% of students value schooling and 84% of students have positive behaviour at school and believe they have an advocate at school. Most concerning is the result of only 63% of students having a positive sense of belonging as compared to the state norm of 81%. This will be a focus for 2020.

The Focus on Learning Teacher Survey showed great improvement. Our focus area of Collaboration increased from 7.6 last year to 8.5. Leadership increased from 6.7 to 7.7 in a 2 year period. Data Informed Practice improved from 8 to 8.5. All areas are above state averages. Learning Culture is the closest to the state norm and will continue to be a focus for us in 2020 particularly in relation to feedback, high expectations and learning goals.

# 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.