Wyoming Public School

2019 Annual Report

4397

Introduction

The Annual Report for 2019 is provided to the community of Wyoming 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.

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School background

Wyoming Public School works to provide a high–quality education that improves the lives of individuals and families in our community.

To do this we nurture our students to develop deep knowledge, critical understanding and a positive attitude to themselves and others. Our goal is to create young people with the skills to live rewarding and productive lives within a complex and dynamic world.

Our approach will always value and develop respectful and purposeful relationships as we challenge ourselves to be life–long learners; no matter what role in the school we play.

School context

Wyoming Public School was established in 1969 and is located 5km north of Gosford on the Central Coast of NSW. The school is on Darkinjung traditional land and serves a community that lies between North Gosford and Narara.

Our diverse school population of 3 students includes 15% with Aboriginal heritage and 12% with non–English speaking backgrounds. Our thirteen mainstream classes are organised into both year groups and stage groups with our 3 special education classes catering for students with mild– to moderate– intellectual disabilities or autism.

Wyoming Public School has a dedicated staff and an excellent reputation for enabling students to achieve their individual personal best through the implementation of programs that reflect quality teaching and learning. These include Language, Learning and Literacy (L3), Focus on Reading (FoR) and Seven Steps to Writing Success.

We are proud to be part of the Early Action for Success (Phase 2) program. The employment of a full–time and part–time Deputy Principal Instructional Leader has enabled a continued focus on high quality professional learning in literacy and numeracy and achieved excellence in data analysis.

Wyoming Public School has well established links with partner high schools, local preschools and schools within the Valley Schools Learning Community (Local Management Group). In 2020 and beyond we look forward to maintaining strong ties with the Cooinda Local Aboriginal Education Consultative Group (AECG).

The school receives School Based Allocation Resource (SBAR) funding for Aboriginal Education, socio–economic backgrounds, integration, low–level adjustment for disability, English language proficiency and support for beginning teachers.

Self-assessment and school achievement

This section of the annual report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self–assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:
https://education.nsw.gov.au/teaching–and–learning/school–excellence–and–accountability/school–excellence

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Excelling
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Quality Systems

Purpose

To embed effective, concise and sustainable quality systems that maximise the efficiency of processes through establishing clear, reliable, defined roles and procedures

School Excellence Framework Links:

Learning Domain – Learning Culture; Wellbeing; Reporting

Teaching Domain – Data Skills and Use; Professional Standards; Learning and Development

Leading Domain – Educational Leadership; School Planning, Implementation and Reporting; Management Practices and Processes

Improvement Measures

Increase teacher rating on the "School leaders leading improvement and change" domain of the *Tell Them From Me* survey to above 90% (agree or strongly agree) from 68% (2017)

Increase teacher response rate on the *People Matter* survey to above 80% from 47% (2017). Combined Teacher ranking of "strongly agree" and "agree" within the domain of communication to be above 80 from 53 (2017)

Progress towards achieving improvement measures

Process 1: **Support Systems**

Review and implement school wide systems of support including induction, supervision, accreditation and wellbeing

Evaluation	Funds Expended (Resources)
Not a priority in 2019	Not a priority in 2019

Process 2: **Professional Practice**

Deliver professional learning that is relevant, evidence based and offers feedback to build capabilities as learners, teachers and leaders

Evaluation	Funds Expended (Resources)
Question: Do teachers feel confident to teach the Seven Steps of Writing and is there strong evidence of improved student outcomes? **Data source:** Survey teachers 2019 NAPLAN writing results analysis **Analysis:** 2019 NAPLAN writing results–top two bands: • Year 3 – 64% • Year 5 – 12.2% • Year 7 – 7.4% **Implications:** The NAPLAN writing results indicate that Year 3 have increased by 34% in the top two bands as compared to 2018. This improvement must be considered in light of Early Action for Success which has funded an Instructional Leader K–3 and significant intervention. Sustainability beyond	$2001

Progress towards achieving improvement measures	
2020 is an issue which needs to be addressed through strategic planning eg tracking of targeted aspects of writing and the use of SLSOs to support intervention. The Year 5 and Year 7 data has remained stable.	

Process 3: *Teacher Connection*

Create systems and build a culture which fosters distributive leadership

Evaluation	Funds Expended (Resources)
Question: Do all teachers identify that they are capable of making change within the school? **Data Source:** People Matter survey Tell Them From Me survey **Analysis:** Teacher response rate on the *People Matter Survey 2019* is 50% (improvement measure is 80%+ end 2020. This is a significant decrease on 2018 response rate of 70%) Combined teacher ranking of "strongly agree" and "agree" within the domain of Communication of the *People Matter Survey 2019* is **72** (improvement measure 80+ end 2020) Combined teacher rating of "strongly agree" and "agree" within the domain of School Leaders leading Improvement and Change in the teacher *Tell Them From Me Survey 2019* is **82%** (improvement measure 90%+ end 2020) **Implications:** We are on track to achieving the 2020 improvement measure target, however, response rate is only 50% in 2019 as compared to 70% in 2018. Therefore this result is not indicative of whole staff feedback. It is important to ensure an increase in participation rates in the *People Matter Survey 2020.* Linking it into a PL session may address this.	

Next Steps

- Further investigation of Seven Steps pedagogical implementation and resulting impact on student outcomes is needed.
- A review of the Strategic Direction Teams is required at the end of 2020 to ensure alignment with the new school plan.

Strategic Direction 2

Empowered Futures

Purpose

To create a learning environment where strong partnerships inspire all families and teachers to have high expectations for student development supporting them to become confident, creative and resilient global citizens who are ready to transition to high school and beyond.

School Excellence Framework Links:

Learning Domain – Learning Culture; Wellbeing; Curriculum; Assessment; Reporting

Teaching Domain – Effective Classroom Practice; Data Skills and Use

Leading Domain – Educational Leadership; Management Practices and Processes

Improvement Measures

Increase family rating in the "Parents Are Informed" domain of the *Tell Them From Me* survey to at least 9.0 from 7.7 (2017)
Increase student rating in the "Effective learning time" driver of student outcomes within the *Tell Them From Me* survey to at least 9.0 from 8.6 (2017)
Increase student rating in the "Rigour" driver of student outcomes within the *Tell Them From Me* survey to at least 9.0 from 8.7 (2017)

Progress towards achieving improvement measures

Process 1:   *Student Pathways*

Scaffold students to build their ability to set goals and reflect on their learning

Evaluation	Funds Expended (Resources)
Question: How has the implementation of Second Steps impacted the quality of teaching time in the classrooms? What has been the biggest shift in teacher practice? How has the implementation of Second Steps impacted the number of students with buddy class/detention referrals K–6? **Data Source:** *Tell Them From Me* survey 2019 Teacher survey via Google Form Detention and buddy class referrals **Analysis:** In the "Parents are Informed" domain in the *Tell Them From Me* survey 2019 parent, the family rating is 7.1 (less than 2017 family rating of 7.7) but greater than NSW Govt Norm (6.6). In the "Effective Learning Time" Driver of Student Outcomes in the *Tell Them From Me* survey 2019 student, the student rating is 8.6 (equal to 2017) but greater than NSW Govt Norm (8.2). In the "Rigour" Driver of Student Outcomes in the Tell Them From Me Survey 2019 student, the student rating is 8.6 less than 2017 student rating of 8.7 but greater than NSW Govt Norm (8.2). Detention data indicates that in 2019 there were 482 referrals which is an	$4750

Progress towards achieving improvement measures	
increase of 32 from the same time period in 2018 and a significant increase of 61 on the 2017 data. Commensurate with that is an increase in student population. The number of buddy class referrals has steadily decreased – 89 in 2019, 129 in 2018 and 230 in 2017. The Second Steps social and emotional learning program was introduced at the beginning of 2019 as part of the Got It! program. It was mandatory K–2. As a staff, we decided to purchase the program and implement it in years 3–6 as well. Teacher feedback indicated the following: • 36% staff indicated that it was a valuable resource. They liked the scripted lessons and additional resources such as puppets and music. • 21% staff indicated that they thought the program was too 'babyish' for older students. • 64% staff indicated that it was difficult to fit in the program in its entirety with the requirements of the Personal Development, Health and Physical Education (PDHPE) syllabus. Further to this, some staff reported that the program addressed a small number of the total outcomes of the PDHPE program, but it was implemented over the entire year. Some staff indicated that they struggled to fit the rest of the PDHPE syllabus requirements into their classroom timetable. **Implications:** Only 15 parents responded to the *Tell Them From Me* survey 2019, which was a decrease from the 22 parents who responded in 2018, and the 51 in 2017. This is despite heavy promotion in the school newsletter, on the school website and through the school app. We also had staff available both before and after school to assist parents and provide iPads. We need strategies to increase the rate of parent responses to ascertain a true measure of our parent's opinions. With only 15 responses, it is impossible to validate the data. Analysis of detention and buddy class referral data indicates that behaviours are more 'high level' resulting in detention, rather than 'low level' behaviour which can be dealt with in the classroom. This would indicate that there has been no impact this year of the Second Steps program. The data about the Second Steps program implies that the K–2 staff and students enjoy the program and resources. The teacher feedback about the Second Steps program indicates that we need to examine the program in light of the new Personal Development, Health and Physical Education syllabus (mandatory from 2020) and can it be a resource to support this.	

Process 2: *Connecting with Families*

Strengthen engagement with families in a positive and responsive environment around educational programs

Evaluation	Funds Expended (Resources)
Questions: What has been the biggest shift to parent understanding? What have been the unexpected outcomes from this? **Data Source:** Parents and teacher feedback Tell Them From Me Survey 2019– are parent ratings on "being informed" higher than previous years?	$16800

Progress towards achieving improvement measures

Analysis: In the "Parents are Informed" domain in the Tell Them From Me Survey 2019 parent, the family rating is 7.1 (greater than 2018 family rating of 6.5)

Implications: Only 15 parents responded to the *Tell Them From Me* survey 2019, which was a decrease from the 22 parents who responded in 2018, and the 51 in 2017. This is despite heavy promotion in the school newsletter, on the school website and through the school app. We also had staff available both before and after school to assist parents and provide iPads. We need strategies to increase the rate of parent responses to ascertain a true measure of our parent's opinions. With only 15 responses, it is impossible to validate the data.

Our Improvement measure of 9.0 in the family rating in the "Parents are informed" domain of the *Tell Them from Me* survey 2019 is difficult to work towards achieving or achieve until we are able to secure significantly greater parent participation in the survey 2020.

Next Steps

- Each stage to incorporate Second Steps resources and lesson ideas into Personal Development, Health and Physical Education program.
- Explore strategies to increase the number of parents responding to survey.

Strategic Direction 3

Excellence in Teaching and Learning

Purpose

To create opportunities to develop and share exemplary classroom practice and embed the process of peer collaboration with a focus on future focused student progress

School Excellence Framework Links:

Learning Domain – Learning Culture; Wellbeing; Curriculum; Assessment; Reporting; Student Performance Measures

Teaching Domain – Effective Classroom Practice; Data Skills and Use; Learning and Development

Leading – Educational Leadership; School Resources

Improvement Measures

Increase teacher rated domains of "Learning Culture"; "Collaboration" and "Data informs Practice" of the *Tell Them From Me* survey to higher than NSW Government norms (baseline 2017: 8.0; 7.8; 7.8) and at least 9.0 from 8.2; 8.1; 8.2 (2017)

In line with the state priority an increase in the percentage of Year 3, 5 and 7 students in the two top bands for NAPLAN Reading (Year 3 30% to 40%; Year 5 15% to 30%; Year 7 19% to 25%) by 2020 (baseline 2017 NAPLAN)

In line with the state priority an increase in the percentage of Year 3, 5 and 7 students in the two top bands for NAPLAN Numeracy (Year 3 19% to 30%; Year 5 10% to 25%; Year 7 30% to 35%) by 2020 (baseline 2017 NAPLAN)

Progress towards achieving improvement measures

Process 1: *Professional Practice*

Share and promote high quality teaching practices and collegial critical reflections

Evaluation	Funds Expended (Resources)
Question: To what extent do class observations show changed practice? How have staff implemented this into teaching programs and classroom practice? What has been the biggest shift in classroom practice? **Data Source:** Tell Them From Me Survey QTR Survey **Analysis:** 13 staff members, all of whom were directly involved in the Quality Teaching Rounds, were surveyed regarding their perceptions of the impact of QTR on the school, on their teaching and on the students. The majority of respondents enjoyed the K–6 format of QTR and the accompanying collegial discussion. They also stated that QTR provided them with the opportunity to observe other teachers practicing their craft. 4 teachers expressed concern that participation in QTR involved time away from their classrooms. In the "Learning Culture" driver of student learning in the *Tell Them From Me Survey 2019* teacher, the rating is 8.5 which is higher than the NSW Govt Norm (8.0). In the "Collaboration" driver of student learning in the *Tell Them From Me Survey 2019* teacher, the rating is 8.2 which is higher than the NSW Govt Norm (7.8).	$50 000

Progress towards achieving improvement measures	
In the "Data Informs Practice" driver of student learning in the *Tell Them From Me Survey 2019* teacher, the rating is 8.3 which is higher than the NSW Govt Norm (7.8). **Implications:** Most staff have indicated their willingness to participate in QTR in 2020. This will further enhance student outcomes through quality collaboration.	

Process 2:   *Collaboration*

Strengthen the use of a range of assessment practices to monitor student learning, identify areas of need and inform targeted teaching

Evaluation	Funds Expended (Resources)
Question: Is the data being used effectively for planning? **Data source:** Literacy and Numeracy Progressions IL monitoring **Analysis:** The Literacy and Numeracy Progressions data entry is "on hold" until further notice. The Literacy and Numeracy progressions were used by the K–2 IL in Term 1 to identify and inform students for interventions and to set 5–weekly teaching and learning goals. The progressions were not used collectively across the school to inform teaching and learning or to inform LaST support. Teachers found the tracking of all K–6 students in the 6 nominated elements too onerous on their time and that they did not provide useful information for teachers–particularly for students achieving sound results or above. This limited engagement made it difficult for teachers to value the practicality of the progressions. 2019 NAPLAN reading results–top 2 bands • Year 3 – 54% • Year 5 – 20% • Year 7 – 8% 2019 NAPLAN numeracy results– top 2 bands • Year 3 – 34% • Year 5 – 8% • Year 7 – 18.5% **Implications:** In 2020, K–4 teachers will trial using the progressions to identify a targeted group of 6 students in their class, set 5–weekly teaching and learning goals in 1–2 elements and monitor progress in the relevant progressions. This will require Instructional Leaders to provide further differentiated teacher support to ensure teachers are confident in identifying students, targeting their teaching to student learning needs and to monitor learning progress using the progressions. The NAPLAN reading results in the top two bands in Year 3 have increased from 42% to 54%. The NAPLAN reading results in the top two bands in Years 5 and 7 have decreased as compared to 2018 (Year 5 – 26% to 20% and Year 7 – 13.6% – 8%). This could be the result of a greater focus on writing in 2019 as reflected in Year 3 and Year 7 writing data for top 2 bands. Along side these findings, there has been a decrease over the last three years in the number of students in the bottom two bands in reading. The NAPLAN numeracy results in the top two bands in Year 3 is 34%. This has exceeded the target of 30% for 2020 as well as exceeding 2018 data of 33%. In Year 5, only 8% of students achieved the top two bands as compared to the target of 25% for 2020. In Year 7, 18.5% of students achieved the top two bands. This is an increase from the 2018 data of 8.3%. However, the target for 2020 is 35%.	$32 000

Next Steps

- Further collaboration with University of Newcastle educators regarding the implementation and evaluation of the Quality Teaching Rounds.
- Continued focus on improving reading results K–6.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$65 011	All students have a Personalised Learning Plan written in collaboration with teaching staff, parents/caregivers and the student. The Aboriginal Language group which was established in 2018, continued to operate every week with Stage 3 students. They worked with an elder and our Aboriginal Education Worker to write and perform a song written in language about the local area. NAIDOC celebrations were supported across the school in collaboration with the Cooinda Local Aboriginal Education Consultative Group with a celebration of Aboriginal traditional games. Student feedback from the *Tell Them From Me* 2019 survey indicated that 62% of Aboriginal students in grades 4–6 "agree" or "strongly agree" that they "feel good about their culture". 53% of the same students indicated that teachers have a good understanding of their culture.
English language proficiency		All students identified as having English as an Additional Language or Dialect plotted on learning progressions and case–managed through Learning Support Team meetings. Members of the English as Additional Language or Dialect strategic direction team participated in training regarding how best to support teachers with reporting using the EAL/D progressions. Accurately plotting students on the EAL/D progressions has allowed teachers to personalise learning for them and report accordingly.
Low level adjustment for disability	$124 851	Employment of Targeted Intervention Teachers to provide intensive support to the specific needs of students K–2 in phonics, phonemic awareness, reading and numeracy. Employment of a School Learning Support Officer to deliver programs to support students identified through the Nationally Consistent Collection of Data and the Learning Support Team. The NAPLAN reading results in the top two bands in Year 3 have increased from 42% (2018) to 54% (2019). This is significantly above like schools (36%) and state (52%).
Quality Teaching, Successful Students (QTSS)		See Strategic Direction 3– Excellence in Teaching and Learning.
Socio–economic background	$341 379	Classroom teacher with expertise in technology employed to provide professional learning, mentoring and technology maintenance. Classroom teacher employed to coordinate

Socio–economic background	$341 379	transition program for students in the year prior to school. All students who participated in the program commenced Kindergarten familiar with classroom routines and learning expectations. Partnerships Officer employed to engage parents with school activities. In the "Parents feel welcome" domain in the *Tell Them From Me* survey 2019 parent, the rating is 7.8 which is greater than NSW Govt Norm (7.4)
Support for beginning teachers		Beginning teachers continue to partake in structured professional learning to assist the development of their teaching philosophy and teaching practice. This includes individual and group mentoring with their supervisor and/or Instructional Leader. Additional support is also provided as identified needs arise for reporting, programming or the implementation of teaching and learning programs.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	167	168	174	187
Girls	162	178	189	186

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.1	95.2	93.6	92.4
1	91.8	94.2	92.4	91.2
2	93.6	92.6	94.2	92.6
3	94.4	93.1	92.8	93.9
4	95.3	95	91.7	93.5
5	92.6	94.3	92.3	92.6
6	94.1	92	90.4	93.8
All Years	94	93.8	92.6	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)	4
Classroom Teacher(s)	17.44
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	5.92

*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	339,418
Revenue	4,804,707
Appropriation	4,707,837
Sale of Goods and Services	3,278
Grants and contributions	79,069
Investment income	689
Other revenue	13,834
Expenses	-4,599,370
Employee related	-4,256,011
Operating expenses	-343,359
Surplus / deficit for the year	205,337

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	646,620
Equity Total	545,834
Equity - Aboriginal	65,011
Equity - Socio-economic	341,379
Equity - Language	14,593
Equity - Disability	124,851
Base Total	2,499,158
Base - Per Capita	92,034
Base - Location	0
Base - Other	2,407,124
Other Total	827,298
Grand Total	4,518,910

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.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Parent/caregiver, student, teacher satisfaction

In 2019, the school sought the opinions of parents, students and teachers. about the school through the *Tell Them From Me* survey. There responses are presented below.

In the "Parents feel welcome" domain in the *Tell Them From Me* survey 2019 **parent**, the rating is 7.8 which is greater than NSW Govt Norm (7.4). In the "Parents are informed" domain in the *Tell Them From Me* survey 2019 parent, the rating is 7.1 which is greater than NSW Govt Norm (6.6). In the "Inclusive school" domain in the *Tell Them From Me* survey 2019 parent, the rating is 7.7 which is greater than NSW Govt Norm (6.7). In the "Safety at school" domain in the *Tell Them From Me* survey 2019 parent, the rating is 8.4 which is greater than NSW Govt Norm (7.4).

In the "Positive teacher–student relationships" domain in the *Tell Them From Me* survey 2019 **student**, the rating is 8.8 which is greater than NSW Govt Norm (8.4). In the "Effective Learning Time" Driver of Student Outcomes in the *Tell Them From Me* survey 2019 student, the student rating is 8.7 which is greater than NSW Govt Norm (8.2). In the "Positive learning climate" Driver of Student Outcomes in the *Tell Them From Me* survey 2019 student, the student rating is 7.6 which is greater than NSW Govt Norm (7.2).

In the "Leadership" driver in the *Tell Them From Me* survey 2019 **teacher**, the rating is 7.5 which is greater than NSW Govt Norm (7.1). In the "Collaboration" driver in the *Tell Them From Me* survey 2019 teacher, the rating is 8.2 which is greater than NSW Govt Norm (7.8). In the "Learning Culture" driver in the *Tell Them From Me* survey 2019 teacher, the rating is 8.5 which is greater than NSW Govt Norm (8.0). In the "Data Informs Practice" driver in the *Tell Them From Me* survey 2019 teacher, the rating is 8.3 which is greater than NSW Govt Norm (7.8). In the "Parent Involvement" driver in the *Tell Them From Me* survey 2019 teacher, the rating is 7.9 which is greater than NSW Govt Norm (6.8).

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.