

Cambridge Gardens Public School

2019 Annual Report



4484

Introduction

The Annual Report for 2019 is provided to the community of Cambridge Gardens Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

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School background

School vision statement

Innovation, Excellence, Connections and Fun!

These have been the four key words that have led our school planning and programs at Cambridge Gardens Public School since 2011.

This has led to the development of the following vision for our school.

We are an exciting and successful school community providing innovative programs and practices.

We deliver excellence in student achievement. Every student has the opportunity to achieve their personal best through engaged learning in a safe, respectful and supportive environment.

Our connections with our parents, our community and the wider world are purposeful, dynamic and valued.

We believe that learning, school activities and the events we do together will be fun, resulting in greater engagement, purpose and connection across our school community.

School context

Cambridge Gardens Public School is a welcoming and innovative school situated in the Penrith valley. The school takes great pride in providing a safe and purposeful learning environment leading to the development of successful citizens.

Our school is well known for its academic focus, extensive opportunities in extra curricula activities and strong community involvement. Our school continues to increase the use of technology across all key learning areas. The school will continue to be part of the Early Action for Success initiative until 2021 and continue to be part of the Bump It Up strategy.

Our school has served our community since 1978 and currently caters for 503 students. The school has 20 classes from Early Stage 1 to Stage 3. Our school has seen an increase in enrolments of over 100 students in the past three years and has now exceeded its enrolment buffer and can no longer accept non-local enrolments. The school is one of four schools accepting enrolments from the Jordan Springs housing development until the opening of the Jordan Springs Public School in July 2020.

Our school community includes Aboriginal students (14%) and students from non-English speaking backgrounds (15%). Our school is an active member of the local Yarramundi AECG.

The staff at Cambridge Gardens Public School consists of experienced and beginning teachers, learning and support staff and administrative staff who are dedicated professionals who work with the school community to ensure quality teaching and learning practices and improved learning outcomes for all students.

Self-assessment and school achievement

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

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

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

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

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

Strategic Direction 1

Innovative, Successful, Resourceful, Reflective Learners

Purpose

To develop engaged and successful citizens who are able to communicate, collaborate and think critically as well as being creative and reflective.

To ensure our students will be excited by and able to adapt to the rapid change in education and the world, as well as, demonstrate the skills required to be effective in our changing world.

To ensure our staff have high expectations of self, colleagues, students and our community enabling them to collaboratively develop and implement quality learning experiences through explicit evidenced based teaching, innovative practices and programs. These programs will provide student success and excellence.

Improvement Measures

By 2020, all students at our school will achieve or exceed expected growth in literacy and numeracy.

By 2020, Tell Them from Me surveys will show positive changes in student engagement.

Progress towards achieving improvement measures

Process 1: Early Action for Success initiative.

Evaluation	Funds Expended (Resources)
Tiered interventions have been put in place to support student learning. The instructional leaders have attended all EAfS conferences and participated in professional learning. Instructional Leaders are continuing to work with the Assistant Principals and classroom teachers to improve teaching practice utilising the data every five weeks.	PLAN 2 Early Actions for Success Instructional Leader positions (FTE 1.2) \$228 496

Process 2: Bump It Up strategy

Evaluation	Funds Expended (Resources)
All staff have engaged in vigorous professional learning regarding SMART data and PLAN and how to use this software to successfully determine trends and focus areas in Stages 2 & 3.	PAT test subscription \$12000

Process 3: Teachers to develop school scope and sequences, teaching units and class programs that embed the general capabilities of the NSW syllabi that demonstrate NESA requirements.

Evaluation	Funds Expended (Resources)
During 2019 the NESA teams had time to organise scope and sequences. The time needed to complete this activity did take longer than expected. Our school is currently in the process of evaluating to ensure the scope and sequences match the teaching and learning programs. This will be better assessed during 2020 Therefore the professional learning which focussed on General Capabilities started but was not completed and not embedded.	No additional resources were required.

Process 4: Teachers to develop school scope and sequences that demonstrate NESA requirements.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
All NESA scope and sequences have been added to the server.	No additional resourcing was required.

Process 5: Instructional Leadership

Evaluation	Funds Expended (Resources)
<p>At the end of 2019, our school was on track in developing instructional leadership of the school executives. Our teachers were working towards using student data to inform and adjust their teaching practice. There was a number of school strategies like Peer Teaching which occurred so that teachers were continually evaluating their teaching practice against success criteria from research based evidence and literature.</p> <p>Professional learning was planned based on the observations during 2019 and a draft plan for 2020 which considered PL and resourcing required was developed.</p>	<p>Early Action for Success funding \$228556</p> <p>QTSS allocation: FTE 0.746 (approximately 3.5 days per week)</p>

Strategic Direction 2

Confident, Resilient, Engaged Individuals

Purpose

To promote harmonious relationships across our diverse society, embedding values and practices that lead to individuals who demonstrate responsibility and respect as well as an active social conscience.

To build in all individuals across our community the skills to be able to make decisions confidently, identify and make use of support mechanisms and to bounce back from the difficulties they may encounter at school and in life.

To promote school-wide wellbeing.

Improvement Measures

A 40% increase in the number of students demonstrating confidence, resilience, connectedness and appropriate social skills through the school-wide Bounce Back program.

Positive Behaviour for Learning practices are understood by all students and practised daily by 90% of students by the end of 2020.

Progress towards achieving improvement measures

Process 1: Positive Behaviour for Learning practices, processes and understandings underpin all wellbeing practices.

Evaluation	Funds Expended (Resources)
This has become an embedded practice.	Teacher Release \$1100

Process 2: Explicit teaching and embedding of social skills, general capabilities, resilience and positive education across the school in classroom programs and school wide practices.

Evaluation	Funds Expended (Resources)
Bounceback surveys undertaken by students in Years 4–6, with results collated and compared with Term 1 surveys.	QTSS allocation FTE: 0.746 (Approximately 3 1/2 days per week)
Staff professional learning undertaken leading to enhanced classroom practice.	School funding of resources: \$2000
Sensory Space reviewed leading to changed processes and practices and the provision of additional resources.	

Process 3: Following data analysis, targeted classroom and playground intervention and preventative strategies are implemented across the school.

Evaluation	Funds Expended (Resources)
Effective, inclusive playground activities utilising resources and SLSO and teaching staff to conduct with students. There has been a significant reduction in behavioural incidents in the school playground.	Provision of new equipment in the playground. Provision of additional SLSO staffing to staff the program.

Process 4: Review of School Wellbeing and Discipline Policy and school Anti-Bullying Plan.

Evaluation	Funds Expended (Resources)
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Progress towards achieving improvement measures

School Discipline Policy and Anti-Bullying Procedures revised and communicated across the whole school community.

No additional resourcing was utilised.

Strategic Direction 3

A Dynamic Purposeful School Community

Purpose

To create, enhance and maintain productive school and community partnerships which are dynamic, equitable and sustainable.

To develop a dynamic, purposeful inclusive school community whose work will be enhanced through effective resource management and the creation of a cohesive and harmonious school ethos and culture that celebrates and embraces the similarities and differences within our school and across our world.

To ensure a self-improving community that will continue to promote and foster the highest levels of education as active participants in our students' learning and have fun through their participation.

To develop an outward focussed community who flourish through interaction both across our school community, through local networks and through our connections with the wider world.

Improvement Measures

A more involved and informed school community, working to support student learning as measured by increased volunteers in classrooms, attendance at P&C meetings, school events, workshops and forums as well as surveys.

The Tell Them From Me Student Survey indicates that at least 90% of students have a positive attitude about school and learning by the end of 2020.

360 Evaluation tool reports greater satisfaction and involvement levels in the school by the community.

Progress towards achieving improvement measures

Process 1: A highly connected school community that is inclusive, harmonious and fosters positive relationships.

Evaluation	Funds Expended (Resources)
Parent Information sessions, Parent Teacher Interviews and Parent Mathematics and English workshops were run throughout the year to ensure parents were informed about their children's learning and to develop their strategies to work with their children at home and in the classroom. Feedback from the parents and staff indicated that parents valued the sessions and would like them to continue next year. The school organised a number of events to foster inclusive, harmonious, positive relationships between the students, parents and the community including Easter Celebrations, Multi-cultural Day, Edinglassie Nursing Home visits, SRC fund raising activities, Open Day, Book Parade, Father's Day Breakfast, Kindergarten Orientation activities and the Thanksgiving Morning Tea. Parent and staff feedback of the organised events during the year were very positive and we saw pleasing numbers of our community in attendance. Planning for our new workshops and events will take place at the beginning of next year. We will organise a more formal way of evaluating all community events.	Funding for catering. Most of these events were self-funding or fundraising.

Process 2: Parent workshops and meetings to develop a shared understanding of student needs and how parents can support and work in partnership to improve student learning.

Evaluation	Funds Expended (Resources)
The use of Parent Information Sessions, Parent Teacher Interviews and formal student reports allowed us to inform parents of the learning being implemented in their child's classroom as well as informing them of their child's progress. After evaluating staff and parent feedback we will continue to run Parent Information sessions and plan to run reading workshops Term 1, mathematics workshops Term 2 and writing workshops Term 3 next year.	\$30 per workshop for morning tea

Progress towards achieving improvement measures

Process 3: Greater opportunities for student voice and student participation in school decision making.

Evaluation	Funds Expended (Resources)
<p>Our school donated hundreds of items of food and gifts for Mama Lana's Community Foundation. The ladies from Mama Lana's came to pick up the many boxes of donations and were overwhelmed by the generosity of the community.</p> <p>SRC meeting conducted to reflect upon the achievements of our SRC this year. Students shared their sense of value in presenting their student voice throughout the year and the impact they have in making a profound impact to the school and wider community.</p>	<p>Donations of food and gifts from the school community.</p>

Process 4: A strong Aboriginal Education committee leading professional learning, activities and programs across the school

Evaluation	Funds Expended (Resources)
<p>A successful afternoon with the community. Students hosted the presentation, dance group performed, parents discussed PLPs with teachers and children, and a traditional feast was presented and eaten. Feedback was great. Evaluation for next year is to include more work samples in their folders.</p>	<p>\$1000 for refreshments for community event</p>

Process 5: Multicultural Education and activities are embedded in our school activities with school processes and procedures recognising and catering for the needs of our community.

Evaluation	Funds Expended (Resources)
<p>Our Multicultural Day celebrated the diversity of families across our school community. Many families assisted with the cooking of food and the presentations at the assembly. We will continue to develop and build on our Multicultural Education classroom learning and activities to ensure we are catering for the needs of our community.</p>	<p>This activity was resourced through family donations of food stuffs and funding.</p>

Process 6: Improvement in embedding sustainability practices within our school.

Evaluation	Funds Expended (Resources)
<p>Due to extreme weather and water restrictions, not all vegetables in the kitchen gardens successfully grew and consequently not many vegetables were able to be harvested.</p> <p>Return and Earn collection fundraising successfully continued. The school adopted a second orang-utan using the funds raised from our Return and Earn efforts.</p>	<p>Purchase of the Kitchen Cart</p> <p>Grant from the Foundation s provided \$ for new garden beds and plants to be constructed, farmed and harvested.</p>

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$53 469 School Learning Support Officer	<p>All Aboriginal students in Years 4–6 undertook the QuickSmart program.</p> <p>All Aboriginal families were invited to our Celebration of Learning for our Aboriginal students. Over 75% of our students and their families took part.</p> <p>Aboriginal resources were purchased and teacher time provided to develop class programs and to enhance the school scope and sequences.</p> <p>As the number of Aboriginal students in our school increase a second QuickSmart station was developed including computer technology, furniture as well as training for additional teachers and School Learning Support Officers.</p> <p>The impact of this initiative is most positive and purposeful relationships and connections with our Aboriginal families and Aboriginal students displaying improved mathematical outcome achievement through their skill and confidence development.</p>
English language proficiency	\$19 283 A qualified EALD teacher was employed two days per week.	<p>In class support was provided for our EALD students</p> <p>Teacher professional learning was provided by our EALD teacher</p> <p>The impact was a most successful EALD program across the school with more accurate identification of students and their needs resulting in a more accurate provision for 2020</p>
Low level adjustment for disability	\$54 970 School Learning Support Officer provided	<p>School Learning Support Officer provision was provided to support students and teachers in both classroom and playground support for those students who have learning and behaviour needs that do not attract support through other sources.</p> <p>The school notes a reduction in office notifications from both the classroom and the playground.</p> <p>The impact was the school was able to provide necessary support to a greater number of students exhibiting needs.</p>
Quality Teaching, Successful Students (QTSS)	0.746 FTE allocation Quality Teaching Round initiative Instructional leadership model utilised K–6	<p>The QTSS allocation provided regular opportunities for our staff to work together shoulder to shoulder in their classrooms and across the school.</p> <p>Professional learning for our staff through the observation of their colleagues, self–reflection and co–reflection.</p> <p>Access to and between staff and their supervisors focussing on school and</p>

<p>Quality Teaching, Successful Students (QTSS)</p>	<p>0.746 FTE allocation</p> <p>Quality Teaching Round initiative</p> <p>Instructional leadership model utilised K–6</p>	<p>individual goals as documented in staff Personal Development Plans.</p> <p>The impact was a most successful whole school professional learning program utilising classroom observations and reflections leading to improved classroom pedagogy.</p>
<p>Socio–economic background</p>	<p>\$199 887</p> <p>Provision of additional Assistant Principal Student Support</p> <p>Provision of additional School Learning Support Officers</p>	<p>The provision of a fulltime teacher to work as an Assistant Principal Student Support provided 100% additional learning support for in classroom support. This supported the intervention approach in K–2 with the Early Action for Success initiative allowing five week sprints of focussed learning for groups of students. This also enabled the provision of Drumbeat, Peaceful Kids and a Sensory Space initiatives for our students. The school learning support program is recognised for its excellence in process and provision with our staff being asked to present at the state Special Education Conference.</p> <p>The impact was a most successful and efficient school wide learning and support program.</p>
<p>Support for beginning teachers</p>	<p>\$26727</p>	<p>In 2019 4 teachers were supported through the Beginning Teacher Initiative. One teacher was in their first year of support whilst three others were in their second year of funding. These funding was utilised to provide additional release from face to face teaching time for planning, discussion with colleagues, classroom observations, programming and reflection both self and with their supervisor. The school also provided additional release time for an Assistant Principal to act in a mentor role supporting these teachers with the above activities as well as providing guidance and support through the PDP process.</p> <p>The impact was successful classroom practice, school induction and the professional learning of these beginning teachers.</p>
<p>Targeted student support for refugees and new arrivals</p>	<p>\$701</p>	<p>This funding was utilised to provide additional support for students through additional time allocation with our EALD teacher.</p> <p>The impact was a successful transition into our school and classroom learning.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	181	197	230	257
Girls	193	212	227	220

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.1	94.1	94.2	91.6
1	94.4	93.3	93.7	93.8
2	94.2	93.1	92.4	91.6
3	94.1	92.6	93	92.9
4	94.2	93.2	92.2	91.5
5	94.7	92.9	91.7	92.6
6	93.1	94	92.5	90.3
All Years	94.1	93.3	92.9	92.1
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)	17.34
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	3.38
Other Positions	1

*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	624,894
Revenue	4,975,248
Appropriation	4,748,912
Sale of Goods and Services	19,727
Grants and contributions	202,243
Investment income	4,366
Expenses	-5,042,370
Employee related	-4,286,753
Operating expenses	-755,617
Surplus / deficit for the year	-67,122

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	286,315
Equity Total	434,324
Equity - Aboriginal	53,469
Equity - Socio-economic	199,887
Equity - Language	19,283
Equity - Disability	161,686
Base Total	3,202,195
Base - Per Capita	107,230
Base - Location	0
Base - Other	3,094,966
Other Total	713,760
Grand Total	4,636,594

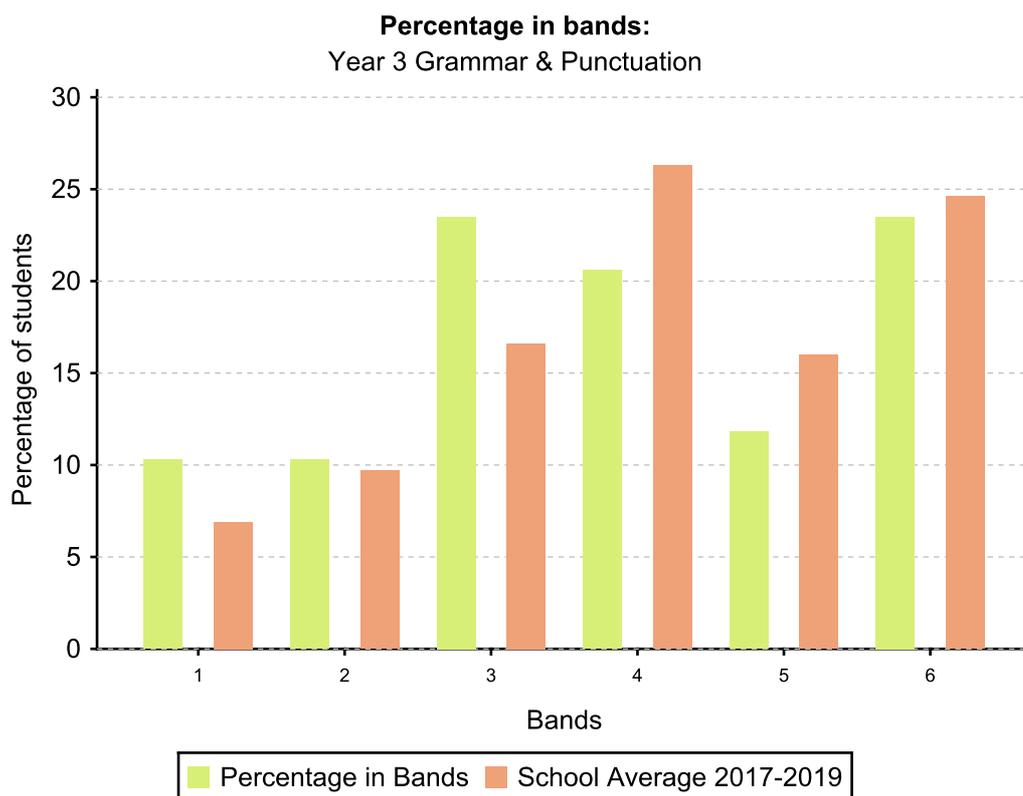
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

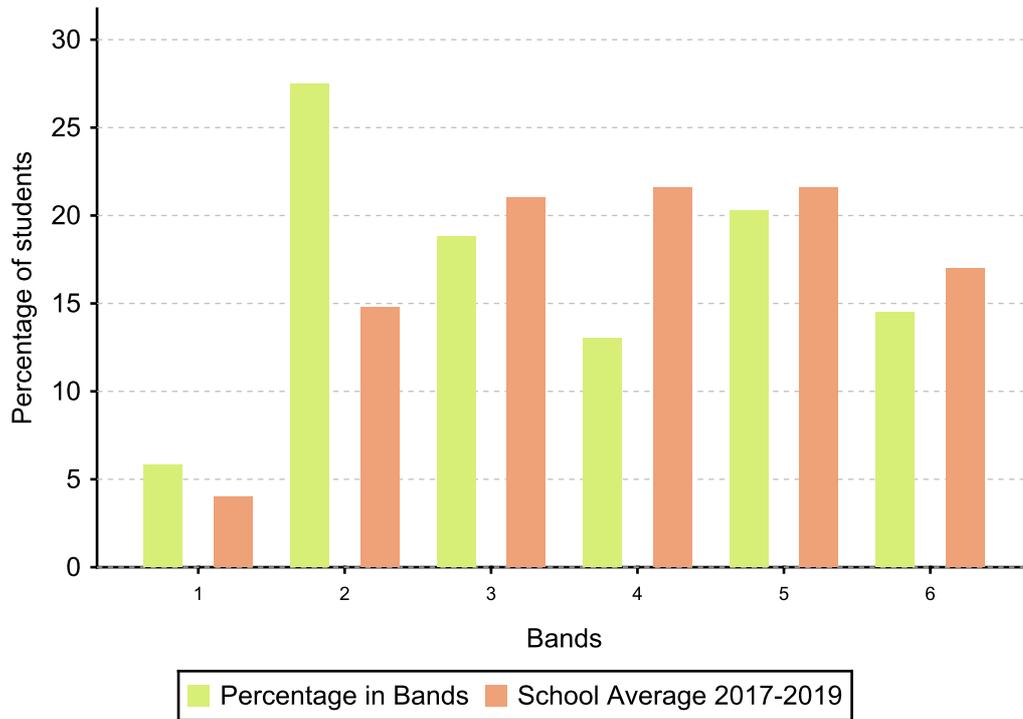
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison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



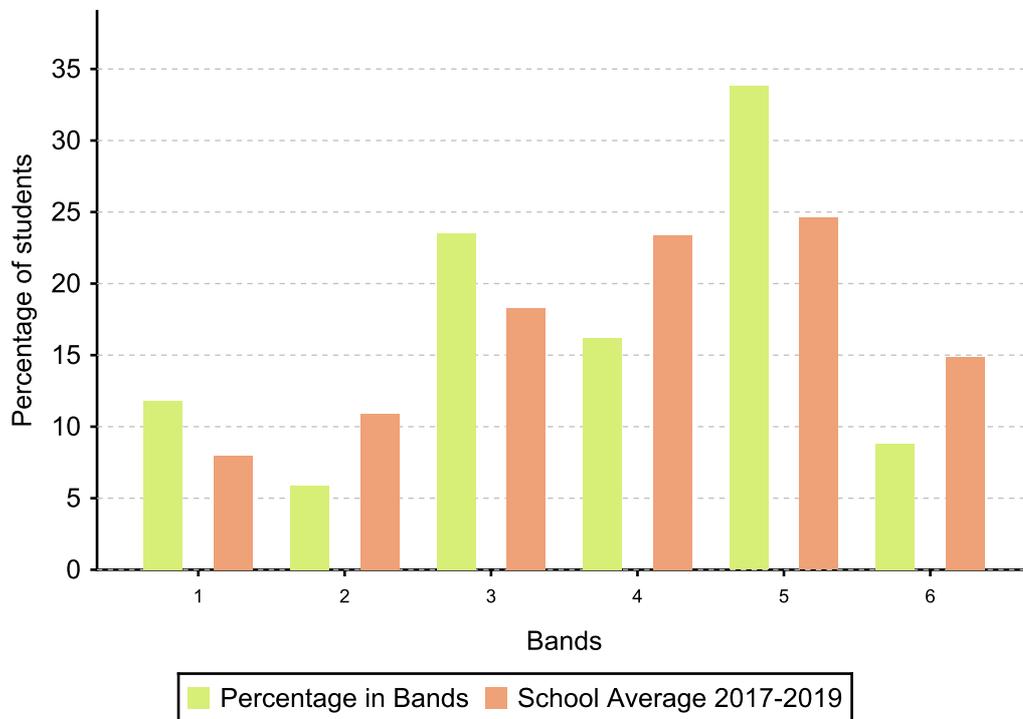
Band	1	2	3	4	5	6
Percentage of students	10.3	10.3	23.5	20.6	11.8	23.5
School avg 2017-2019	6.9	9.7	16.6	26.3	16	24.6

**Percentage in bands:
Year 3 Reading**



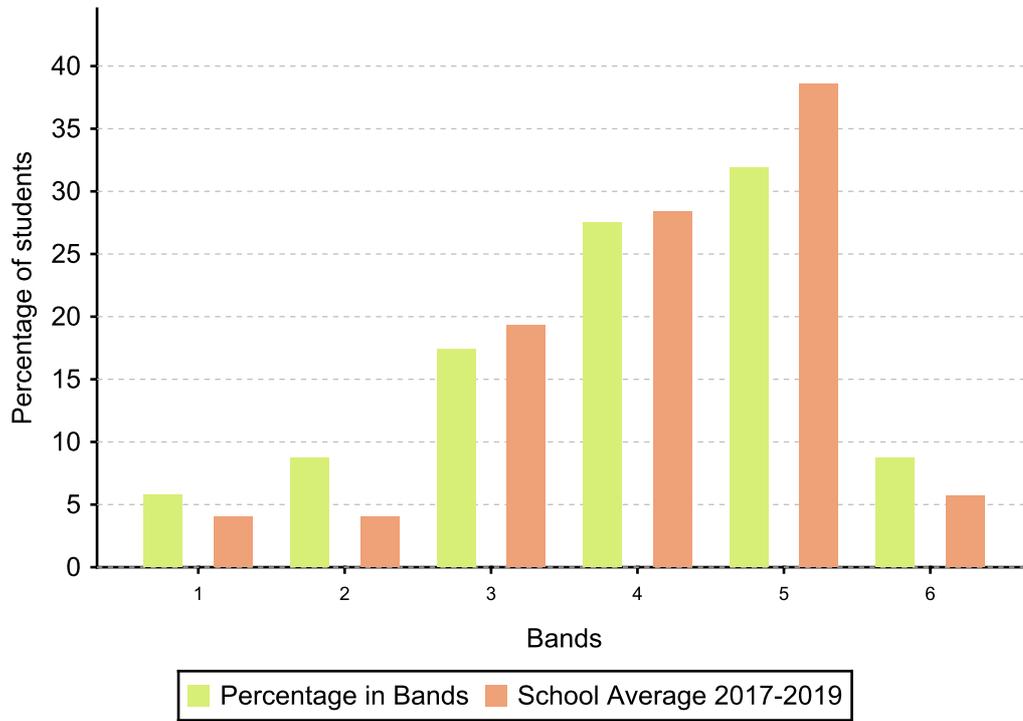
Band	1	2	3	4	5	6
Percentage of students	5.8	27.5	18.8	13.0	20.3	14.5
School avg 2017-2019	4	14.8	21	21.6	21.6	17

**Percentage in bands:
Year 3 Spelling**



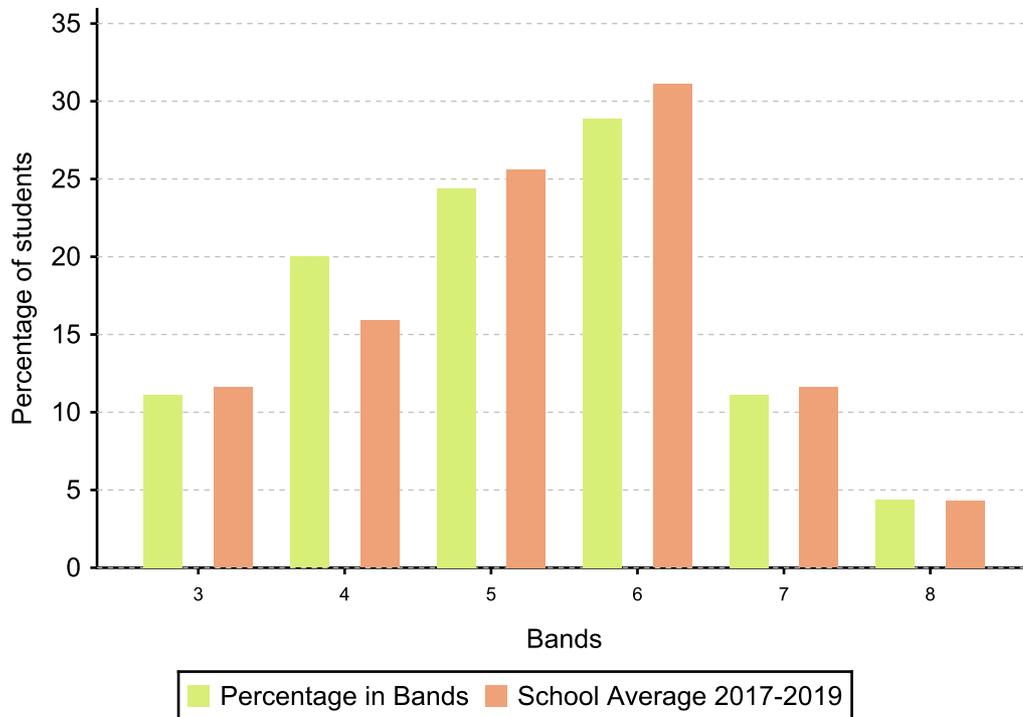
Band	1	2	3	4	5	6
Percentage of students	11.8	5.9	23.5	16.2	33.8	8.8
School avg 2017-2019	8	10.9	18.3	23.4	24.6	14.9

Percentage in bands:
Year 3 Writing



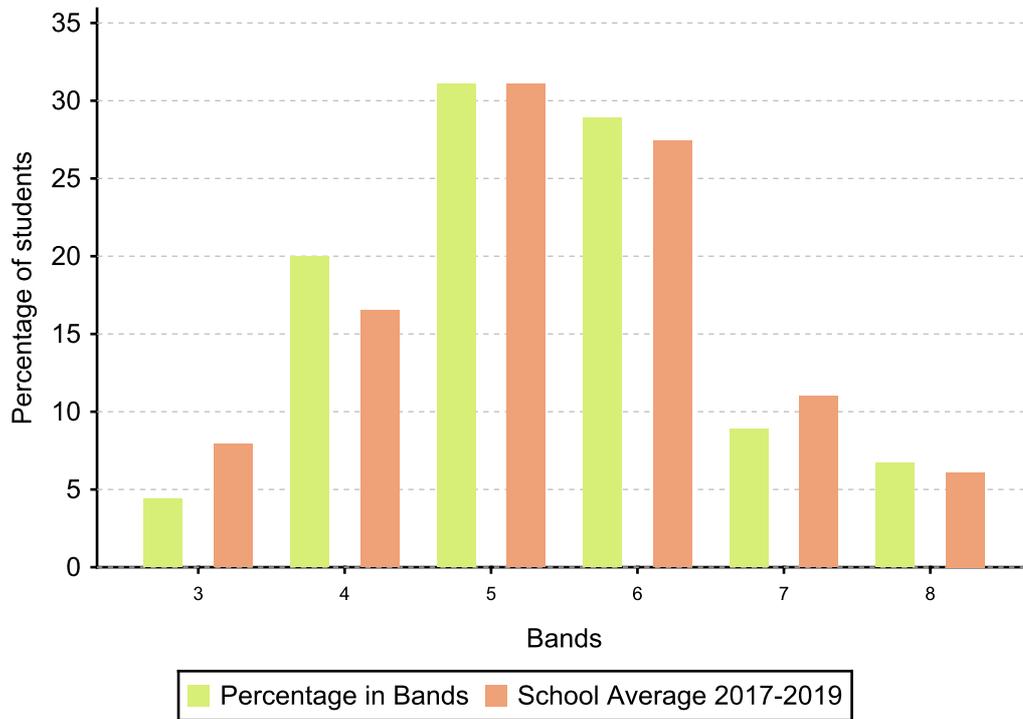
Band	1	2	3	4	5	6
Percentage of students	5.8	8.7	17.4	27.5	31.9	8.7
School avg 2017-2019	4	4	19.3	28.4	38.6	5.7

Percentage in bands:
Year 5 Grammar & Punctuation



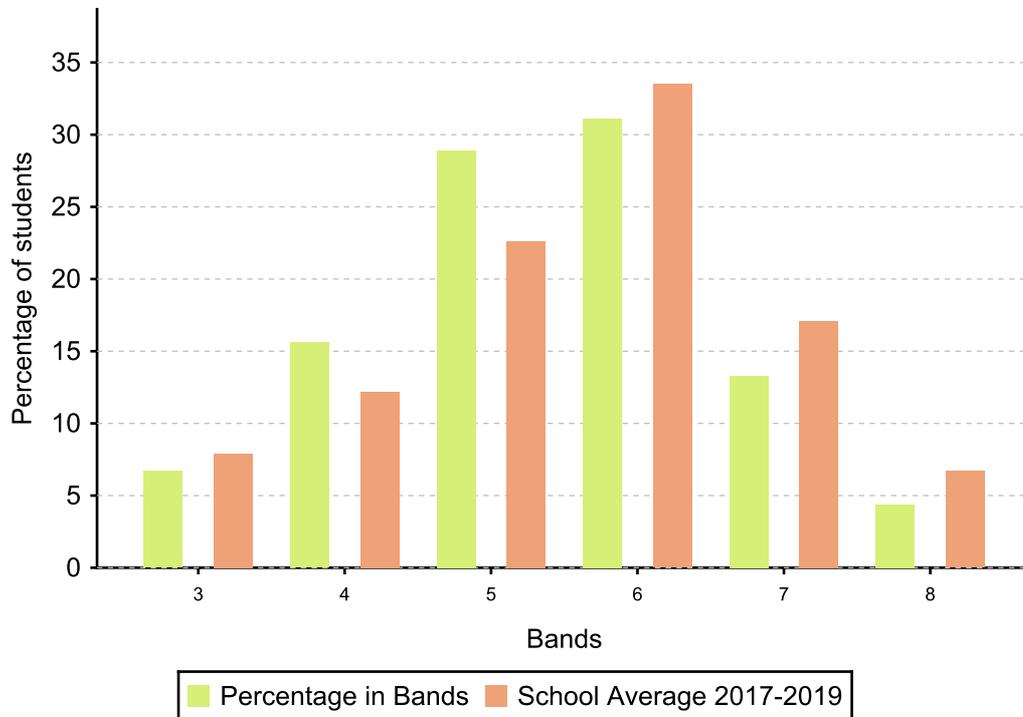
Band	3	4	5	6	7	8
Percentage of students	11.1	20.0	24.4	28.9	11.1	4.4
School avg 2017-2019	11.6	15.9	25.6	31.1	11.6	4.3

**Percentage in bands:
Year 5 Reading**



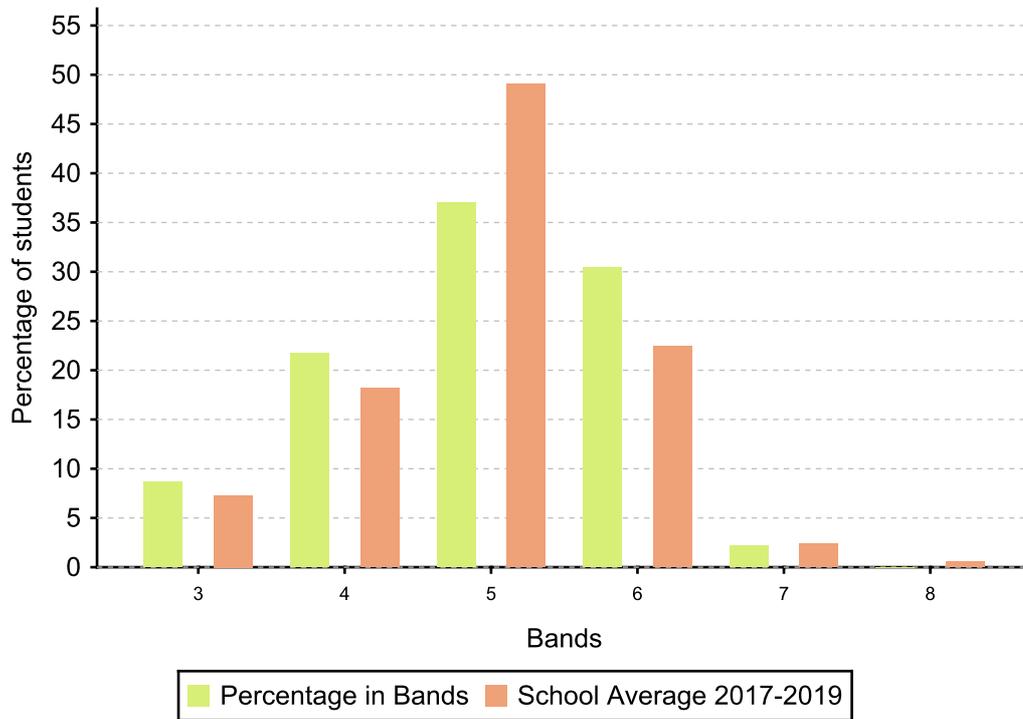
Band	3	4	5	6	7	8
Percentage of students	4.4	20.0	31.1	28.9	8.9	6.7
School avg 2017-2019	7.9	16.5	31.1	27.4	11	6.1

**Percentage in bands:
Year 5 Spelling**



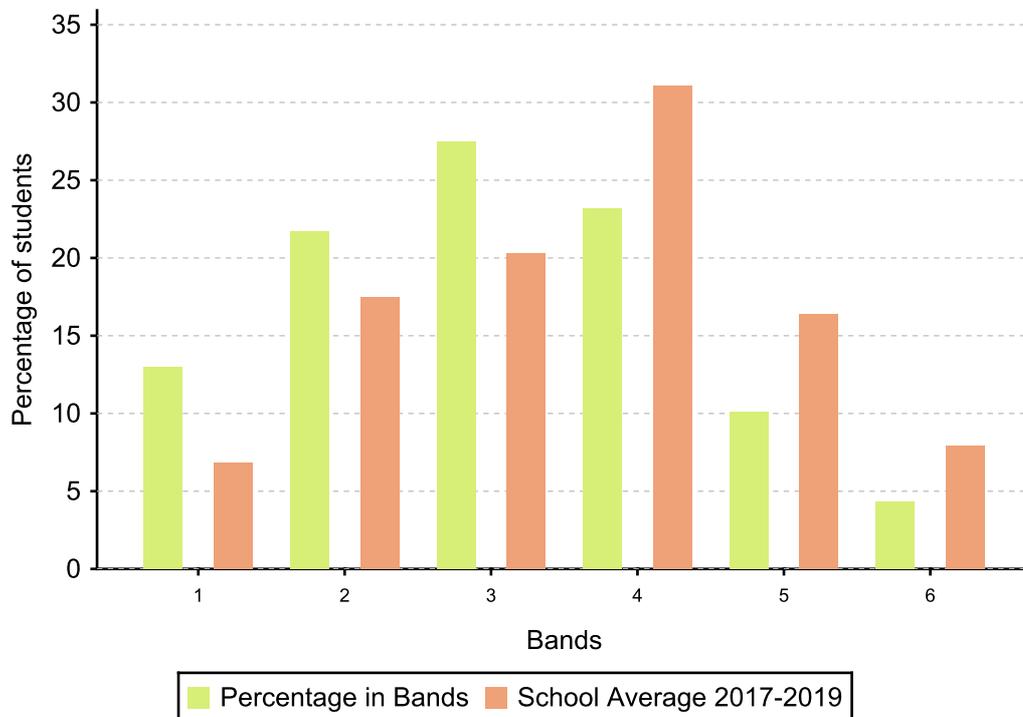
Band	3	4	5	6	7	8
Percentage of students	6.7	15.6	28.9	31.1	13.3	4.4
School avg 2017-2019	7.9	12.2	22.6	33.5	17.1	6.7

Percentage in bands:
Year 5 Writing



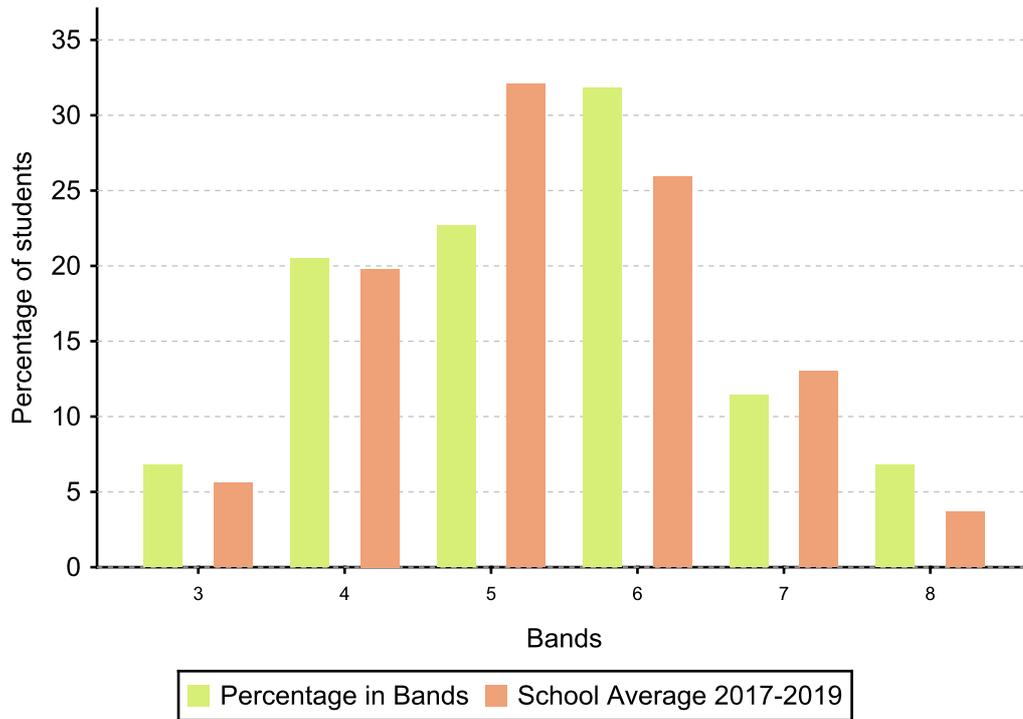
Band	3	4	5	6	7	8
Percentage of students	8.7	21.7	37.0	30.4	2.2	0.0
School avg 2017-2019	7.3	18.2	49.1	22.4	2.4	0.6

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	13.0	21.7	27.5	23.2	10.1	4.3
School avg 2017-2019	6.8	17.5	20.3	31.1	16.4	7.9

**Percentage in bands:
Year 5 Numeracy**



Band	3	4	5	6	7	8
Percentage of students	6.8	20.5	22.7	31.8	11.4	6.8
School avg 2017-2019	5.6	19.8	32.1	25.9	13	3.7

Parent/caregiver, student, teacher satisfaction

TELL THEM FROM ME

Student Responses–This is a survey instrument for students in Years 4–6

Student responses indicated very positive results either above or very close to the NSW Government norms. Our students reported positive relationships with their friends indicating that they have friends they can trust and who encourage them to make positive choices. Our students also indicated that they have positive behaviour at school and that they do not get in trouble for disruptive or inappropriate behaviour. Our students responses also indicated that our students try hard to succeed in their learning at an 86% response rate. The area for our school to focus on in 2020 is around our students having a positive sense of belonging. Our students indicated at a rate 14% below the state norm around feeling accepted and valued by their peers and others. This is an area that our school usually prides itself on so this will be an area for further investigation and development.

Staff Responses–This is a survey instrument open to all members of staff in our school community

Staff responses are collated into the eight drivers of student learning. The staff indicated that the strongest area in the school in comparison to the NSW Government norm is the area of leadership. Our staff indicated that the school was particularly strong in staff working with school leaders to create a safe and orderly school environment. Our staff also indicated how well supported they are by our school leaders during stressful times and also the strong guidance our staff received from their school leaders around monitoring school progress. The area that our staff indicate is our area of greatest need is around technology. Our staff have indicated that further work is necessary around student's use of computers or other interactive technology to track progress towards their goals, our use of interactive technology to give students immediate feedback on their learning as well as our staff's ability to work with our students to identify challenging learning goals relevant to their use of interactive technology.

Parent Responses–This is a survey instrument open to all members of our school community

Our school received 107 responses from our parent community. Two areas were highlighted by our parent community as areas of strength well above the NSW Government norms. Our parents indicated that our parents support their children's learning at home. Our parents indicated that they encourage their children to do well at school and that they praise their child for doing well at school. The other area our parents saw as a strength was that our school is an inclusive school. Our parents indicated with a very high response rate that our teachers help our students develop positive friendships, that our teachers help our students who need extra support and that our school staff take an active role in making sure all students are included in school activities.. Our area with the lowest response was that parents feel welcome although it must be noted that this was still above the NSW Government norm. It should be noted that in this area our parents did indicate very highly how welcome they felt when they visit our school and that they can easily speak with our teachers. The area that statistically lowered the result was around parent activities being scheduled at times when I can attend. As the school provides events both during the day and in the evening the school would feel that this is an area in which activities are provided to cater to working parents but it has been an ongoing dissatisfaction with the school that other events are held during the working day.

The school was very happy and satisfied with the information provided in the survey results and is keen to examine and develop in the areas of indicated need.

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.