

Tyalla Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Tyalla 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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Message from the principal

What an exciting and successful year 2019 has been for our school community. When I journey through the learning experiences and achievements of our students and staff this year, it is evident that Tyalla PS is actively striving to provide every student with an excellent education within a fun and caring environment.

Congratulations to each and every student in our school for the wonderful work they have shown in their academic, cultural, creative and sporting pursuits. Everywhere you look there is evidence of high levels of engagement and growth. There are also high levels of interaction, strong positive relationships between students, obvious pride in the school and care for fellow students.

These wonderful opportunities and positive learning environments require the efforts and dedication of the TPS staff who continually work to provide the best education possible for every child at Tyalla Public School. I would like to thank the staff and leadership team for their tireless work and collegiality, together they ensure that every child is known, valued and cared for.

I would also like to thank our hard-working P & C for your support and implementation of fundraising and initiatives to support our school, and to our canteen manager, Hallie, and her team of volunteers who are doing a superb job providing delicious, wholesome, affordable healthy foods and earning recognition as a Pilot school for Healthy Eating. Also, the many volunteers who assist our school whether helping in classrooms, transporting students to events, covering books, helping in the garden, teaching SRE, assisting with and organising special events and arriving early to help with breakfast club.

Community connections are extremely important to us and we value these important partnerships. In particular, I would like to acknowledge: our local AECG who work closely with us and fund the tuition of Gumbaynggirr language across the school, OOSH who permit use of their bus resulting in subsidised rates for students attending small group activities, and Woolworths for their weekly donation of fresh fruit.

I would also like to acknowledge Reap Food Rescue for their support of our school and families, the Smith Family for the myriad of ways they support our families and school including the "Learning for Life" program. I would like to thank the many groups and volunteers who support our morning Brekkie club. For all those who assist quietly behind the scenes and who may not have been mentioned here – Thank you. You are invaluable and an essential part of our school.

We value our home-school partnerships with all of our families and look forward to continuing to work together in 2020 to provide the very best education for every student within a strong connected school community. Heading in to 2020, we will continue to build on our efforts to improve student learning outcomes, beautify the physical environment of our school and strengthening our connections with families.

Mrs Karen Garling

Principal

Message from the school community

Tyalla Public School P&C Association is a group of parents, family members, carers and members of the community who come together to have a voice within the school environment and to raise money, to provide the school community with extra resources. It is open to any member of the school community who wishes to join.

During 2019 the Tyalla P&C Association held fundraising events that included the Easter raffle, held during the Easter Hat Parade, the Mother's Day and Father's Day stalls, and the Christmas raffle held at the Christmas Carols. Money raised within the year has been spent in a variety of ways. We have helped subsidise activities such as the intensive swimming program and any child that made it to a regional or state level in any sport. This has helped keep the costs down for our families.

The P&C helps with funding of recycling programs by paying for the recycle bins to be emptied, we bought new library bags that were provided to the 2020 Kindergarten children at Orientation Day. We provided on-going funds for the garden club and employ our amazing canteen manager to run our award-winning healthy canteen.

Michelle Beattie,

P & C President



School background

School vision statement

Tyalla Public School – A school community working collaboratively, respectfully and inclusively to develop student engagement, wellbeing and success.

Staff, students and the whole school community have a shared understanding and consistent approach to educational and behavioural expectations. High level trust is reflected in open, positive communication and with strong collaboration between all staff. A collaborative and collegial approach to teaching and learning where professional development is contextually responsive, relevant to individual student and teacher professional needs, is evidence-based and models best practice..

Effective feedback is given in a trusting and resilient environment to and from both staff and students. It is explicit, achievable, respectful, solution driven and given in a timely manner to improve learning and teaching outcomes. Learners are self-regulated students who value themselves as engaged participants leading to high levels of achievement in all areas of education.

School context

Tyalla Public School is located in Coffs Harbour on the Mid North Coast of NSW.

The school has a FOEI of 155. The school population includes approximately 33% Aboriginal students and 16% students who have language backgrounds other than English. This diversity provides a rich cultural environment which is celebrated and valued. The school has a multicategorical class catering for students with a range of mild and moderate disabilities.

The school has a strong reputation for positive outcomes for students in academic, cultural and sporting pursuits. We have a renewed focus on the Positive Behaviour for Learning (PBL) program. Our dedicated staff at Tyalla recognise that quality teaching and learning has significant impact on the learning outcomes of students. Our educational platform is underpinned by strong research based pedagogy.

Tyalla Public School prides itself in delivering excellent educational opportunities in a nurturing and supportive environment. It has the support of an active community who contribute to a range of school programs and initiatives. Our school promotes a positive and inclusive environment which focuses on individual and team accomplishment in an atmosphere of fun, respect and goodwill. Tyalla Public School is a member of the Lighthouse Community of Schools.



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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Working towards Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Working towards Delivering
TEACHING: Data skills and use	Working towards Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Working towards Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Learning: Student Focused Learning and Engagement

Purpose

To develop highly motivated students engaged empowered in their own learning. Students will develop foundation skills in Literacy & Numeracy. They will develop strong content knowledge and the ability to adapt and learn to be responsible citizens. Teachers use information about students' capabilities and needs to plan effectively for student learning.

Improvement Measures

Students meet agreed school targets in Numeracy within PLAN2:

- 80% Kindergarten Quantifying numbers
- 70% of stage 1 Additive strategies
- 65% stage 2 Multiplicative thinking
- 70% Stage 3 Multiplicative thinking

Students meet agreed school targets in English/Writing within PLAN2

- 80 % Kindergarten
- 65% of stage 1
- 65% stage 2
- 70% Stage 3

An increase of students in the top 2 bands of 10% in Numeracy and Writing

55% of students achieving at or above expected growth in Numeracy and Writing.

School Community – students, parents, staff able to articulate the values and demonstrate an awareness of PBL at Tyalla Public School.

An annual decrease in negative incidents within SENTRAL data from 2018 – 2020.

Progress towards achieving improvement measures

Process 1: Curriculum Implementation

- Embedding deep knowledge of syllabus through Professional Learning
- Staff planning and delivering differentiated curriculum to meet the needs of all students.
- Consistent school wide practices for assessment, collection, analysis and application, are embedded K–6.
- Implementing effective interventions for individuals, groups, classes and stages as responsive to need.

Evaluation	Funds Expended (Resources)
<p>Data systems in place and being analysed at class level K–4, stage and whole school level.</p> <p>Tool evaluation has resulted in modifications to writing tool 2020 as well as the inclusion of areas of focus in PLAN 2 for writing and maths, interventions and PLASPS 2020</p> <p>Surveys indicated overwhelming positive changes to knowledge and pedagogy in number talks. Particularly in areas of planning and purpose of the number talk as well as increased student engagement levels. Staff report that collaboration days have led to direct changes in student achievement and success.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$45000.00)

Process 2: Student Wellbeing

A student wellbeing focus on Learning Support, PBL and increased engagement at school

- Implementation of Positive Behaviours for Learning
- Establishing systematic practices to engage students, staff, parents and agencies.
- Evidence based approaches, policy and assessment practices identifying and monitoring student

Progress towards achieving improvement measures

Process 2: need in all areas of the Wellbeing Framework.

Evaluation	Funds Expended (Resources)
<p>PBL implemented in all settings. Identified as area for focus in classrooms 2020.</p> <p>Whole school community awareness and understanding occurred through distribution of revised wellbeing policy.</p> <p>PBL consult/wellbeing policy occurred with community and staff. Positive feedback provided.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Consolidated Funds (\$2000.00)



Strategic Direction 2

Teaching: Quality Teaching

Purpose

To develop a committed and collaborative set of strategies and practices that enable teachers and students to effectively engage in learning and produce high quality content.

To provide high quality teaching to improve student learning. Our purpose is to employ evidence based teaching strategies.

Teaching strategies are evaluated and reflected upon to improve Literacy and Numeracy and embed its development across Key Learning Areas.

Improvement Measures

- 100% of staff demonstrate number talks and mathematical enquiries within teaching and learning programs and teaching practice.
- 100% of teaching staff to engage in lesson observations and feedback aligned to Mathematics & English.
- 100% of teaching staff to engage in Collaboration Days.

Progress towards achieving improvement measures

Process 1: Effective Classroom Practice

- Executive team leading Mathematics and English engaging all staff in quality teaching practices and embedding syllabus content aligned to student need.
- Targeted professional Learning – whole school and individualised.
- Collaborative lesson planning, sharing practice and classroom observations in English and Mathematics.

Evaluation	Funds Expended (Resources)
<p>Mathematical mindset has increased as observed during walk through and is evident in all classes.</p> <p>Staff surveys demonstrate clear improvement in number talk pedagogy. Walk through observations indicated that the students in most classes were engaged in number talks with students engaging in discussion around learning. Pedagogy of staff delivering number talks improved due to targeted goals and feedback during pre and post conversations.</p> <p>The flexible scope and sequence has been designed for implementation in 2020.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Consolidated Funds TPL (\$9500.00)• Consolidated Funds (\$70000.00)

Strategic Direction 3

Leading: Quality Educational Leadership

Purpose

Students, staff and parents to be recognised as school leaders. To build a culture of high expectations and collaborative practice with strong strategic leadership. To ensure a model of succession planning in order to embed practice and direction, establishing an ongoing legacy. Utilise resources efficiently and effectively to ensure all students achieve. Create a shared responsibility for student growth supported by high levels of accountability and collaboration.

Improvement Measures

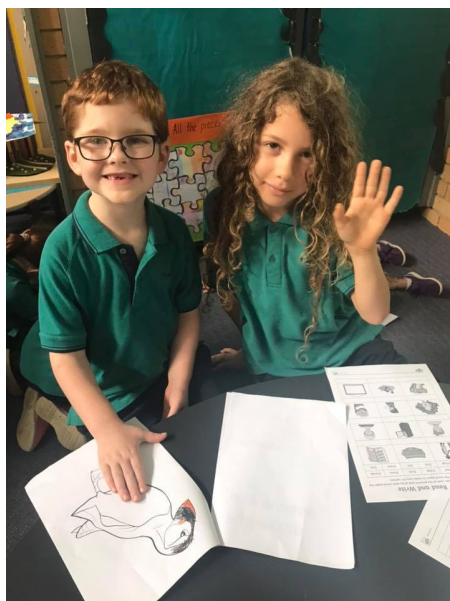
- 100% of staff engaged in forming, implementing and reviewing PDPs.
- Non-executive staff engaged in leading PL within the school and mentoring colleagues.
- 100% of staff engaging with the *Australian Teaching Standards*.
- Teachers initiating conversations centred on teaching and learning to reflect upon and improve practice.
- Writing and Mathematics data reflect a shift in quality teaching practice through an increased percentage of students achieving at or above.

Progress towards achieving improvement measures

Process 1: Educational Leadership

- Whole school focus on developing a Distributive Leadership model.
- Professional learning focused on best practice.
- Engagement with Accreditation standards in practice at Proficient, Highly Accomplished and Lead through PDPs, Professional Learning and collegial dialogue.
- High quality Instructional Leadership through EAfS IL. designed to build collaboration, capacity and sustainability.

Evaluation	Funds Expended (Resources)
PDPs are consistently aligned to the Australian Teaching Standards through executive modelling and negotiating with teaching staff and support staff. High quality Instructional Leadership through EAfS building collaboration, capacity and moving toward sustainability.	Collaboration days Professional Learning – external Funding Sources: <ul style="list-style-type: none">• Consolidated Funds (\$15980.00)



Key Initiatives	Resources (annual)	Impact achieved this year
<p>Aboriginal background loading</p>	<p>AEO</p> <p>Aboriginal SLSO</p> <p>Lunchtime programs</p> <p>Cultural arts , music and dance groups.</p> <p>Aboriginal Languages tutor.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$171 191.00) 	<p>Kulai students were offered extended transition visits to support the shift from Pre–School to School. The strong relationships between educators have been maintained.</p> <p>Collaboration with the PCYC and the feeder high school's Clontarf program allowed relationships to be fostered between Year 5 and 6 boys and Indigenous student leaders at feeder high school.</p> <p>The Yuludarla Garden was not able to be established as concerns about the area– in particular the pond– resulted in the team being limited in accessing landscapers and companies willing to work with water within a school setting. Members of the team visited the Kulai Preschool site and initiated contact with their key landscaper. Clarity around the ideas of design and features has occurred, as well as contact with a potential designer.</p> <p>An action plan has been written with community consultation, using feedback around priorities and school specific projects. An intensive meeting process occurred fortnightly over a period of a fifteen weeks to consult with stakeholders through community and student Yarn Ups. This has resulted in projects such as the Yuludarla Garden, a community hub, Languages and building cultural capacity. They outline clear direction for students, staff and the community.</p> <p>In terms of Aboriginal student sense of belonging at Tyalla PS we used the Tell Them From Me survey to measure impact, the results are as follows:</p> <p>Students were asked "I feel good about my culture when I am at school." In 2019 60% strongly agreed, previously 50% strongly agreed</p> <p>Students stated "My teachers have a good understanding of my culture." In 2019 49% strongly agreed, an increase of 13% sincepreviously survey when 37% strongly</p>
<p>Low level adjustment for disability</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$204 716.00) 	<p>Within the classroom teachers were able to utilise SLSO to work on specific targets within each students PL&SP ensuring that differentiation was occurring for those who required it. Within the playground students were offered a variety of activities targeted to sporting, artistic and cultural needs. Students were provided with a safety net of having support via the SLSO and there was a reduction in the amount of incidences as SLSOs were placed in the playground to engage students during identified times when the most negative incidences occurred as well as the areas. All students were able to participate alongside of students with</p>

<p>Low level adjustment for disability</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$204 716.00) 	<p>disabilities developing identified social competencies.</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>Funds used to employ a teacher to release others to mentor and be supported.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$63 816.00) 	<p>Significant professional learning and mentoring occurred throughout 2019. Professional relationships were established and this will be ongoing beyond this year.</p>
<p>Early Action for Success</p>	<p>EaFS Instructional Leader</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Early Action for Success (\$163 254.00) 	<p>100% of teachers K–2 understand, use and analyse their own class data using systems and processes that have been developed. They all acknowledge the use and need for data systems and how it enacts intentional and explicit teaching. All teachers are engaging in dialogical conversations that focus on learning behaviours and evidence, stage expectations and are able to define success.</p> <p>Aligned systems have resulted in very clear, intentional and focussed support of the interventionist. Planned data analysis and needs conversations occur between the DP wellbeing and IL in 5 weekly cycles to ensure Tier 2 and 3 students are provided with support.</p> <p>Kindergarten met or exceeded 4 out of 4 of their numeracy targets in quantifying numbers. Greater than 60% of students met or exceeded the target in all 6 Creating Texts targets.</p> <p>Year 1 exceeded benchmark on one goal in additive strategies, with students being able to hold collections in their head through visualising to determine a total. Greater than 90% of students were confident with their combinations to 10 and greater than 50% are able to use part–part whole construction of a number to partition a number into two parts. Being flexible users of numbers supported stronger understandings of place value and addition and subtraction strategies. Greater than 50% of students met or exceeded the targets in Creating Texts, with 71% of students being able to write 4 or more sequenced and clearly connected ideas with consideration for audience and purpose.</p> <p>Year 2– Greater than 60% of students met the targets in creating text with greater than 80% being able to write 4 or more sequences and clearly connected ideas with consideration for audience and purpose. Greater than 75% are able to use specific learning area vocabulary to include in their writing and assist in meeting intended purpose. Greater than 60% met or exceeded 2 of the targets within additive strategies.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	161	162	167	152
Girls	170	163	177	162

Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.6	93.1	92.6	91.1
1	93.8	93.5	89	92.1
2	91.5	92.6	91	91.7
3	92.2	90.8	92.3	89.1
4	92.2	91.8	89.7	88.6
5	91.2	92.2	89.9	90
6	94.4	90.5	88.3	88.5
All Years	92.7	92	90.4	90.1
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)	3
Classroom Teacher(s)	13.23
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	5.12
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	710,465
Revenue	4,760,885
Appropriation	4,688,784
Sale of Goods and Services	2,067
Grants and contributions	67,994
Investment income	1,728
Other revenue	312
Expenses	-4,707,660
Employee related	-4,300,183
Operating expenses	-407,478
Surplus / deficit for the year	53,224

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.

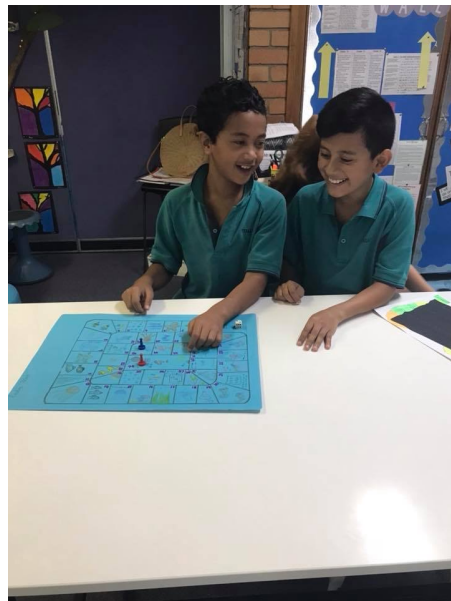


Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	333,486
Equity Total	988,620
Equity - Aboriginal	171,191
Equity - Socio-economic	593,645
Equity - Language	19,068
Equity - Disability	204,716
Base Total	2,357,952
Base - Per Capita	82,128
Base - Location	2,358
Base - Other	2,273,466
Other Total	806,359
Grand Total	4,486,418

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.

Literacy

Year 3 students – In writing 80.6% of students were placed in the top 4 bands with 26.8% achieving results in the top 2 bands. In reading 61.4% of students placed in the top 4 bands with 20.5% achieving results in the top 2 bands. In spelling 61.4% were placed in the top 4 bands with 25% in top 2 bands, and in grammar and punctuation 68.2% were placed in the top 4 bands with 25% in the top 2 bands.

Year 5 students – In reading 78.8% of students were placed in the top 4 bands with 17.3% achieving in the top 2 bands. In writing 60% of students placed in the top 4 bands with 4% achieving results in top 2 bands, in spelling 72.6% with 11.8% in top 2 bands, and in grammar and punctuation 56.8% of students were placed in the top 4 bands with 7.8% in the top 2 bands.

Our average growth in literacy for Year 3 to Year 5 is 67.5 points. Increasing student achievement and growth in literacy will be a targeted area of improvement for the school in 2020. To achieve this there will be a continued focus on building teacher capacity and implementing a responsive and targeted intervention program.

Numeracy

Year 3 students – 65.1% of students are achieving in the top 4 NAPLAN bands with 9.3% in the top 2 bands. Year 5 students – 72% of students are achieving in the top 4 NAPLAN bands in numeracy with 7.8% in the top 2 bands. The students' average growth in numeracy from Year 3 to Year 5 is 78.2 points.

This year teachers across the school have worked closely with Michelle Tregoning, the Chief Education Officer, Maths Strategy, Learning and Teaching as they trained in Building Numeracy Leadership (BNL). They have started to implement this researched-based pedagogy. Next year they will focus on embedding it into all Math lessons so that students develop high levels of proficiencies.

Parent/caregiver, student, teacher satisfaction

Each year at Tyalla Public School, we survey students, parents and staff through the Tell Them From Me (TTFM) survey tool. The TTFM Student Survey is designed to provide our school with an insight to guide our school planning and help us to identify school improvement initiatives. The responses were:

Students:

The students reported an increase in effort they made at school of 2% this is above the Govt norm (90% compared to 88%). 51% of students believed they were confident in their skills and they were sufficiently challenged at school (an increase of 11% compared to 2018). In terms of drivers of student outcomes: effective learning time, relevance, rigour, advocacy at school, positive teacher–student relations, positive learning climate and expectations for success they indicators remained relatively the same with changes less than 1 point change (this was within expected range and very similar to Govt norm).

Parents:

The Partners in Learning Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. Successful schools foster greater communication with parents, encourage parental involvement in their child's schoolwork, and enlist parents to volunteer at the school and participate. The last parent survey was done in September 2017, parents indicated that they feel welcome when visiting the school and that they can easily speak with their child's teachers. 93% of parents reported that they talk to the teacher two or more times throughout the year (none reported that they hadn't spoken to the teacher at all). Parents feel that teachers take account of their child's needs, abilities, and interests. They also felt strongly that their child is clear about the rules for school behaviour.

Teachers:

The Focus on Learning Survey is a self–evaluation tool for teachers and schools. Some of the strong responses recorded by teachers included: I set high expectations for student learning, I monitor the progress of individual students, My assessments help me understand where students are having difficulty, I discuss with students ways of seeking help that will increase learning, I establish clear expectations for classroom behaviour and I give students written feedback on their work.



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.

