

Anzac Park Public School

2019 Annual Report



4656

Introduction

The Annual Report for 2019 is provided to the community of Anzac Park 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

Anzac Park Public School

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School background

School vision statement

Our vision at Anzac Park Public School is to be an outward future-focused school community implementing evidence-based learning for all.

Our goal is to create an environment where all members of the school community collaborate in their learning enabling everyone to reach their potential through innovative curriculum that challenges and supports all.

Our vision is enacted through our rigorous learning objectives for each child, our student-centred approach to teaching and learning, our commitment to STEAM education, our concern for the whole child, our focus on empowering our students in learning how to learn and the development of our students' capacity to be flexible thinkers that can evaluate information critically and apply their knowledge.

School context

Anzac Park Public School is a NSW Public School which opened in 2016 and is embracing a culture of innovation from the ground up. In 2016, we welcomed 76 foundation students and in 2019, we have over 620 students enrolled at Anzac Park.

Our school aspires to be an outstanding school through the purposeful creation of learning environments that promote the development of innovation, creativity and capability for self-directed lifelong learning in our students. Through embracing a culture of innovation, we aspire to not only look beyond what we currently do well in education, but identifying the great ideas of tomorrow and putting them into practice.

Our school has been designed to facilitate a culture of innovation through the provision of purposeful learning spaces providing opportunities for co-teaching and learning in engaging spaces.

We are a welcoming school which actively builds relationships with families and the wider community. The parent community has high expectations of the school and is heavily involved in their child's schooling through an active P&C association which works collaboratively with the school to improve learning outcomes for students.

Anzac Park Public School is a school community that is outward-facing and is embracing a culture of innovation.

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	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
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

Within the learning domain the school's focus has been on the elements of Learning Culture, Wellbeing, Curriculum, Assessment and Reporting. Analysis indicates progress in building a learning culture characterised by positive and respectful relationships, targeted learning support, high levels of community engagement, curriculum implementation that reflects current pedagogical thinking and assessment processes that monitor, track and improve on student learning outcomes.

Within the teaching domain, the school's focus has been on the elements of Effective Classroom Practice, Learning & Development and Data Skills and Use. The school's self-assessment indicated a strong commitment by staff to improving teacher quality and raising teaching standards in all areas as the core component of striving for whole school excellence. Teacher professional learning initiatives, collaboration within and beyond the school and research-driven thinking informed all of our improvement strategies.

Within the leading domain, the school's focus was on the elements of Educational Leadership, School Planning, Implementation & Reporting, School Resources and Management Processes and Practices. The school's self-assessment and analysis reflected the importance placed on leadership development within overall school improvement and practice. In building leadership capacity there has been emphasis on developing coaching skills and leading strong consultative processes across the school community.

Strategic Direction 1

Learning For Impact

Purpose

At Anzac Park we are embedding evidenced-based pedagogies and systems to foster a learning culture focused on improving outcomes for all students.

Improvement Measures

Increase the percentage of students who demonstrate above average growth between Year 3 and Year 5 in NAPLAN writing from a 2017 average of 35% to a 2020 average of 65%.

85% of K-2 students to achieve at least one year of growth over one year of input in writing (literacy progression) and EAS (numeracy progression) in 2020.

Increase the use of the 7 What Works Best evidenced-based practices as observed in classroom walkthroughs in 2020.

Increase the percentage of students who demonstrate above average growth between Year 3 and Year 5 in NAPLAN numeracy from a 2017 average of 50% to a 2020 average of 65%.

Overall summary of progress

Teachers continued to participate in Analysing Impact professional learning cycles with a focus on 'Learning Sprints', based on the new Literacy and Numeracy Learning Progressions. This focus was then revised to accommodate for responsive programming procedures, with teachers working in grade/stage teams to analyse assessment data, collaboratively programming responsive teaching and learning programs, adapting teaching practices, moderating student work and evaluating their impact.

These processes aim to provide the enabling conditions for collective teacher efficacy across all areas of the school.

Progress towards achieving improvement measures

Process 1: Build staff understanding of evidenced-based practices through participation in a three year literacy and numeracy classroom program focusing on seven key evidence-based strategies.

Evaluation	Funds Expended (Resources)
This will be incorporated into the 3 year review based on school-based surveys and TTFM 2020.	

Process 2: Teachers utilise effective tools and protocols to consistently evaluate impact. These protocols allow teachers to continue to build evidence-informed practices and develop collective efficacy of teacher teams.

Evaluation	Funds Expended (Resources)
Analysing Impact sessions were revised to accommodate for responsive programming procedures, with teachers working in grade/stage teams to analyse assessment data, collaboratively programming responsive teaching and learning programs, adapting teaching practices, moderating student work and evaluating their impact.	

Process 3: Build staff capacity in understanding student assessment and data concepts to analyse, interpret and extrapolate data to use collaboratively to inform planning and teaching practice.

Evaluation	Funds Expended (Resources)
Throughout 2019, a variety of data tools were created to support staff in	

Progress towards achieving improvement measures

collating student assessment data to inform future teaching and learning programs. All staff were involved in professional learning sessions run by the Personalising Pathways team, which focused on building capacity in interpreting and extrapolating student data to inform future planning.

Next Steps

In order to further realign our processes across the school during Analysing Impact sessions, the Personalising Pathways team will launch a systematic, evidence-based cycle of inquiry that grade/stage teams refer to during sessions. This cycle will be shared via an online platform, with supporting links to tools and protocols available for staff to use. All grade/stage teams will be sharing their processes through Seesaw, discussing how they have used evidence to inform their teaching and learning programs.



Strategic Direction 2

Learning In Partnership

Purpose

At Anzac Park we are establishing an outward-facing school community to improve student outcomes through positive partnerships with parents, educators and industry.

Improvement Measures

75% of students in Years 3–6 surveyed in 2020 report an increase in knowledge and understanding of real world connections with their learning through community and /or industry student-directed learning projects.

Increase the percentage of parents able to articulate their child's learning goals from 21% in 2017 to 65% in 2020.

Increase the sharing of knowledge of innovative practice as a result of inter-school professional learning relationships.

Overall summary of progress

The Personalising Pathways team further strengthened our community partnerships through multiple initiatives, ensuring that our parent community are better informed about their child's education.

TTFM survey data shows growth in parents' positive perceptions of their children's experiences at home and school, with greater communication and an increase in parental involvement within our APPS community. This year, Seesaw data demonstrated that 897 families are connected to their child's Seesaw portfolio, with 56 631 family visits to student portfolios, and 8 562 comments on student work. The culmination of regular communication through termly parent workshops, interactive stage newsletters, student-led conferences, Seesaw and the Sentral Parent Portal has fostered a positive relationship between the school and the community.

The 'L21 Professional Learning Hub' was further refined and delivered to educators across the network to develop an understanding of our Vision for Learning. We provided the wider community of educators with our Explore and Immerse program. The Explore program provided participants with an overview of the research and 'Why' behind our Visions for Learning and see these visions in action through classroom observations. The Immerse program, allowed teachers and leaders the opportunity to participate in transformative future focused professional learning through the lens of one of Anzac Park's Visions for Learning. The workshops included classroom observations and the opportunity to gain an authentic perspective from students, staff and leadership. The programs provided participants with the opportunity to design an action plan to implement in their school content.

Inspiring Innovators are in the process of developing a Learning in Partnership database that allows industry and community members to volunteer and support students and educators in preparing for changing future workplaces. The database will allow students and educators to connect with volunteers to inform teaching and learning and provide access to meaningful experiences that provide connections with people outside of usual school and family networks.

Progress towards achieving improvement measures

Process 1: Engage in cooperative partnerships with industry and community partners to support student-directed learning.

Evaluation	Funds Expended (Resources)
The Learning in Partnership database is in the final phase of development and is being refined for activation in 2020. The Inspiring Innovators committee is developing professional learning sessions for staff to develop their understanding of the opportunities within programs through utilising the database.	\$1000 was spent to release staff from the Inspiring Innovators committee to develop the database and refine the program.

Process 2: Utilise a range of resources to share the learning occurring in the classroom with parents and carers and communicate student specific learning goals in literacy and numeracy.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

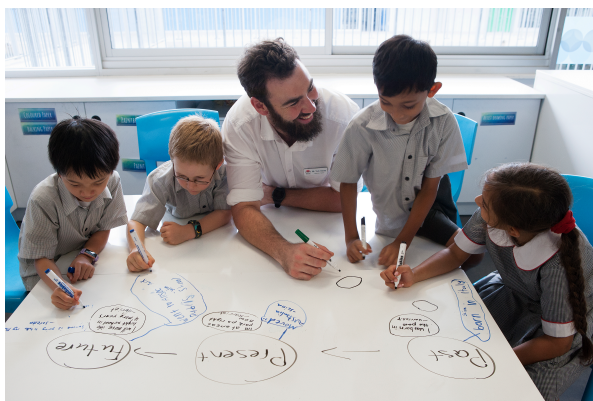
The online platform has been put on hold for 2020, looking at ways to embed digital portfolios across the school and a central hub for support strategies.

Process 3: Draw on school-based trials of innovative practice to support inter-school partnerships and develop staff capacity across schools to implement future-focused practices.

Evaluation	Funds Expended (Resources)
Approximately 100 educators from local and regional schools participated in the Explore and Immerse Program. 87% of respondents found the programs highly valuable and informative. All participants reported they felt they had increased their knowledge and understanding of future focused teaching and learning principles. 96.9% of respondents would recommend the programs to other educators.	\$8000 was spent to release members across the Visions for Learning committees to deliver the professional learning workshops.

Next Steps

The school will continue to ensure that our community has a clear understanding about student learning across the school through sharing learning goals with parents and carers. Digital portfolios will be prioritised in 2020, ensuring that students are able to collect evidence of their learning journeys. A new initiative will also be launched in 2020 providing a means to showcase the learning road map of each stage/grade team through a 'Learning Lane'. In 2020, the L21 Hub is planned to further refine and expand the Immerse Program to allow for ongoing mentoring for schools and participants as they design, implement and refine their plans for change in their school. The Immerse program will look to provide ongoing support for schools with teachers and leaders from Anzac Park working onsite at the participants schools to support the refinement and ongoing implementation for change in their school. The Inspiring Innovators committee will activate the Learning in Partnership database and promote industry and community members to sign up and volunteer to support our students and educators in ensuring access to meaningful teaching and learning experiences.



Strategic Direction 3

Learning For The Future

Purpose

At Anzac Park we are growing systems to implement evidence-based future-focused practice to embed core skills for 21st Century citizenship.

Improvement Measures

100% of classroom teacher programs demonstrate concept-based and student-driven inquiry in English, Mathematics, History, Geography and Science.

Increase the number of students who can articulate their Learning for Life goal and can demonstrate knowledge and understanding of the six learner capabilities of the Learning for Life progression.

Increase the percentage of observed quality pedagogies for Innovative Learning Environments (ILE) as measured in observation rounds using the Quality Pedagogies in ILE Framework.

Progress towards achieving improvement measures

Process 1: Build staff capacity to design and implement conceptual programs driven by student inquiry.

Evaluation	Funds Expended (Resources)
<p>Anzac Park Public School used new processes, products and routines to successfully implement the new conceptual Scope and Sequence from Kindergarten to Year 6. All staff were involved in collaborative planning sessions run by the Creating Connectors committee each term, which supported school-wide consistency. Teacher feedback from these sessions was positive. The surveys used to collect feedback were also used to evaluate the strengths and weaknesses of the Scope and Sequence, and the full document was reviewed by the end of the year.</p> <p>All staff were further involved in Professional Learning sessions run by the Inspiring Innovators team, which supported school-wide implementation and inclusion of 4D Design Thinking models in programs. Program audits indicated 93% of teachers utilized Design Thinking models in their 2019 programs to increase the level of student driven inquiry. A technology resource borrowing system was further implemented by the Inspiring Innovators team allowing all teachers to have access to STEAM & innovative technologies to embed within their classroom programs.</p>	<p>\$52000 was spent on relief days for teachers to collaboratively program.</p> <p>\$2000 was spent to release members of the Creating Connectors committee to implement review changes to the Scope and Sequence.</p>

Process 2: Develop a Quality Pedagogy for Innovative Learning Environments Framework and utilise this guide for observational rounds across all learning hubs.

Evaluation	Funds Expended (Resources)
<p>Throughout 2019, the WHAT WE LEARN Domain of the Anzac Park Innovative Learning Environments Framework was created. It refers to pedagogy focused on producing a conceptual understanding of important knowledge, understandings, skills and ideas and the application of this knowledge to real world contexts. The domain recognised the need to develop the general capabilities through the Anzac Park Learning for Life Vision for Learning. The Innovative Teaching and Learning Framework was utilised in 2019 observational rounds ensuring best-practice was identified and implemented in Anzac Park's learning environment. Teachers developed PDP goals based on 'What We Learn' and 'How We Learn' as focus areas for professional development for 2020.</p>	<p>\$14 000 to release teachers to participate in the Rounds Professional Learning program in Term 4.</p>

Process 3: Implement an explicit teaching and learning program across Kindergarten to Year 6 utilising the six learner capabilities of the Learning for Life progression including the assessment and tracking of

Progress towards achieving improvement measures

Process 3: student progress.

Evaluation	Funds Expended (Resources)
Throughout 2019, The Learning for Life committee continued to develop and refine the Learning for Life framework to support teachers and students' understanding of the six key capabilities. The Framework was refined to unpack the complexities of the capability and provide key skills and behaviours needed to be developed within each capability. Programming support documents and assessment tools were created and shared with all teachers to support the explicit teaching of the capabilities. To further support the teaching of the six capabilities, each learning hub was provided with a resource kit coined "Capability Crunches" which provided weekly focused sessions on developing key capabilities. A Learning for Life teaching scope and sequence was shared with K–6 teachers to support consistency of capability focus across the school.	\$2361 was spent on a graphic designer to create the visuals for the new framework.

Next Steps

The Creating Connectors Committee will continue to review the conceptual Scope and Sequence as the school enters the second year of implementation. It will work alongside other committees to effectively target broader visions in school-wide 'Synergy' collaborative planning sessions. The Anzac Park Innovative Learning Environments Framework will be completed in 2020 with the addition of the WHY WE LEARN Domain. The Learning for Life committee will continue to review the framework ready for publishing and sharing in 2020. Teacher professional learning sessions will be implemented to develop teachers' understanding of the new framework and best practice for implementation. In 2020, a focus on developing internal and external accountability measures for the assessing and tracking of student growth within the capabilities is a priority. In addition to assessing and tracking the Learning for Life capabilities, goal setting and making learning visible is another focus for 2020.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$3421	Aboriginal and Torres Strait Islander cultures and histories continued to be a focus across the school. This was supported by the school's participation in the Mungo Youth Project, in which 11 students and 2 staff participated in a 3 day camp in the Willandra Lakes Region World Heritage Area. Later in the year, 4 staff also visited Wilcannia Central School for three days to work collaboratively with staff to support the development of school visions. Anzac Park Public School's Aboriginal and Torres Strait Islander students were also supported to access a range of learning opportunities with this funding including enrichment programs, personalised learning plans and whole school cultural awareness.
English language proficiency	Staffing FTE 0.6 (3 days per week) \$50 420	Students requiring English Language proficiency support were provided with targeted learning programs and in-class support based on their level of language proficiency. Levels of language proficiency were frequently assessed and reviewed.
Low level adjustment for disability	0.5 (2.5 days per week) \$36 839	The staffing allocation was for a Learning and Support Teacher for 2.5 days per week. The flexible funding was used to provide School Learning Support Officers who supported students across the school with additional learning and support needs. Funds also contributed to teacher professional learning to build staff capacity in understanding the needs of students with disability and how to cater for them using evidence based best practice. Personalised learning plans were developed and reviewed for all students meeting disability criteria.
Quality Teaching, Successful Students (QTSS)	Staffing FTE 0.967	QTSS funding provided the school with additional release time for members of the school leadership team to support their team members through coaching and mentoring practices focused on identified areas of need. The funding also provided time to strengthen school processes and management systems.
Socio-economic background	\$2977	Funding was used to provide targeted support for students in need and ensure all students accessed the full range of learning programs including enrichment opportunities.
Support for beginning teachers	\$56 568	Beginning Teacher Support was provided to support beginning teacher's induction and professional development, guided by the Australian Professional Standards for Teachers. Mentoring structures and collaborative practices were developed to support beginning teachers within the school. Beginning teachers accessed professional learning that focused on classroom and behaviour management, strategies to build student engagement, collaborative professional practices within the school and productive relationships with parents and caregivers.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	34	166	272	300
Girls	43	177	297	319

Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.3	95.9	96.4	96.1
1		94.9	97.4	94.6
2		94.6	96	95.6
3		96.2	97.1	94.9
4		96.6	97.7	92.5
5		93.9	95.6	95.4
6		98.1	94.7	96.1
All Years	96.3	95.5	96.6	95.2
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1		93.8	93.4	92.7
2		94	93.5	93
3		94.1	93.6	93
4		93.9	93.4	92.9
5		93.8	93.2	92.8
6		93.3	92.5	92.1
All Years	94.4	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
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	27.41
Teacher of Reading Recovery	0.4
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.2
Teacher ESL	0.6
School Counsellor	1
School Administration and Support Staff	6.21

*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	704,663
Revenue	6,151,320
Appropriation	5,538,405
Sale of Goods and Services	56,110
Grants and contributions	545,849
Investment income	8,356
Other revenue	2,600
Expenses	-6,208,911
Employee related	-5,252,153
Operating expenses	-956,758
Surplus / deficit for the year	-57,591

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	404,842
Equity Total	211,045
Equity - Aboriginal	3,421
Equity - Socio-economic	2,977
Equity - Language	114,449
Equity - Disability	90,197
Base Total	4,366,492
Base - Per Capita	135,931
Base - Location	0
Base - Other	4,230,561
Other Total	364,077
Grand Total	5,346,456

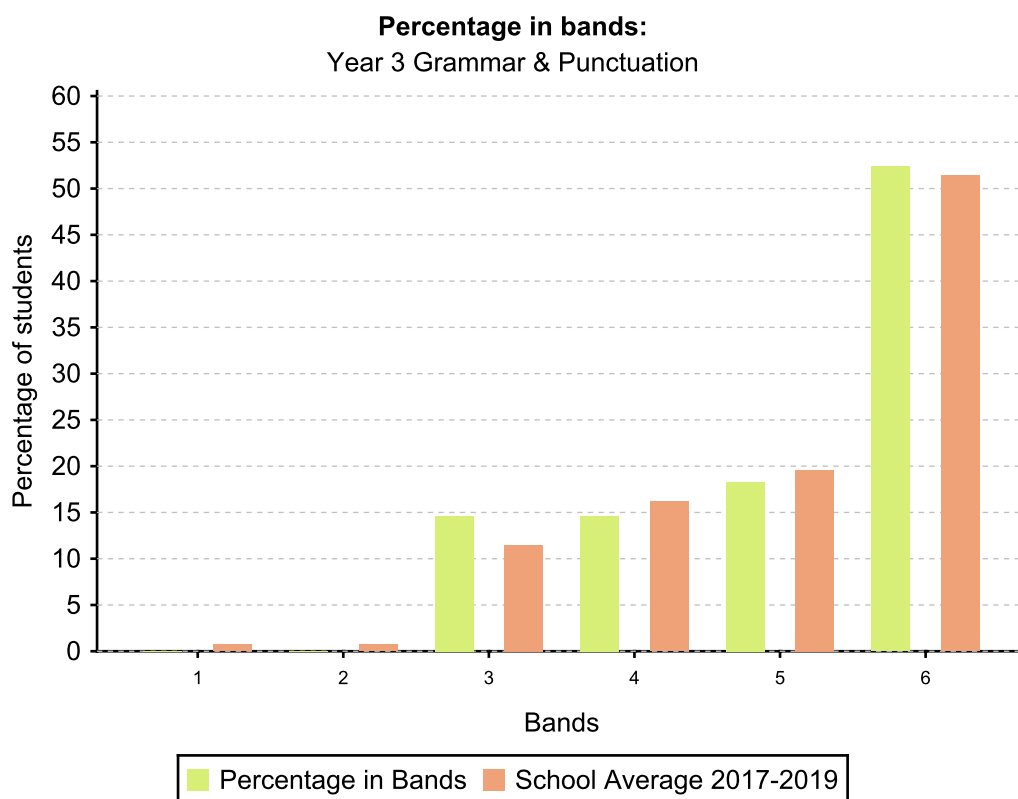
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School performance - NAPLAN

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.

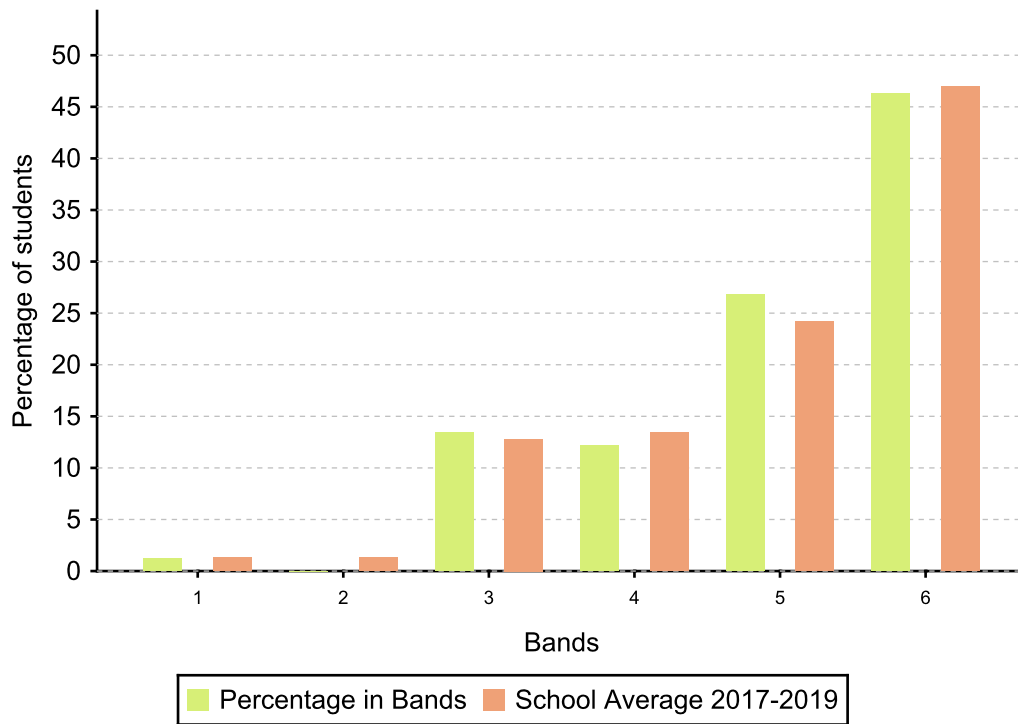
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison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



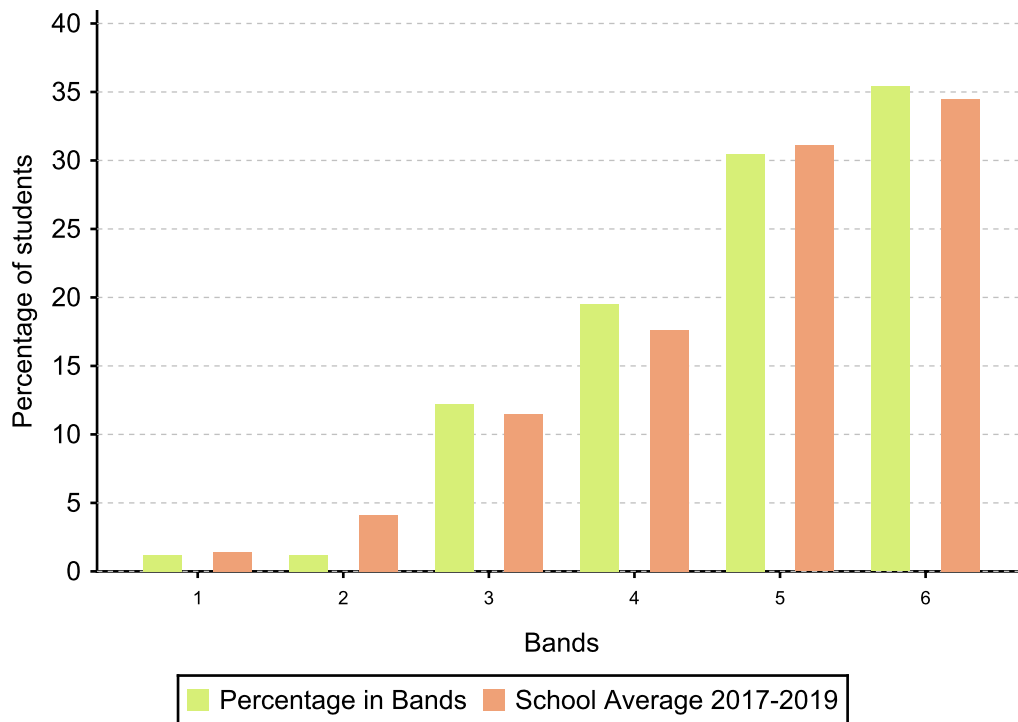
Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	14.6	14.6	18.3	52.4
School avg 2017-2019	0.7	0.7	11.5	16.2	19.6	51.4

Percentage in bands:
Year 3 Reading



Band	1	2	3	4	5	6
Percentage of students	1.2	0.0	13.4	12.2	26.8	46.3
School avg 2017-2019	1.3	1.3	12.8	13.4	24.2	47

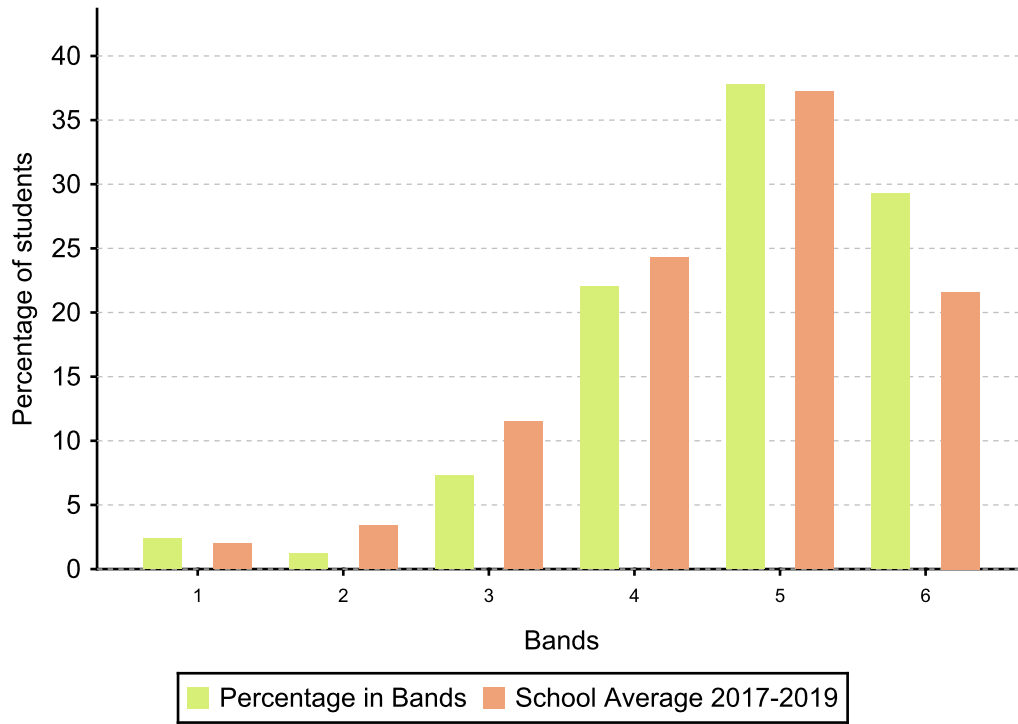
Percentage in bands:
Year 3 Spelling



Band	1	2	3	4	5	6
Percentage of students	1.2	1.2	12.2	19.5	30.5	35.4
School avg 2017-2019	1.4	4.1	11.5	17.6	31.1	34.5

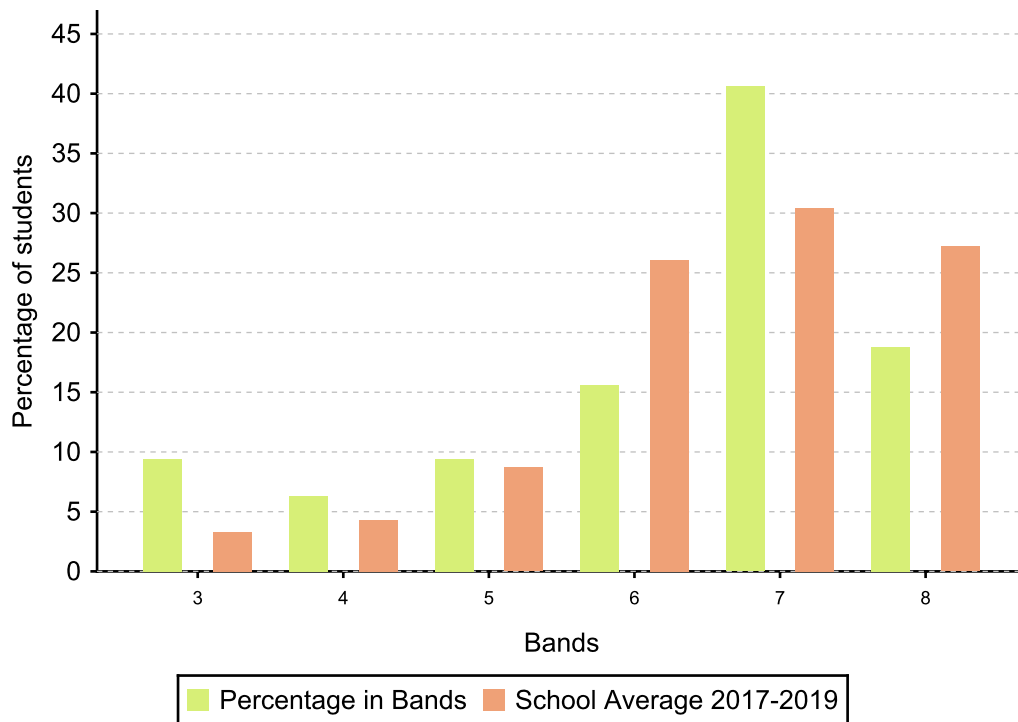
Percentage in bands:

Year 3 Writing



Band	1	2	3	4	5	6
Percentage of students	2.4	1.2	7.3	22.0	37.8	29.3
School avg 2017-2019	2	3.4	11.5	24.3	37.2	21.6

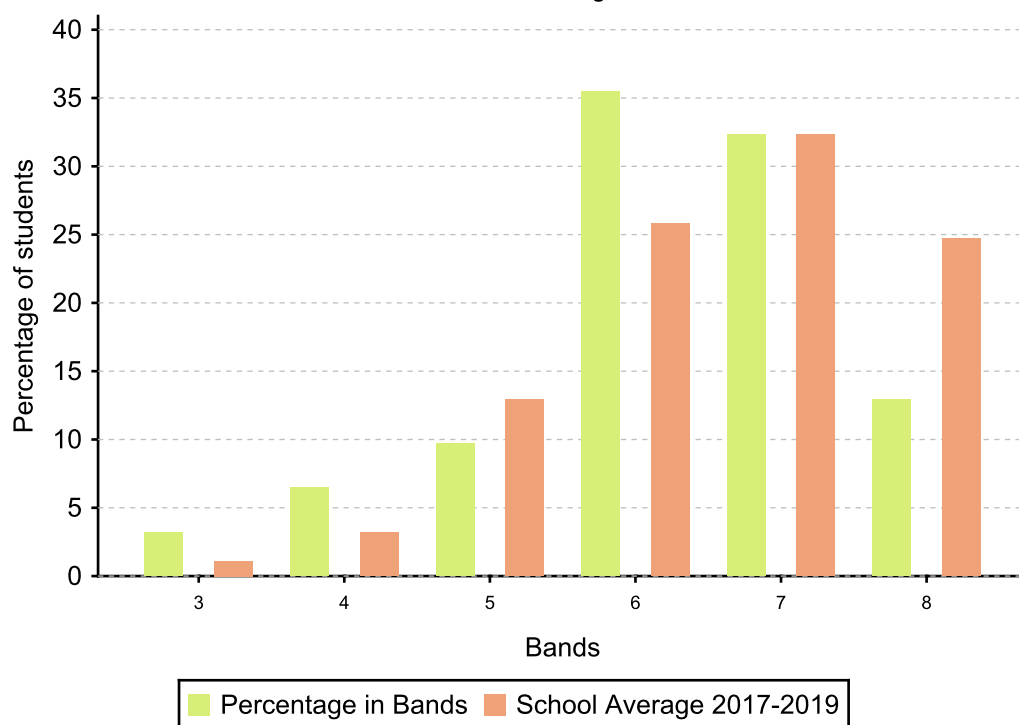
Percentage in bands: Year 5 Grammar & Punctuation



Band	3	4	5	6	7	8
Percentage of students	9.4	6.3	9.4	15.6	40.6	18.8
School avg 2017-2019	3.3	4.3	8.7	26.1	30.4	27.2

Percentage in bands:

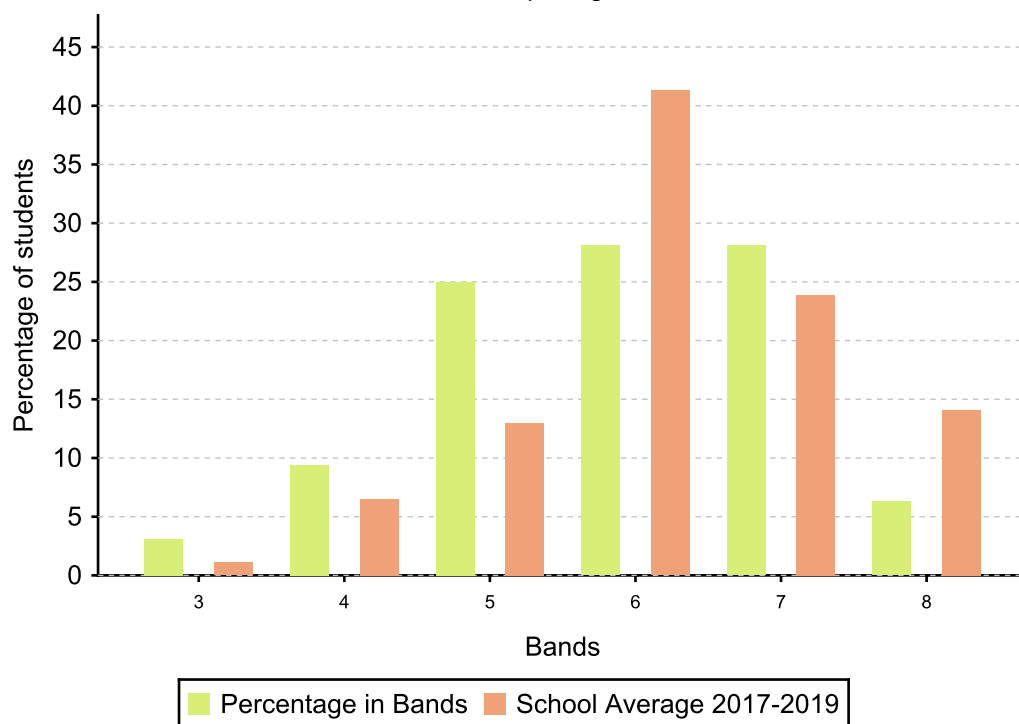
Year 5 Reading



Band	3	4	5	6	7	8
Percentage of students	3.2	6.5	9.7	35.5	32.3	12.9
School avg 2017-2019	1.1	3.2	12.9	25.8	32.3	24.7

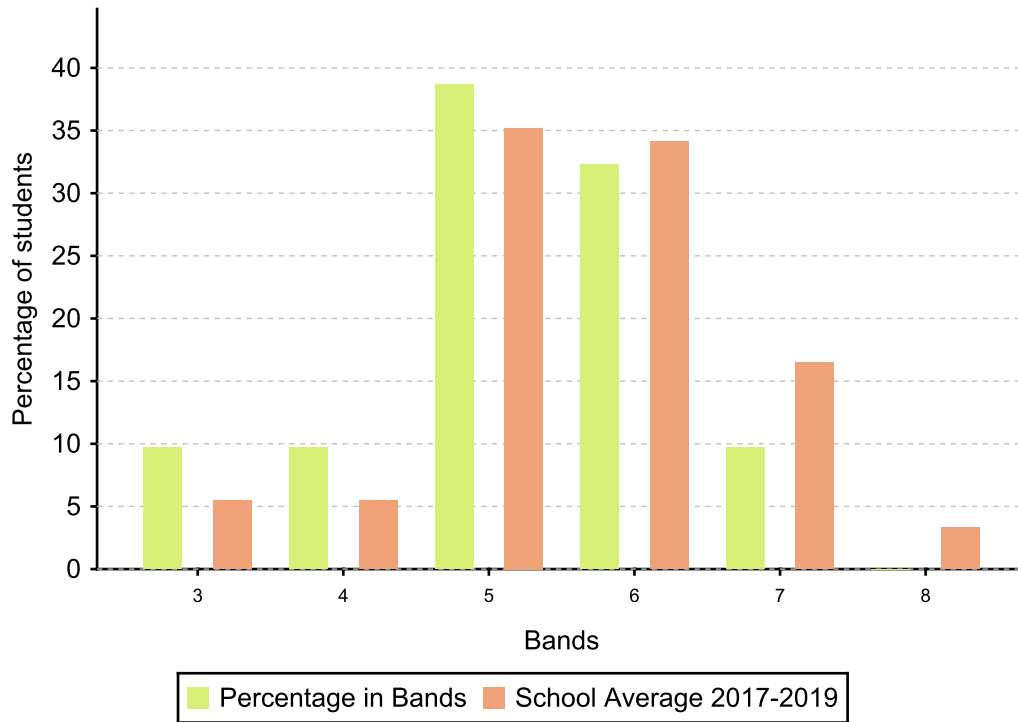
Percentage in bands:

Year 5 Spelling



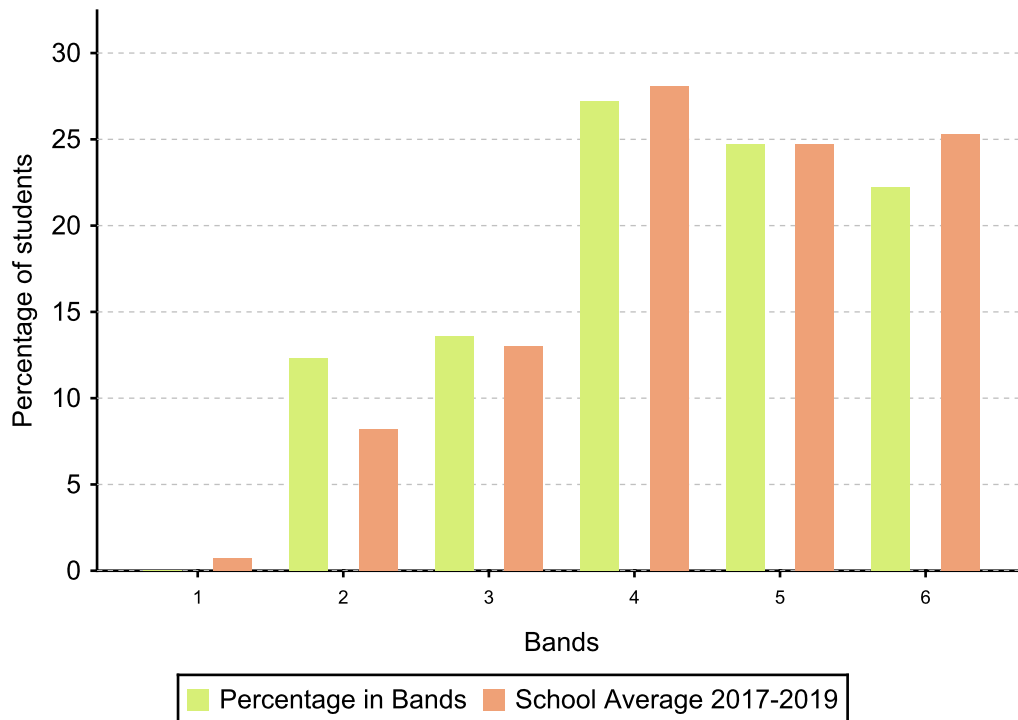
Band	3	4	5	6	7	8
Percentage of students	3.1	9.4	25.0	28.1	28.1	6.3
School avg 2017-2019	1.1	6.5	13	41.3	23.9	14.1

Percentage in bands:
Year 5 Writing



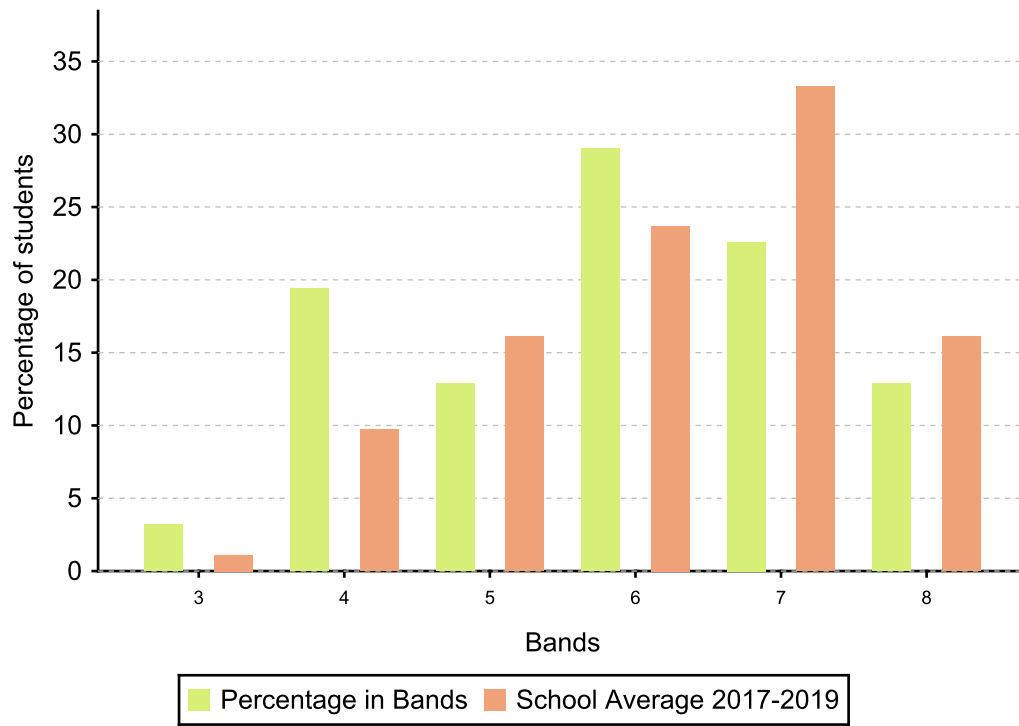
Band	3	4	5	6	7	8
Percentage of students	9.7	9.7	38.7	32.3	9.7	0.0
School avg 2017-2019	5.5	5.5	35.2	34.1	16.5	3.3

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.0	12.3	13.6	27.2	24.7	22.2
School avg 2017-2019	0.7	8.2	13	28.1	24.7	25.3

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	3.2	19.4	12.9	29.0	22.6	12.9
School avg 2017-2019	1.1	9.7	16.1	23.7	33.3	16.1

Parent/caregiver, student, teacher satisfaction

Each year, schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below. Feedback and the opinions of all members of the school community was sought throughout 2019 through P&C meetings, written feedback and surveys. The Tell Them From Me (TTFM) Student Survey was implemented in Semester 2 2019 and provided data from students in Years 4–6. The survey used indicators based on the most recent research on school and classroom effectiveness and focused on levels of student engagement. The results, which on most indicators were higher compared to the NSW DoE norm, clearly demonstrate the importance the school has placed on establishing a positive learning culture encompassing respectful relationships, student engagement and participation rates. The TTFM Parent Survey was implemented in Semester 2 2019. The survey covered parents' perceptions of their children's experiences at home and at school. The results demonstrate the positive, engaging climate the school provides to all members of the school community. Both parents and students felt teachers foster positive, respectful relationships and place high importance on student engagement to raise learning outcomes. They indicated that the classrooms are well managed with clear expectations for rules and behaviour that allow better engagement with minimal disruptions leading to productive learning. Parents felt that teachers devote significant time to providing quality teaching and learning and students felt that there are many opportunities for them to engage in a range of learning experiences at this school. The results are indicative of the school's efforts to improve communication, involvement and engagement at a number of levels. Students and parents are feeling welcome and included through their valued involvement in school processes and activities. Teachers participated in a range of focus groups and surveys throughout the year to gain their feedback. They indicated high levels of satisfaction across all aspects of their practice. They felt there was a need to focus on strengthening student wellbeing programs, which is a focus for 2020. Staff identified collaboration, high expectations and curriculum implementation as areas of strength.



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.

