

Plattsburg Public School

2019 Annual Report



7308

Introduction

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

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

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School background

School vision statement

Equipped for life

Our legacy will be building the capacity of our community to lead successful lives, be confident, innovative and engaged learners.

School context

Plattsburg Public School is a school with an average population of 235 with 22% identifying as Aboriginal and 12% as having a non-English speaking background. Our school is located in the suburb of Wallsend and has a proud history of having provided more than 150 years of public education to the community. We have a strong P&C supportive of community events and a school community that is characterised by hard work, a fair go for all and honest friendship. School enrolment is affected by high rates of mobility. Enrolment data over the past three years indicates that, on average, only 52% of students in year 6 commenced their education at Plattsburg PS in Kindergarten. In 2019 just 18% of year 6 students commenced Kindergarten at Plattsburg. Trend data shows that the school experiences a 30% mobility rate.

The school has a strong focus on providing individualised learning opportunities for students to achieve. This includes significant access to technology, CAPA and alternative play opportunities.

Diversity is a key focus. Aboriginality, identity and the diversity of Aboriginal cultures are valued, respected and promoted to ensure Aboriginal students are attending, engaged and achieving. Non-Aboriginal students both share and participate in learning about Aboriginal culture, histories and experiences.

School systems support extensive differentiated learning through Individual Learning Plans, Tiered support and mastery learning. School developed programs focus on fast recall of basic operations and an explicit approach to support students to achieve in Reading and Writing. Enhanced systems of operation support families of students with additional needs.

We are an Early Action for Success (EaFS) school and, as such, have a significant focus on early Literacy and Numeracy achievement. Strong data tracking of student performance and the close analysis of that data further supports differentiation. Parents and Carers receive regular reports on their child's progress and have opportunities to consult with class teachers on their child's achievement levels.

Committed to the Callaghan Education Pathways (CEP) Plattsburg PS works in a close, highly professional and strategic partnership with both high school and primary partner schools to deliver innovative as well as outstanding academic and social curricula for students across our collective learning communities, K-12.

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

LEARNING

Purpose

To develop foundation skills in literacy and numeracy, strong content knowledge and the ability to learn, adapt and be responsible citizens.

Improvement Measures

Increase the proportion of students achieving proficiency in line with the Premier's Priorities.

Reading comprehension matches reading text levels for 80% of students.

Aboriginal and non-Aboriginal students consistently enrolled K-2 meet EAfS benchmarks in Literacy and Numeracy.

Progress towards achieving improvement measures

Process 1: Differentiated Learning and Support

School systems facilitate a collaborative approach to individual student learning needs that also values Aboriginality, identity and Aboriginal cultures. (*2)

Evaluation	Funds Expended (Resources)
<p>Focussed interventions are coordinated by the LAST and an AP who work collaboratively to review powerview data every 5 weeks. Executive staff engage in deep reflection on individual student and cohort achievement to facilitate decision making and review of focussed interventions that include AP and SLSO additional support.</p> <p>This demonstrates a whole school capacity to interpret student assessment data to evaluate student learning and modify teaching practice. The differentiated feedback drives focussed intervention strategies.</p> <p>Data has indicates, for the majority of students, a pattern of steady growth. Where individual growth has been noted to be slow, closer examination of student circumstances has occurred to better understand what is happening for those students. We find that these students have attendance, mental health, speech, hearing or other issues impacting their achievement. Actions were taken as per policy and LST processes to mitigate these issues – this also includes a SPINs program (K-2) and SWAT (Supplementary Work and Assessment strategy) .</p>	EAfS DP, LAST, \$20,000 Equity (SWAT strategy)

Process 2: Evidence Based Approaches

School wide schedules of formative and summative assessment support regular reflection and evidenced based judgement. (*4)

Evaluation	Funds Expended (Resources)
<p>When measuring student achievement in Reading the school goal is to have all students reading with comprehension at or beyond a PM Level 30. Collated data explicitly identifies individual student reading levels with comprehension. It is this explicit marker that is recognised as the achievement level. All data is collated into powerview; every classroom teacher is provided with their student achievement data and supported 1 on 1 in the analysis of data to determine future adjustments; review practice and strategies; and to evaluate the focussed interventions complementing Reading instruction. Powerview data indicates steady growth for most students. Additional tracking of comprehension is conducted using PAT. 2018 baseline data indicates that, for matched students, 86% were achieving</p>	

Progress towards achieving improvement measures

below the norm with 2019 data showing for that same cohort, 65% having growth. It is important to maintain our assessment, analysis and feedback practices that pinpoint individual student strength and weaknesses to facilitate authentic investigations and responses to individual student achievement. We have a demonstrated and evidentiary capacity to track individual student achievement across multiple sets of data.

- 2019 Year 5 READING NAPLAN data indicates that 57% of matched students achieved at or above expected growth. (State–58.4%; SSSG–51.5%)
- Unmatched PPS students average scaled growth was 87.3 score points. This is 13.1 score points above State. (SSSG–79.6)
- Average State growth for Aboriginal students is 47.7%. PPS data indicates that 40% of students achieved at or above expected growth.
- Unmatched PPS Aboriginal student average scaled growth was 129.3 score points. This exceeds their non–Aboriginal peers, State (79.5) and SSSG (79.5).
- NAPLAN achievement in Writing would suggest that the reduction of Writing 100 Journal Writing from weekly to weeks 3,5,9 with provision for editing time has developed in students an improved ability to apply the self–editing skills required by NAPLAN. Additionally, Typing Tournament may have contributed to achievement with students able to demonstrate a level of proficiency in typing online. The suggestion being that students were able to complete the online Writing task with a proficiency that supported their scoring.

Analysis of NAPLAN scoring in Writing indicates possible weaknesses in Audience, Paragraphs and Sentence Structure. (Reliability of SCOUT data is questionable based on low representation against markers and an inability to identify matched students within that low representation.)

- 2019 Year 5 WRITING NAPLAN data indicates that 79% of matched students achieved at or above expected growth. (State–59.6%; SSSG–49.6%)
- Unmatched PPS students average scaled growth was 68.7 score points. This is 9.1 score points above State. (SSSG–58.4)
- Average State growth for Aboriginal students is 45.2%. PPS data indicates that 44% of matched students achieved at or above expected growth.
- Unmatched PPS Aboriginal student average scaled growth was 68.8 score points. This exceeds State (56.5) by 12.3 and SSSG (55.4) by 13.4 scorepoints.

When measuring student achievement in Reading the school goal is to have all students reading with comprehension at and beyond a PM Level 30. Collated data explicitly identifies individual student reading levels with comprehension. It is this explicit marker that is recognised as the achievement level. All data is collated into powerview; every classroom teacher is provided with their student achievement data and supported 1 on 1 in the analysis of data to determine future adjustments; review practice and strategies; and to evaluate the focussed interventions complementing Reading instruction. Powerview data indicates steady growth for most students. Additional tracking of comprehension is conducted using PAT. Baseline data indicates that, for matched students, 87% are achieving below the norm with later data showing for that cohort that 43% have growth. It is important to maintain our assessment, analysis and feedback practices that pinpoint individual student strength and weaknesses to facilitate authentic investigations and responses to individual student achievement. Growth is greater in Year 5 both in PAT and NAPLAN.

- In READING 25% of matched Year 3 students achieved proficiency. State–51.7%; SSSG–27.8%
- In READING 0% of Aboriginal students achieved proficiency. State–26.1%; SSSG–27.8%
- In WRITING 25% of matched Year 3 students achieved proficiency. State–55.1%; SSSG–35.9%
- In WRITING 0% of Aboriginal students achieved proficiency. State–28.5%; SSSG–25.3%

Extending PLAN 3–6 with an AS and PV foci has provided a scaffold of task analysed skills from which mastery learning is measured. Five weekly data analysis is driving responsiveness to individuals and cohorts and accurate

Progress towards achieving improvement measures

prediction of growth.

2019 Year 5 NUMERACY NAPLAN data indicates that 56.52% of matched students achieved at or above expected growth. (State–53.1%; SSSG–42.1%)

- Unmatched PPS students average scaled growth was 102.49 score points. This is 15.37 score points above State. (SSSG–86.5)
- Average State growth for Aboriginal students is 45.2%. PPS data indicates that 44% of matched students achieved at or above expected growth.
- Unmatched PPS Aboriginal student average scaled growth was 131.45 score points. This exceeds State (85.56) by 45.89 and SSSG (84.31) by 47.14 score points.
- In NUMERACY 12.5% of matched Year 3 students achieved proficiency. State–39.9%; SSSG–19.3%
- In NUMERACY 0% of Aboriginal students achieved proficiency. State–14.8%; SSSG–10.7%

Process 3: Systematic Whole School Curriculum Development

Curriculum provisions demonstrate the articulation of effective planning and implementation practices. (*3)

Evaluation	Funds Expended (Resources)
<p>Every teacher has their program uploaded into TEAMS and has facilitated a thorough review of all programs and Scope & Sequences. RFF programs can also be accessed by all TEAMS members.</p> <p>Executive staff reviewed all teacher programs remotely; making corrections, additions; and generating automatic e-mail to teachers.</p> <p>Using NESAs programming advice with an explicit focus on the planning, designing and assessment of units of work all teacher programs were reviewed by the executive team. In response to this review it was determined that a learning opportunity existed for all staff by engaging with the <i>NESA Understanding the Curriculum, Advice on Units</i> with an explicit focus on the NESAs identified ten elements of a unit of work. This learning guided staff to reflect with explicit criteria on their programming to recognise non-compliant facets.</p>	

Strategic Direction 2

TEACHING

Purpose

To take a shared responsibility for student improvement and contribute to a transparent learning culture, with the highest priority given to evidence based teaching strategies.

Improvement Measures

All teachers demonstrate expertise in the use of data to facilitate targeted instruction for individuals and cohorts.

90% of students demonstrate Future Focussed learning practices.

Progress towards achieving improvement measures

Process 1: Mentoring and Coaching

Staff are mutually engaged in the development of expertise across identified curriculum priorities inclusive of Aboriginal perspectives. (*10)

Evaluation	Funds Expended (Resources)
<p>LAST and EAfS DP use data to identified Tier 3 students. This particular data is then corroborated with anecdotal teacher observations. Lifting fundamental literacy and numeracy skills for our most at risk is then supported with a SWAT (Supplementary Work, Assessment and Teaching). Class teachers are supported by a partner teacher to facilitate focussed interventions. For one of our most significant cohorts in need students were lifted from Below 0 performance to hearing and recording sounds and words; and increasing their letter sound correspondence.</p> <ul style="list-style-type: none">• 80% of K–2 staff identified working collegially with the EAfS DP as highly efficacious in the development of their ability to understand and cater to student needs.• 80% of K–2 staff identified that data analysis assisted them to develop differentiated teaching.• 75% of K–2 staff identified Data Analysis discussions on Comprehension with the EAfS DP as both highly efficacious and efficient.• 80% of K–2 staff identified the EAfS and LAST collaboration as highly efficacious and efficient; at the same time 75% of 3–6 staff also identified the EAfS and LAST collaboration as highly efficacious. <p>Identified as a model that works we will continue to engage in mentoring and coaching practices in 2020.</p>	

Process 2: Collaborative Design

Innovative practices are identified to facilitate the development of explicit systems of teacher /executive collaboration and feedback. (*10)

Evaluation	Funds Expended (Resources)
<p>How effective has Teams been in reducing Teacher workload? If is has failed where to next?</p> <p>Teams has been very successful in terms of the capacity of executive to conduct document analysis of teacher programs. Analysis showed several non–compliance practices used by staff in their programming. PL was provided to staff using NESAs programming information and a programming proforma articulated for 2020 use.</p>	

Progress towards achieving improvement measures

Staff still require to develop skills in amending/editing documents. Reminders of how to open and save documents will occur throughout the year.	
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Strategic Direction 3

LEADING

Purpose

To commit to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

Improvement Measures

All teachers use interactive electronic programming across all KLAs to program, assess and evaluate.

All teachers develop authentic performance goals and can provide evidence to demonstrate growth.

Progress towards achieving improvement measures

Process 1: Distributed Leadership

The school's strategic directions are supported by administrative systems, whole of school structures, processes and practices that have a clear focus on improvement.

Evaluation	Funds Expended (Resources)
<p>The performance and development process at PPS supports the ongoing improvement of student outcomes through continuous development of a skilled staff and is guided by the Australian Professional Standards for Teachers. Professional goals align to the School Plan and recognise the skill, expertise and experience of the teacher, existing strengths and areas for growth.</p> <p>In 2019 the school is utilising Microsoft Teams to upload all PDPS. This platform enables stronger professional reciprocity that is formal. TEAMS supports timely responses to staff and has eliminated additional administrative tasks associated with paper. Down the track, evidence can be embedded into the PDP as pictures or any Microsoft option. Teacher expertise has been shared on the TEAMS platform. The platform evidences teacher sharing of resources, knowledge and, following professional conversations, modelling and mentoring.</p> <p>PPS executive have led all staff in a systematic monitoring and self-evaluation process across consecutive years; developing analytic competencies of staff to contribute and manage aspects of evaluation. The 2019 Performance Evaluation document evidences the contribution of staff to reflecting, reviewing, and future planning. This document analyses the impact of the School Plan, achievement of the school's strategic directions and student performance measures. It also provides deeper analysis of explicit strategies, practices and processes. This document is authored by several staff and facilitates adjustments and/or planning for the following year.</p> <p>In 2020 we will continue to refine our use of TEAMS and strengthen our connections and sharing of expertise.</p>	

Process 2: Evidenced Based Practice

Instructional Leadership & Mentoring strategies systematically monitor the impact of the school plan to inform changes.

Evaluation	Funds Expended (Resources)
<p>PPS leadership team use multiple evidence sets and methodologies to collegially evaluate student performance; better understand results and</p>	

Progress towards achieving improvement measures

findings from analysis; and to then inform school planning that will facilitate improvement in student learning.

Powerview data and analysis is a cycle that directs teaching and learning more effectively for individuals and cohorts. We are tracking individual student progress more accurately and use meta-analysis to identify explicit needs and then plan and deliver interventions. We do not move students on to new content until we have mastery.

When measuring student achievement in Reading the school goal is to have all students reading with comprehension at or beyond a PM Level 30. Collated data explicitly identifies individual student reading levels with comprehension. It is this explicit marker that is recognised as the achievement level. All data is collated into powerview; every classroom teacher is provided with their student achievement data and supported 1:1 in the analysis of data to determine future adjustments; review practice and strategies; and to evaluate the focussed interventions complementing Reading instruction. Powerview data indicates steady growth for most students. Additional tracking of comprehension is conducted using PAT. 2018 baseline data indicated that, for matched students, 86% were achieving below the norm with 2019 data showing for that same cohort, 65% have growth. It is important to maintain our assessment, analysis and feedback practices that pinpoint individual student strength and weaknesses to facilitate authentic investigations and responses to individual student achievement. We have a demonstrated and evidentiary capacity to track individual student achievement across multiple sets of data.

Powerview provides us with longitudinal data sets. In 2020 we will have 4 consecutive years of data collation and analysis. This will be a vital tool in the development of the 2021 school plan.

Key Initiatives	Resources (annual)	Impact achieved this year
<p>Aboriginal background loading</p>	<p>Teacher: 0.6 (\$60,823)</p> <p>SLSO (\$10,000)</p> <p>Resources (\$5,000)</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$75 623.00) 	<p>PPS has worked in close partnership with the local AECG and has developed and sustained significant cultural programs and experiences for both Aboriginal and non-Aboriginal students.</p> <p>The introduction of a male didgeridoo tutor has produced an improved attitude toward playing; increased the quality of student playing and increased the interest from both Aboriginal and non-Aboriginal students in learning to play the didj. With 100% of year 6 Aboriginal male students identifying a sense of belonging and high expectations for success it can be concluded that this male only initiative is having a positive impact.</p> <p>Similarly Aboriginal Year 6 girls sit above State and SSG norms across all areas of TTFM. The school has fostered a dance group across several years and established a community reputation for excellence. This too can be concluded as having a powerful impact on students and how they feel about themselves and their future.</p> <p>TTFM – Aboriginal Student Survey 2019</p> <p><i>PPS has 20% Aboriginal enrolment.</i></p> <p>All Aboriginal Students</p> <p><i>Sense of Belonging</i></p> <p>84% (SSG– 72%; State – 74%)</p> <p><i>Expectations for Success</i></p> <p>100% (SSG – 91%; State –92%)</p> <p><i>Advocacy at School</i></p> <p>89% (SSG – 85%; State –86%)</p> <p>Year 6 female students</p> <p><i>Sense of Belonging</i></p> <p>83%(SSG – 75%; State– 71%)</p> <p><i>Expectations for Success</i></p> <p>93% (SSG – 95%; State –96%)</p> <p><i>Advocacy at School</i></p> <p>100% (SSG– 93%; State – 94%)</p> <p>Year 6 male students</p> <p><i>Sense of Belonging</i></p> <p>100%(SSG – 74%; State– 73%)</p> <p><i>Expectations for Success</i></p>

<p>Aboriginal background loading</p>	<p>Teacher: 0.6 (\$60,823)</p> <p>SLSO (\$10,000)</p> <p>Resources (\$5,000)</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$75 623.00) 	<p>100% (SSG– 92%; State – 90%)</p>
<p>English language proficiency</p>	<p>Bilingual SLSO (\$12,250)</p> <p>Teacher: 0.2 (\$23,498)</p> <p>EAL/D AP deployed to coordinate all EAL/D.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • English language proficiency (\$47 998.00) 	<p>The allocation of an Assistant Principal (EAL/D AP) with the responsibility for the management of EAL/D student support, including coordination, professional supervision and policy and planning has:</p> <ul style="list-style-type: none"> • Provided a safe, welcoming school environment and orientation to school • Provided uniforms and essential school equipment, camps and excursions • Transition to school Pre – K <p>Evidence of a successful EAL/D AP can be found in LST processes where student differentiation for learning is documented, family consultation recorded, families engaged with outside agencies (Jesmond Neighbourhood Centre) through the community links created by the EAL/D AP.</p> <p>The EAL/D AP has collaboratively worked with the EAL/D Teacher coordinating targeted grouping for differentiation, in class support and team teaching.</p> <p>Completing the EAL/D Student Survey for school planning, feedback and to provide professional learning for other staff at network meetings through presentations with the information from PPS.</p> <p>The EAL/D teacher has worked with the Bilingual SLSO for the facilitation of meetings with parents, family and community members and the translation of notes.</p> <p>In 2020 we will continue to utilise the assistance of an additional teacher to support English proficiency and, at the same time, encourage social inclusion through play and school values. Funds in 2020 will be used to be responsive to the multiple languages spoken by our EALD families through the use of interpreters in LST processes.</p>
<p>Low level adjustment for disability</p>	<p>SLSO (\$49,461)</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$49 461.00) • Socio–economic background (\$44 000.00) 	<p>Powerview data and analysis is a cycle that directs teaching and learning more effectively for individuals and cohorts. We are tracking individual student progress more accurately and use meta–analysis to identify explicit needs and then plan and deliver interventions. We do not move students on to new content until we have mastery. SLSOs support focussed interventions – Fry's Sight Words, Computational Maths, MiniLit, MultiLit. Automaticity of recall and mastery learning strategies underpin these interventions.</p> <p>Additional Equity funds are utilised to implement and sustain several initiatives that</p>

<p>Low level adjustment for disability</p>	<p>SLSO (\$49,461)</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$49 461.00) • Socio-economic background (\$44 000.00) 	<p>promote social engagement. TTFM data strongly indicates these are succeeding. These include value days, Federal Park play, Chess, Cultural Room, DS, Playstars, Mine Craft Club, Choir. Our Education Support dogs promote happiness and joy in students. These activities and initiatives encourage in students a sense of personal value and a feeling of belonging</p> <p>Fortnightly assemblies encourage a unique Plattsburg identity through song and familiar calls. Students respond overwhelmingly to <i>our</i> culture of civic mindedness and know their school values and what they mean.</p> <p>Low Level Adjustment for Disability funds will continue in 2020 to be used to support personalised learning strategies and social/behavioural support that facilitates for students with additional needs access to the curriculum and full scope of school life.</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>0.422 entitlement where:</p> <ul style="list-style-type: none"> • K-2 – 0.4 Mentoring, TT in Literacy and Numeracy; EAFS Mentoring • S2 – LAST TT • S3 – ICT Mentoring <p>(Operational funds \$20,663)</p>	<p>Team teaching with Years 3–6 staff on a scheduled timetable. This was responsive to 5 weekly data analysis and collaborative evaluation. Data shows this was effective in supporting student achievement and in developing continual reflective discussions with teachers.</p> <p>Vocabulary focus Years 3 and 4. The AP demonstrated lessons and mentored teachers to be innovative and strategic in lesson planning. occurred in the S2 classes. Again, staff were engaged in continual reflective discussions with teachers.</p> <p>Dialogue focus 5/6l.</p> <p>Persuasive writing focus 5/6T. The persuasive writing led to a structured class debate on "Should Circus Animals Be Banned?" Members of the parent community attended to judge the debate and pass on their debating skills to the students.</p> <p>Teacher survey results indicated high levels of approval for QTSS practices but a frustration with timetable changes.</p> <p>An expert teacher, supervised by EAFS DP, and apprised of student performance every 5 weeks; engaged in TT and mentor practices; teachers report the benefits of sharing their decision making and having a capacity to be highly differentiated during Literacy and Numeracy; effects on Tiered intervention were measurably positive.</p> <p>By using an expert teacher to support our classroom teachers the accuracy in predicting student need, identify best practice and implement effective strategies is more efficient. Reflection processes support faster response. Anecdotally this has been identified as a highly valued strategy.</p>

<p>Quality Teaching, Successful Students (QTSS)</p>	<p>0.422 entitlement where:</p> <ul style="list-style-type: none"> • K–2 – 0.4 Mentoring, TT in Literacy and Numeracy; EAfS Mentoring • S2 – LAST TT • S3 – ICT Mentoring <p>(Operational funds \$20,663)</p>	<p>In 2020 the school will continue to implement Team Teaching and mentoring strategies with minimal disruption to schedules.</p>
<p>Socio–economic background</p>	<ul style="list-style-type: none"> • LST Coordinator 0.4 entitlement \$41,326 • ILAP \$104,113 • PLP processes \$20,663 • SWATS \$10,181 • End Year Evaluation \$5,151 • SLSO Supplementation \$27,681 <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio–economic background (\$208 317.00) 	<p>LST Coordinator:</p> <ul style="list-style-type: none"> • Strong LST processes embedded across practice. • Staff survey responses indicate 100% highly satisfied or satisfied with this role and prioritised it for 2020 funding. • Dynamic PLPs in place for 54% of students. <p>ILAP: Professional Learning strategically coordinated, documented and registered with NESAs.</p> <ul style="list-style-type: none"> • Collaboration & Coordination of: • Continuous reflection processes (5 weekly) • Whole school data documentation & summary (Mapping) • Deeper analysis of targeted areas, e.g. programming <p>PLP Processes: Responsive to 5 weekly data – Additional and responsive support provided to students with identified additional needs (academic and social). Majority of students demonstrating growth.</p> <p>SWATS (Supplementary Work Assessment Teaching):</p> <p>LAST and EAfS DP use data to identified Tier 3 students. This particular data is then corroborated with anecdotal teacher observations. Lifting fundamental literacy and numeracy skills for our most at risk is then supported with a SWAT (Supplementary Work, Assessment and Teaching). Class teachers are supported by a partner teacher to facilitate focussed interventions. For one of our most significant cohorts in need students were lifted from Below 0 performance to hearing and recording sounds and words; and increasing their letter sound correspondence.</p> <p>SLSO Supplementation: Additional SLSO support facilitate focussed interventions that support social skills development in the playground. Staff and students report high levels of satisfaction with differentiated social and behavioural support.</p> <p>TTFM –Student Survey 2019 indicates:</p> <p>In the domain of Social Engagement PPS sits above State and SSG Norms in <i>Sense of</i></p>

<p>Socio-economic background</p>	<ul style="list-style-type: none"> • LST Coordinator 0.4 entitlement \$41,326 • ILAP \$104,113 • PLP processes \$20,663 • SWATS \$10,181 • End Year Evaluation \$5,151 • SLSO Supplementation \$27,681 <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$208 317.00) 	<p><i>Belonging.</i></p> <p>Whole of School</p> <p><i>Sense of Belonging</i></p> <p>86% (SSG– 73%; State – 76%)</p> <p><i>Expectations for Success</i></p> <p>94% (SSG – 93%; State –95%)</p> <p><i>Advocacy at School</i></p> <p>86% (SSG – 86%; State –87%)</p> <p>All female students</p> <p><i>Sense of Belonging</i></p> <p>98%(SSG – 73%; State– 75%)</p> <p><i>Expectations for Success</i></p> <p>93% (SSG – 95%; State –96%)</p> <p><i>Advocacy at School</i></p> <p>83% (SSG – 88%; State– 88%)</p> <p>All male students</p> <p><i>Sense of Belonging</i></p> <p>86%(SSG – 74%; State– 77%)</p> <p><i>Expectations for Success</i></p> <p>96% (SSG– 92%; State – 94%)</p> <p><i>Advocacy at School</i></p> <p>89% (SSG– 85%; State – 84%)</p> <p>Data indicates that this suite of strategies are highly effective and provide deep analysis and support for student achievement and should be maintained into 2020.</p>
<p>Support for beginning teachers</p>	<p>(\$14,130)</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$14 130.00) 	<p>The NaBT has worked collaboratively with her supervisor through team teaching and mentoring to develop her practice and has worked towards her accreditation at Proficient Teacher level; producing quality annotations against strong evidence of practice.</p>

<p>Support for beginning teachers</p>	<p>(\$14,130)</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$14 130.00) 	<p>Observations of the NaBTs engagement with her supervisor, EAfS DP and LAST indicate high levels of engagement with data and a capacity to make individual cohort adjustments to achieve growth. Class data in Literacy and Numeracy evidence sound student progress.</p> <p>FGD with the NaBT evidences high levels of engagement with student social, emotional and academic achievement. Anecdotally, parents/carers indicate high levels of satisfaction with the NaBT particularly for the achievement of students and social adjustment.</p> <p>The QTSS model provides all staff with TT and mentoring. The NaBT requested that some funding be made available to attend the Redbank Conference in November 2019.</p> <p>The NaBT reports high levels of satisfaction with the myriad of systems the school implements to support students and indicated that these systems provided to her reliable structures and consistency in her own practise.</p>
<p>Targeted student support for refugees and new arrivals</p>	<p>Refugee (\$9,108)</p> <p>Excursions</p> <p>Uniforms</p> <p>Supplemented Teacher (\$2,655)</p> <p>Resources</p> <p>EAL/D AP deployed to coordinate all Refugee activities and associated staff.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Targeted student support for refugees and new arrivals (\$9 108.00) • Socio-economic background (\$2 655.00) 	<p>This funding was used to facilitate excursions, uniforms and translators.</p> <p>Refugee Council of Australia presentations and activities through Refugee Awareness Day. PPS welcomed, George Najarian, this year for Refugee Awareness Day, he is also known as "Ginger George" and is an award winning Armenian refugee from Syria. He has educated thousands of Australian community members about refugees, raised more than \$12,000 and launched two scholarships for refugees. George's message: address negative perceptions and raise public awareness about refugees, their journey and contributions to Australia</p> <p>EAL/D AP attends the termly Refugee Support Network Meetings.</p> <p>Students engaged with extra curricula opportunities by attending the regional excursion for refugee students. Excursion November 14th.</p> <p>Refugee Awareness Day strengthened for our students their developing knowledge and understandings of refugees (their stories). The EAL/D AP provision to all students of a consistent learning approaches to diverse cultures has promoted inclusivity and respect within the school environment as evidenced by friendships groups and participation in class discussions.</p> <p>EAL/D AP is registered to attend first ever meeting at Northern Settlement Services for Culturally and Linguistically Diverse Learners (CALD).</p>

<p>Targeted student support for refugees and new arrivals</p>	<p>Refugee (\$9,108)</p> <p>Excursions</p> <p>Uniforms</p> <p>Supplemented Teacher (\$2,655)</p> <p>Resources</p> <p>EAL/D AP deployed to coordinate all Refugee activities and associated staff.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Targeted student support for refugees and new arrivals (\$9 108.00) • Socio-economic background (\$2 655.00) 	<p>From the meetings links are created for our refugee students and families.</p> <p>Having the capacity to support refugee families settle their children into an Australian education is important. We will continue into 2020 to use our Refugee funds according to policy direction.</p>
<p>Early Action for Success</p>	<p>EaFS DP \$130,603</p>	<p>The EaFS Deputy Principal:</p> <ul style="list-style-type: none"> • Used PLAN statistical/class analysis reports to inform appropriate tiered intervention strategies and differentiation. • Managed SLSO phonics intervention for target students (Kinder/Year 1). • Mentored K–2 staff • Worked with individual classes or across cohorts addressing student need in particular aspects (as indicated by 5–weekly data). • Ensured data was an accurate measurement for student capacity by identifying mismatches in assessment data, e.g. reading/comprehension, FNWS/BNWS mismatches. • Monitored student regressions and students who did not progress across the duration of 10 weeks (K–2). • Presented findings and future actions to staff at both K–2 and 3–6 stage meetings. • Timetabled teacher in–class support (K–6) in response to student assessment data. • K–2 Assessments evaluated and realigned to outcomes; supporting accurate data collation into ALAN. • Worked with the LST coordinator to provide data/evidence for Learning Support Team meetings. <p>The EaFS Deputy Principal and LAST collaboration:</p> <ul style="list-style-type: none"> • Created multiple and contextual data sets to explicitly measure the learning progress of diverse groupings within the school K–6. • Used Excel Powerview data to evaluate student learning over time and implement informed change that is appropriate and responsive to the identified complexities and diversity within our setting. • Produced Powerview data summaries for executive staff evaluation • Produced Powerview data summaries to facilitate feedback on performance and future

<p>Early Action for Success</p>	<p>EAFS DP \$130,603</p>	<p>directions to staff K–2 and 3–6.</p> <ul style="list-style-type: none"> • Managed (with LAST) SLSO support and assessment in Fry's and PPS Comp Maths data (analysis of data provided to staff and executive) <p>Data</p> <p>2019 matched students achieving EAFS Numeracy benchmarks:</p> <ul style="list-style-type: none"> • K – 100% met Early Arithmetic Strategies • K– 68% met Numeral Identification • Yr 1 – 63% met Early Arithmetic Strategies • Yr 1– 93% met Numeral Identification • Yr 2 – 25% met Early Arithmetic Strategies excluding working with 0 33% • Yr 2 – 50% met Numeral Identification <p>2019 matched students achieving EAFS Literacy benchmarks:</p> <ul style="list-style-type: none"> • K – 71% met end year Literacy benchmarks (2019 Best Start Data indicates that, for matched K students, 37% (11/30) were working within or below 0) • 1 – 70% met end year Literacy benchmarks (2018 Best Start Data indicates that, for matched students, 27% (10/20) were working within or below 0) • 2 – 50% met end year Literacy benchmarks (2017 Best Start Data indicates that, for matched students, 54% (15/28) were working within or below 0) <p>Our challenge in 2020 is to develop ways to sustain the critical role the EAFS plays in whole of school data capture, analysis, team teaching and planning. The EafS funding ends at the close of 2020.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	119	117	108	109
Girls	127	134	123	117

Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.6	89.8	93.9	91.6
1	92.1	91.9	90.2	90.7
2	93	94	92.8	88.6
3	95	90.5	94.6	90.5
4	92.5	94.1	91.5	92.5
5	93	92	92	90.6
6	91.6	91.1	91.6	92.6
All Years	93	91.9	92.4	91.1
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)	8.21
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.6
School Administration and Support Staff	2.42

*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	305,051
Revenue	3,012,670
Appropriation	2,983,258
Sale of Goods and Services	109
Grants and contributions	27,293
Investment income	1,911
Other revenue	100
Expenses	-2,889,022
Employee related	-2,677,884
Operating expenses	-211,138
Surplus / deficit for the year	123,648

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	139,996
Equity Total	582,580
Equity - Aboriginal	66,453
Equity - Socio-economic	304,551
Equity - Language	30,227
Equity - Disability	181,349
Base Total	1,887,610
Base - Per Capita	54,201
Base - Location	0
Base - Other	1,833,408
Other Total	233,012
Grand Total	2,843,197

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](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

TEACHER SATISFACTION

In 2019 staff participated in evaluations of the key strategies and initiatives that support professional learning and student wellbeing (behaviourally, socially and academically). Evaluative processes included survey questions and focus group discussion.

Background

Plattsburg is a school located in the western suburbs of Newcastle with two significant factors that, if left without proactive supports, have the potential to create volatility in students' relationships, learning dynamics and positive social consistency. These factors are:

- (a) an itineracy rate of, on average, 30%; and
- (b) significant socio-economic need.

Responding to these factors the school has developed systems and strategies that provide both structured and flexible support and response to family need, student need and class teacher need.

What we did – evaluation strategy

Teachers were asked to consider the systems and strategies operating in 2019 and rank them according to efficacy.

Group A – permanent and long term temporary teacher survey responses were collated separately from the responses of Group B – newly appointed teachers. Wordles of extended responses were created for each respondent group. These were then juxtaposed to check for contrasts and similarities. Collated survey data was presented to all staff and a structured discussion reviewed key findings and articulated a joint preferred plan for 2020.

Key Survey Findings

- Both respondent groups identified the *Playstars* arrangement as having high impact for student wellbeing.
- Both respondent groups identified SLSO support for complex needs as having high impact for student wellbeing.
- Both respondent groups identified SLSO support for focussed interventions as critically important for student personalised learning.
- Group A identified the appointment of a dedicated Learning and Support Team Coordinator as critically essential and as having and benefits to whole of school.
- Overall, Group B rated social supports as having the biggest positive impact for their teaching and their students.
- Overall, Group B were more satisfied than Group A with data processes as they impacted on their planning for individuals, cohorts and whole class in literacy and numeracy.
- Extended feedback from Group A indicated dissatisfaction when LAST or EAfS was not present in their room.
- 90% of Group A were either highly satisfied or satisfied with the use of TEAMS for PDPs.
- 100% of Group A and B were either highly satisfied or satisfied with the use of TEAMS for PDPs.
- All staff were either highly satisfied or satisfied with the registration of school based PL through MyPL.

Focus Group Discussion

- All respondents agreed that the Federal Park sport initiative was worthwhile and producing positive outcomes for the students involved.
- All staff indicated satisfaction with the *Playstars* arrangement and wanted it to be a priority for 2020.
- SLSO support for personalised learning plans and tiered intervention was highlighted by all staff as having high impact to students and to their teaching practices.
- The registration of school based PL in the MyPL system was seen as beneficial to the tracking and maintenance of accreditation and something that should be an embedded practice.
- Staff confirmed that students know the school values and will frequently attempt to incorporate them into daily classroom conversation.
- The dojo reward process is valued by staff with the specialist sticker highly valued by students and an initiative they would like to see continue.
- Staff were less enthusiastic about special 'value days' but recognised their importance to embedding school values in a highly itinerant school. It was suggested that these days not be scheduled in weeks 9 and 10.

Conclusion

Staff indicated that the social supports of *Playstars* and *Federal Park* were having a positive impact on student wellbeing and reducing conflict in the playground on a daily basis. Case study conversation showed, for some students, a

sustained impact evident on the playground and also in the classroom. These anecdotal observations by teachers is driving their choice to maintain these initiatives. Group A appeared frustrated by data processes and, for some, a dissatisfaction that they were not receiving additional SLSO, LAST or EAfS support. However, the deployment of additional support is carefully monitored by executive and matched to need every 5 weeks. It can be assumed that teachers value additional support but are unaware of the finite nature of this support and the need to prioritise it.

The majority of staff were appreciative of technologies that support their PDP and the utilisation of MyPL to register school based PL. There is strong ownership by most staff for their professional development and an understanding of their personal responsibility to track and maintain their accreditation status. It is important that this ownership is not eroded into an expectation and dependency on the executive to cater to niche interests unaligned to DoE and school directions. Therefore, the process of registering PL into MyPL that is aligned to school direction will continue. With high levels of dissatisfaction across all staff for the combined network PL we have participated in across 2018 and 2019 our focus is to return to training that is reflective of our school plan priorities.

Future Planning

Priority will be given to staffing arrangements that will maintain social supports. Better communication around the deployment of additional support. This will occur during Stage Meeting when data analysis occurs.

STUDENT SATISFACTION

PURPOSE

To facilitate an informed review of the PPS Discipline and Welfare Policy students were involved in an evaluation and reflection process. At the same time teaching staff engaged in a Focus Group Discussion of the Policy with a focus on Anti-Bullying.

METHODOLOGY

An activity and survey tool was developed and presented to 25% of the student population (1–6). Following this a Focus Group Discussion (FGD) was conducted with 2 students from each of the school's 10 classes (K–6).

Background

The Four Ways to Succeed underpin the PPS Discipline and Welfare Policy. The values articulated in the Four Ways to Succeed were developed by students in 2015; a dojo system was suggested by students and instituted in 2016; the crow mascot was designed by students in 2016 and commercially produced for display in 2017. Also in 2017 videos were developed to explain each of the Four Ways. Special days are conducted across the 2019 school year to celebrate and reinforce each of the values.

What we did – Strategies

- 25% of students (1–6) were surveyed on their satisfaction with the Four Ways to Succeed, their understanding of bullying, satisfaction with school/teacher support and understanding of school expectations.
- Conducted FGD for students, staff and P&C.

Survey Findings

- 75% of students were highly satisfied with the Four Ways to Succeed
- 24% of students were satisfied with the Four Ways to Succeed
- 73% of students were highly satisfied with the dojo system
- 18 of students were satisfied with the dojo system
- 96% of students identified one or more adults in the school that they trusted.
- 87% of students were able to explain the difference between being mean and being a bullying

Included in the survey were 6 activity sheets with 93% of students completing these:

- 100% of students who completed the activities correctly identified images depicting RESPECT
- 100% of students who completed the activities correctly identified images depicting CONNECTING
- 100% of students who completed the activities correctly identified images depicting EMPATHY
- 100% of students who completed the activities correctly identified images depicting INDEPENDENCE
- 100% of students who completed the activities correctly identified images depicting Plattsburg Values
- 100% of students who completed the activities correctly identified the Four Ways to Succeed

Focus Group Discussion Summary

- Dojos are good; we like the things you can get; teachers use it to get good behaviour; everyone has a chance to be rewarded; students were satisfied with Dojo prizes and suggested bandanas be included (sports bandanas).

- How the crow became our totem needs to be a permanent story; we should do it again.
- Most kids know the difference between being mean and being a bully (a Kindergarten representative describe bullying as "all the time").
- More boys bully than girls; boys name call and pick on the way girls look (Stage 3).
- Mr Hoppy is good we like the days – like yellow for RESPECT.
- Could we have a Crow day?

Respect Day Poetry Competition

- 100% of entries described RESPECT accurately
- 100% of drawings depicted respectful acts such as joined hands, sharing.

Executive FGD

Executive discussed two significant activities organised to promote the school values. It was felt that staff did not support the RESPECT poetry competition. Entries were submitted in poor handwriting and evidenced students copying one another. Few students entered the drawing competition but those that did produced careful and quality work. Teacher comments at a Term 3 FGD indicated that while they could see the positive impact of 'Value Day' activities they did not enjoy them.

Conclusion

Survey data and FGD evidences, for students, a thorough understanding of the Four Ways to Succeed. Kindergarten students are able to identify all the school values and their colours; they are also able to differentiate positive and negative behaviours (when presented in pictorial format). Whilst students are able to differentiate between meanness, unkindness and bullying there is a lingering perception in Stage 2 and 3 that they are bullied. This might suggest a lack of assertiveness, lack of seeking support, poor perception of their own conduct or a dissatisfaction with the outcome following an incident. An enormous effort has been undertaken to continually deliver the Four Ways to Succeed values and institute them. The Dojo system is successful and students feel rewarded for their efforts. Multiple students within the school have complex backgrounds with shifting residential and economic security. This impacts their conduct and perceptions of what is fair and right. These factors combined with a high mobility rate also feeds potential volatility in student relationships. Both students and teachers identify the social supports in the school (e.g. Mr Hoppy's sport) as fun and relatively free of conflict. The maintenance of just four values means students can recall them and define them by example. Anecdotally, the four values seem to support conversations that clarify and are a salve to conflict or perceived injustice.

Future Directions

Students enjoy celebratory days for each of the school values and these should therefore be continued. The challenge is to also make these days enjoyable for staff. The suggestion by student's to retell the story of how the crow became our totem needs to be considered in terms of their reference, 'a permanent story'. The development of a professional video presentation will be milestone for 2020. This can then be uploaded onto the school webpage.

PARENT/CAREGIVER SATISFACTION

Background

In 2019, the school sought the opinions of parents/caregivers across the school year.

Background

Each year parents and caregivers are surveyed or participate in Focus Group Discussions with the following In 2019 the following two questions were asked and discussed

1. What do you regard as the three most positive aspects of the school?
2. In what areas do you think we could improve?

What we did – strategies

In addition to the above three question survey we sought parent/carer feedback by using Message Media, an SMS texting tool. Message Media is used to gather opinions immediately following a school event or the introduction of something new, be that academic, social or related to student safety and well being.

Findings

Three Questions Feedback

The three most positive aspects of the school identified were:

- The teachers
- Organised activities
- Teachers understand individual needs

The three areas most commonly identified that could be improved were:

- The year 6 area
- More shade
- More Excursions

Generally, parents and caregivers are happy with the culture of the school. This includes the school values and the multiple days celebrating those values with activities and events. There was strong positivity around the individual support provided to students and a clear identification of personnel deployed to specifically support students and their families; in particular the LST coordinator.

End Year Survey

- 88% of respondents indicated that the school recognises that not all students are the same.
- 100% of respondents indicated that the school does know or usually knows their child's individual needs.
- 88% of respondents indicated that the takes parent concerns seriously.
- 82% of respondents indicated that school reports give clear feedback about their child's academic progress.
- 88% of respondents indicated that they know the level of their child's academic achievement.
- 59% of respondents indicated that their child likes going to school each day with 41% indicating that their child usually likes going to school each day.
- 59% of respondents indicated that the school helps their child deal with the things that worry them.
- 82% of respondents indicated that their child's teacher knows and appreciates their child's qualities.
- 67% of respondents indicated that Breakfast Club is very important; 33% indicated it was important.
- 81% of respondents indicated that 'special days' are4 very important.
- 62% of respondents indicated that the canteen operating 5 days a week was very important.
- 88% of respondents indicated that the promotion of the school values was very important.
- 65% of respondents indicated that the whole of school sports day (3–6) was very important.
- 65% of respondents indicated that Aboriginal Cultural experiences are very important.
- 63% of respondents indicated that 'around the world cultural experiences were very important; 33% indicated it was important.
- 82% of respondents indicated that term by term report summaries of their child's progress is very important; 18% indicated it was important.

Conclusion

Feedback suggests that staff are valued and respected by our community as is the school's acknowledgement and celebration of diversity. The high levels of satisfaction with Learning and Support processes was strongly indicated. There was an alignment between student satisfaction and parent/carer satisfaction and teacher satisfaction with the differentiated playground.

Future Directions

Improving the structures that underpin student wellbeing and Learning and Support processes will be a focus for 2020 planning and resource allocation. Enhancing efficiencies of the Learning and Support Team will facilitate better response time to complex needs; deployment of additional staff to academic, social and emotional interventions and instituted practices should, at the same time, widen and strengthen this things the whole community recognise as highly valuable.

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.