

2020 Annual Report

Holbrook Public School



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Introduction

The Annual Report for 2020 is provided to the community of Holbrook 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 vision

At Holbrook Public School, we believe in educating for equity and excellence within a safe, respectful and inclusive environment.

Our vision is to provide every student with opportunities to achieve their personal best.

Our school is a place where everyone learns, has fun and takes pride in striving towards excellence. All students are supported and given opportunities to reach their potential.

Our school purpose:

The staff of Holbrook Public School are committed to:

- Providing meaningful cultural, artistic, sporting and academic learning opportunities, which support life-long learning for all students.
- Maintaining high expectations for academic achievement and behaviour.
- Encouraging all students to be creative, critical and resilient learners who are better prepared for the challenges of the 21st century.
- Reflecting on each student's individual strengths and learning needs in assisting them to achieve their learning potential.

School context

Holbrook Public School, situated between Wagga Wagga and Albury, provides a safe and positive learning environment where children can learn and develop as individuals.

There are 148 students enrolled for 2020 (including 13% Aboriginal students), with 6 classes and additional teachers in supporting roles. The teaching mix is one from very experienced through to those in their early years. The professional requirements of teaching in NSW public schools are met by all teaching staff.

Within the Holbrook community, Holbrook Public School is viewed as a school which cares about the students and seeks the best educational outcomes for all.

The school is committed to a collaborative and open approach and the pursuit of individual excellence, in a balanced, challenging and diverse curriculum which caters for all students.

The school has a strong reputation for its successful academic, cultural, artistic, sporting and extra curricula programs.

Holbrook Public School has an active P&C, excellent facilities and a dedicated staff who focus on quality programs in literacy and numeracy, technology and student wellbeing.

Holbrook Public School is a proud and active member of the Morgan Country Community of Schools.

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. 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>

Self-assessment using the School Excellence Framework

| Elements | 2020 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture | Sustaining and Growing |
| LEARNING: Wellbeing | Sustaining and Growing |
| LEARNING: Curriculum | Delivering |
| 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 | Delivering |
| TEACHING: Professional standards | Sustaining and Growing |
| TEACHING: Learning and development | Sustaining and Growing |
| LEADING: Educational leadership | Delivering |
| LEADING: School planning, implementation and reporting | Delivering |
| LEADING: School resources | Delivering |
| LEADING: Management practices and processes | Delivering |

Strategic Direction 1

Excellence in Learning

Purpose

All students at our school will be active, engaged, self-motivated learners who are supported to connect, succeed, thrive and learn.

Improvement Measures

To increase the proportion of our students in the top two NAPLAN bands by 8%.

80% of students will achieve their year-appropriate expected growth in literacy and numeracy.

Improved levels of student wellbeing and engagement.

Overall summary of progress

The 2018 - 2020 school plan involved a review of our wellbeing practices to ensure alignment with the 'Every student is known, valued and cared for in our schools' framework. This led to enhancement in systems and procedures for personalised learning, attendance monitoring, transition programs, targeted professional learning, Aboriginal Education, Nationally Consistent Collection of Data for students with disability (NCCD), and support for vulnerable students.

A notable shift towards positive education, trauma-informed care and restorative practices has been evident, however, embedding these will continue to be a focus in the next school plan.

Progress towards achieving improvement measures

Process 1: Wellbeing

Develop, implement and monitor a strategic, whole-school approach to cognitive, social, emotional and physical wellbeing.

| Evaluation | Funds Expended (Resources) |
|---|---|
| <p>Our focus this year has been on ensuring that every child is known, valued and cared for. It was particularly important to ensure appropriate learning and wellbeing support was in place for the school community during, and after, the bushfires and COVID-19 pandemic. This saw a School Chaplain employed to support the school community's wellbeing, two Smiling Mind Champions trained, and all teachers upskilled in the implementation of the Smiling Mind curriculum. A process to build the capacity of the Learning Support Team was initiated to ensure they were able to complete delegated responsibilities.</p> <p>Whilst many aspects of our approach to wellbeing have been enhanced, a new holistic wellbeing policy has not been drafted. This will be addressed in the next school planning cycle.</p> | <p>National School Chaplaincy Program grant - \$20,000 over three years (10 hours per week)</p> |

Process 2: Learning Culture

Create a strong, engaging, future-focused learning culture where students develop the skills, knowledge and attitudes to become successful, lifelong learners.

| Evaluation | Funds Expended (Resources) |
|--|---|
| <p>Executive staff, as part of the Curiosity and Powerful Learning program, participated in professional learning activities that enabled them to lead staff in building their skills and understanding related to 'Connecting Feedback to Data' and 'Prioritising High Expectations and Authentic Relationships'.</p> | <p>8 x teacher release days - \$4,000</p> <p>Teacher observation funding - \$8,408.82</p> |

Progress towards achieving improvement measures

Lesson observations have demonstrated, especially in the mathematics area, that all teachers made significant progress in the implementation of these strategies.

Next Steps

In the next school plan, we aim to develop a strategic and planned approach to whole school wellbeing processes that support all students to connect, succeed, thrive and learn. This will be achieved by developing whole school, evidence-informed, systems and practices, focusing on positive education to improve wellbeing, relationships and engagement, to support learning.

Strategic Direction 2

Excellence in Teaching

Purpose

To enable all teachers to deliver quality, engaging, challenging and differentiated learning experiences for all students, using evidence-based pedagogy and assessment.

Improvement Measures

100% of teachers demonstrate increased knowledge and use of evidence-based practices through their programming and delivery.

80% of students achieve yearly benchmarks for Reading Texts, Comprehension and Writing, based on PLAN data.

Whole school data is collected by 100% of teachers in a systematic and timely manner to inform teaching and decision making.

Overall summary of progress

As a result of the 2018 - 2020 school plan, we are now a much more evidence-informed school community.

Through professional learning, weekly lesson observations and feedback, teachers have researched and implemented evidence-based practices outlined in the Curiosity and Powerful Learning program and What Works Best reflection guide. John Hattie, Dylan Wiliam and Lyn Sharratt's work has also guided our school development.

Transformational improvement has also occurred in the area of data skills and use, where a variety of online, contemporary and informative assessment tools have been added to our assessment schedule. All scope and sequences were reviewed and updated in line with NESA and Department requirements.

The school appointed a Literacy Leader who delivered professional learning on the science of reading, which led to the implementation of the Teaching Literacy using Synthetic Phonics program, and the purchasing of new resources, including decodable texts, jelly bean tables and other reading resources.

Progress towards achieving improvement measures

Process 1: Evidence-Based Practice

Evaluate and strengthen current systems and pedagogy, with the primary aim of establishing evidence-based practices, including formative assessment and feedback, in every classroom, on every day, in every KLA (Key Learning Area).

| Evaluation | Funds Expended (Resources) |
|---|---|
| Curiosity and Powerful Learning is a program we have continued to embed this year in order to build teacher knowledge and capacity in the implementation of evidence-based practices. Professional learning was provided at multiple levels and contexts, for example, external training, internal staff meetings and Staff Development Days. The implementation of triads, an internal model of professional learning involving teachers observing and giving feedback to one another, has built greater understanding and a culture of collaborative practice and trust. Staff also completed professional learning on the updated What Works Best and What Works Best in Practice documents. | Curiosity and Powerful Learning lesson observations - \$8,408.82 Curiosity and Powerful Learning program - \$2,500 |

Process 2: Use of Data

Enhance data literacy, analysis and use in teaching, ensuring student assessment data is a driver of collaborative discussion, programming and planning across the school.

| Evaluation | Funds Expended |
|------------|----------------|
|------------|----------------|

Progress towards achieving improvement measures

| Evaluation | (Resources) |
|--|--|
| <p>In 2020, staff were involved in the continuous use of assessment data to monitor achievements and gaps in student learning, and inform planning for quality, differentiated learning experiences.</p> <p>Whilst significant change has occurred in regards to our future-focused whole school assessment schedule, with a variety of new informative assessments being added and others being removed, a whole school assessment plan has not been completed and provided to staff in a formalised manner.</p> <p>Staff have participated in training on data literacy concepts, and professional learning which has built their capacity to implement a syllabus gap analysis, situational analysis, ACER PAT analysis, and Essential Assessment - Maths analysis. The Learning Progressions are being used strategically to meet school targets and objectives, and Check-In assessments, Short Assessments, Phonics Check and Phonological Awareness Diagnostic tests have been used as formative tools to guide teaching.</p> <p>The data has been analysed, is visible, and is informing instruction, guiding conversations and school decisions regarding targets for reading and numeracy. A staffroom data wall, impact wall and classroom data walls, act as tools to assist in the monitoring of progress and achievement to identify students working at, below or beyond level. Targeted literacy and numeracy intervention groups have been initiated as a result to increase achievement.</p> | <p>ACER PAT assessments - \$1,500</p> <p>Essential Assessment - \$1,500</p> <p>Assessment schedule development - 3 teacher relief days - \$1,500</p> |

Process 3: Curriculum

Strengthen teacher understanding of syllabus documents, explicit teaching and student engagement to develop dynamic teaching and learning programs for Reading Texts, Comprehension and Writing.

| Evaluation | Funds Expended (Resources) |
|---|--|
| <p>All scope and sequences have been updated to reflect current syllabuses, as well as NESA and DoE expectations. These are centrally located and older versions have been taken off the network. New resources have been purchased to enhance learning in a range of key learning areas.</p> | <p>New KLA resources - \$15,000</p> <p>6 x teacher relief days - \$3,000</p> |

Next Steps

In the next school plan, we will continue to focus on research-based and evidence-informed practices to accelerate learning outcomes through high quality and engaging learning programs, specifically in reading and numeracy. Our whole school assessment schedule will be completed and implemented, with regular opportunities for staff to analyse data and plan for learning collaboratively.

Strategic Direction 3

Excellence in Leading

Purpose

For the Principal and school leadership team to model instructional leadership and support a culture of high expectations and community engagement.

Improvement Measures

Improved scores in Tell Them From Me parent engagement measures.

100% of leaders, including identified aspirants, demonstrate increased scores in the AITSL School Leader Self-Assessment Tool.

Improved scores in Tell Them From Me student engagement measures.

Overall summary of progress

In the 2018 - 2020 school plan, community engagement remained high, and positive steps were taken to improve communication systems with parents and carers. A culture of collaborative practice and trust was built amongst staff, which saw a large increase in team teaching, demonstration lessons, collegial lesson observations and feedback, and instructional leadership. All members of staff have engaged in Communities of Practice, Learning Communities, triads and networks both inside and external to the school. A shared initiative across the Morgan Country Community of Schools on the implementation of robotics and coding led to advancements in future-focused pedagogy, technology, engagement and collaboration.

Progress towards achieving improvement measures

Process 1: Communication and Community Engagement

Establish and enhance communication systems and practices to promote authentic community involvement and parental engagement.

| Evaluation | Funds Expended (Resources) |
|--|--|
| <p>Our focus of establishing and enhancing communication systems and practices to promote authentic community involvement and parental engagement was fast tracked considerably during the remote learning from home period, as a result of COVID-19. Our use of SkoolBag as a communication device rapidly increased to ensure parents and carers were kept up-to-date. We also began using SkoolBag to develop and distribute a fortnightly eNewsletter, which has enabled the sharing of more engaging content, including: photos, videos, links and surveys.</p> <p>Whilst parents and carers weren't physically present at the school for most of 2020, strong partnerships were developed through teacher communication via direct email, Zoom video conferencing and regular phone calls.</p> <p>Learning took place through Google Classroom, Zoom sessions and physical learning packs. Families in need were allocated technology equipment to support online learning, and parent information sessions and inductions were conducted via Zoom webinars.</p> | <p>Parenting Ideas membership - \$500</p> <p>SkoolBag subscription - \$450</p> |

Process 2: Instructional Leadership

Develop, implement and evaluate structures for instructional leadership at all levels and in all classrooms across the school.

| Evaluation | Funds Expended (Resources) |
|------------|----------------------------|
|------------|----------------------------|

Progress towards achieving improvement measures

K-3 teachers have been trained by the school's Literacy Leader and are confidently implementing the Teaching Literacy using Synthetic Phonics program. The Principal was involved in the Aspiring Principals Leadership Program as a participant, and the Rural and Remote Leadership Development Program as a mentor. Ongoing and regular instructional leadership also occurred through staff and stage meetings, and the Curiosity and Powerful Learning program.

Literacy Leader role - 10 hours/week - FTE 0.3 - \$33,635.40

Curiosity and Powerful Learning lesson observations - 160 minutes/week (15 days) - \$8,408.82

Process 3: Engagement and Innovation

Build the capacity of teachers across the Morgan Country Community of Schools in the use of innovative technologies and integrated learning to maximise student engagement and learning.

| Evaluation | Funds Expended (Resources) |
|--|--------------------------------|
| <p>The learning from home period, as a result of the COVID-19 pandemic, led to great advancements in our student, staff and parent/carer community's capacity to engage with future-focused technology platforms and devices, including: G-Suite, Google Classroom, Google Hangouts, Jamboards, Zoom, Microsoft Teams and Skype.</p> <p>As a school, digital messaging platforms and an eNewsletter were introduced to keep our community informed. A new trolley full of laptops was purchased to increase accessibility to technology after the remote online learning period.</p> | Laptops and trolley - \$20,000 |

Next Steps

In the next school plan, we would like to provide a greater level of support to parents/carers in order to actively engage them in supporting learning and our school learning priorities. It will also be important to maintain high levels of technology use amongst students and staff, thus avoiding a snap back to more traditional modes of delivery.

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|--|---|
| Aboriginal background loading | <p>Employment of an SLSO</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$15 593.00) | <p>An SLSO was employed to support the engagement and achievement of Aboriginal students. This helped support the creation and implementation of Personalised Learning Pathways (PLPs) for identified Aboriginal students, in partnership with parents/carers, teachers and students. The Learning and Support Team implemented strategies to improve attendance, which saw Aboriginal student attendance exceed the school's overall attendance rate. To improve the PLP process further, it has been identified that there needs to be more regular engagement with parents/carers.</p> |
| English language proficiency | <p>Teacher release from face-to-face for planning, support and assessment - \$3649</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$3 649.00) | <p>Learning and Support Team members have developed, monitored and updated Personalised Learning and Support Plans for all EAL/D students. Staff have utilised the EAL/D framework to support school-based programming, and have tracked student progress using the ESL scales.</p> |
| Low level adjustment for disability | <p>\$43,754 - Staffing - Low Level Adjustment for Disability</p> <p>\$22,316 - Flexible - Low Level Adjustment for Disability</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$66 070.00) | <p>An extra teacher was employed for English and mathematics to support small group and individualised teaching, allowing for differentiation and adjustments.</p> <p>The Learning and Support Team refined processes for the identification and referral of students for support.</p> <p>Tiered intervention for targeted students was initiated for students K-6.</p> |
| Quality Teaching, Successful Students (QTSS) | <p>Additional teacher and release for lesson observations, feedback and planning - \$26,908</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$26 908.00) | <p>QTSS funding was utilised to embed collaborative practice across the school. All teachers participated in peer observations, including the provision of feedback, to improve their pedagogical repertoires. Additional release from face-to-face was provided for class teachers through a structured approach to guide lesson observations, planning, discussions and reflection using the Curiosity and Powerful Learning Theories of Action, What Works Best reflection guide, and Australian Professional Standards for Teachers.</p> |
| Socio-economic background | <p>Additional SLSO - \$23,532</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Socio-economic background (\$23 532.00) | <p>A combination of small group and 1:1 tuition was delivered to improve outcomes in reading and numeracy. The SLSO used aspects of the Teaching Literacy using Synthetics Phonics, Centre for Effective Reading and MultiLit programs.</p> |

Student information

Student enrolment profile

| | Enrolments | | | |
|----------|------------|------|------|------|
| Students | 2017 | 2018 | 2019 | 2020 |
| Boys | 67 | 75 | 83 | 89 |
| Girls | 71 | 70 | 54 | 62 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2017 | 2018 | 2019 | 2020 |
| K | 93 | 93.4 | 95.2 | 94.1 |
| 1 | 94.2 | 92.7 | 93.2 | 95.3 |
| 2 | 93.5 | 94.3 | 96.1 | 92.7 |
| 3 | 93.7 | 91.7 | 94.1 | 97.3 |
| 4 | 93.3 | 91.6 | 93.4 | 94.1 |
| 5 | 93.3 | 92.1 | 93.5 | 95.3 |
| 6 | 91.2 | 94.1 | 93.3 | 95.5 |
| All Years | 93.3 | 92.9 | 94.1 | 94.8 |
| State DoE | | | | |
| Year | 2017 | 2018 | 2019 | 2020 |
| K | 94.4 | 93.8 | 93.1 | 92.4 |
| 1 | 93.8 | 93.4 | 92.7 | 91.7 |
| 2 | 94 | 93.5 | 93 | 92 |
| 3 | 94.1 | 93.6 | 93 | 92.1 |
| 4 | 93.9 | 93.4 | 92.9 | 92 |
| 5 | 93.8 | 93.2 | 92.8 | 92 |
| 6 | 93.3 | 92.5 | 92.1 | 91.8 |
| All Years | 93.9 | 93.4 | 92.8 | 92 |

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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) | 1 |
| Classroom Teacher(s) | 5.8 |
| Literacy and Numeracy Intervention | 0.21 |
| Learning and Support Teacher(s) | 0.4 |
| Teacher Librarian | 0.4 |
| School Counsellor | 1 |
| School Administration and Support Staff | 1.71 |

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

| Staff type | Benchmark ¹ | 2020 Aboriginal and/or Torres Strait Islander representation ² |
|----------------|------------------------|---|
| School Support | 3.30% | 6.30% |
| Teachers | 3.30% | 2.80% |

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

| | 2020 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 388,781 |
| Revenue | 1,872,793 |
| Appropriation | 1,825,804 |
| Sale of Goods and Services | 18,797 |
| Grants and contributions | 27,728 |
| Investment income | 463 |
| Expenses | -1,907,061 |
| Employee related | -1,747,150 |
| Operating expenses | -159,912 |
| Surplus / deficit for the year | -34,269 |
| Closing Balance | 354,513 |

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.

| | 2020 Approved SBA (\$) |
|-------------------------|-------------------------------|
| Targeted Total | 108,478 |
| Equity Total | 108,844 |
| Equity - Aboriginal | 15,593 |
| Equity - Socio-economic | 23,532 |
| Equity - Language | 3,649 |
| Equity - Disability | 66,070 |
| Base Total | 1,269,070 |
| Base - Per Capita | 32,949 |
| Base - Location | 27,190 |
| Base - Other | 1,208,931 |
| Other Total | 225,699 |
| Grand Total | 1,712,092 |

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

In 2020, a high majority of students in Years 4-6 participated in the Tell Them From Me surveys.

- Sense of Belonging - When students feel accepted and valued by their peers and by others at their school. In 2020, 77% of students (72% girls and 83% boys) in Years 4-6 reported having a positive sense of belonging. The NSW Govt Norm for boys and girls combined is 81%. In Year 4, 70% of students had a positive sense of belonging (NSW Govt Norm of 83%). In Year 5, 88% of students had a positive sense of belonging (NSW Govt Norm of 80%). In Year 6, 83% of students had a positive sense of belonging (NSW Govt Norm of 80%).
- Advocacy at School - When students feel they have someone at school who consistently provides encouragement and can be turned to for advice. In 2020, the school mean was 8.4 (8.5 for boys and 8.3 for girls) compared to the NSW Govt Norm of 7.7. In Year 4, a score of 7.7 was reported, with 7.8 being the NSW Govt Norm. In Year 5, a score of 9.4 was reported, with 7.7 being the NSW Govt Norm. In Year 6, a score of 8.6 was reported, with 7.5 being the NSW Govt Norm.
- Expectations for Success - When school staff emphasise academic skills and hold high expectations for all students to succeed. In 2020, the school mean was 9.1 (9.3 for boys and 9.0 for girls) compared to the NSW Govt Norm of 8.7. In Year 4, a score of 8.9 was reported, with 8.7 being the NSW Govt Norm. In Year 5, a score of 9.5 was reported, with 8.7 being the NSW Govt Norm. In Year 6, a score of 8.8 was reported, with 8.6 being the NSW Govt Norm.

Teacher surveys have indicated:

- Staff believe there needs to be a more planned and proactive approach to student wellbeing. They would like to see the Four Cs being taught more explicitly in a whole school approach.
- Staff are eager to pursue excellence in the area of explicit teaching, and they would like the opportunity to develop their collaborative practice as a strategy for improving professional learning, and in turn, student learning outcomes.
- Interest in the implementation of the Smiling Mind and Blueearth wellbeing programs to improve the curriculum area of PD/H/PE and general wellbeing.
- Student engagement, relationships, belonging, and good and regular connections with parents/carers have also been recurring themes.
- The staff have expressed a want to have Curiosity and Powerful Learning observations during the English session as opposed to maths. They would also like to visit other schools.

The school receives regular praise from the community for its welcoming and positive culture, strong academic results and positive behaviour. In 2020, 18 parents/carers (18% of families) participated in a school satisfaction survey. They indicated that:

- They would like a holistic approach to education for their children, which celebrates all aspects of learning, and not just English and mathematics.
- Reviewing our award system may be of benefit to recognise a broader range of students.
- Our playground equipment needs to be renewed.
- Reading is the most important aspect of home learning.
- The school values of 'Care' and 'Consideration' are very similar, and somewhat superfluous.
- The most important school value from the community's point of view is 'Cooperation'.
- There was a slight rise in negative, unkind behaviour amongst students in 2020.

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.