

2020 Annual Report

Tea Gardens Public School



3175

Introduction

The Annual Report for 2020 is provided to the community of Tea Gardens Public School as an account of the school's operations and achievements throughout the year.

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

School contact details

Tea Gardens Public School

25 Witt St

TEA GARDENS, 2324

www.teagardens-p.schools.nsw.edu.au

teagardens-p.school@det.nsw.edu.au

4997 0286

School vision

Tea Gardens Public School is committed to providing high quality, evidence based teaching and learning within an inclusive, safe and positive learning environment. We uphold a strong partnership with the community to ensure that students develop as respectful, responsible global citizens of the future who value lifelong learning and strive to be their personal best.

School context

Tea Gardens Public School opened in 1888 and is located in the idyllic seaside town of Tea Gardens. Our school is at the heart of the township servicing the communities of Tea Gardens, Hawks Nest and surrounding areas. The school enjoys close ties with community groups and other organisations.

In March 2020, the school had an enrolment of 184 students across 8 classes K-6 with 24% of our students identifying as Aboriginal. School enrolment numbers can vary from year to year, largely due to a high level of transience within the community.

Emphasis is placed on quality teaching and continuous improvement of learning outcomes for all students.

The students and staff enjoy an attractive physical environment of wide open play areas, a rainforest area, native gardens as well as our own vegetable patch.

The school continues to pride itself on being a welcoming and friendly school. Other features are our student parliament, which has been in operation since 1988, a school and community band and our sporting teams who participate in the NSWPSA State Knockout competitions with select students representing the school at both regional and state levels.

The school is a member of the Myall Learning Community which incorporates other schools including Booral, Bungwahl, Bulahdelah and Coolongolook. Our partnership within this Community of Schools and other collegial networks provides professional learning opportunities leading to enhanced teaching and learning practices and structures and procedures for student wellbeing. Positive Behaviour for Learning was introduced as part of the 2015-2017 planning cycle, developing whole school wellbeing processes that support all students so they can connect, succeed, thrive and learn.

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

High quality, evidence-based teaching

Purpose

To create a high performance, collaborative school culture with a focus on evidence based, explicit teaching driven by thorough, systematic data collection and analysis to support student learning and improvement in teaching practice.

Improvement Measures

The school is able to evidence growth from *delivering to sustaining and growing* in the elements of Assessments, Data Skills and Effective Classroom Practice within the Schools Excellence Framework. (Baseline SEF SAS 2017)

Increase the percentage of students in top two bands for reading, writing and numeracy by 15% from the averages attained during 2015-2017. Baseline Year 3: Reading 35.9%, Writing 39.7% and Numeracy 21.3%. Baseline Year 5: Reading 14%, Writing 7.6% and Numeracy 6.5%.

Aspirational targets.

Percentage of students in top 2 bands for reading. Baseline 24.4%, lower bound 31.5% and upper bound 36.5%

Percentage of students in top 2 bands for numeracy. Baseline 17.8%, lower bound 24.6% and upper bound 29.6%

Progress towards achieving improvement measures

Process 1: Assessment

Implement consistent school-wide practices for assessment to monitor, plan and report on student learning across the curriculum.

Evaluation	Funds Expended (Resources)
The school was able to evidence growth from delivering to sustaining and growing in the elements of Assessments and Data Skills within the Schools Excellence Framework, however, due to the impact of COVID, we are continuing to focus on consistency in the area of effective classroom practice. See process 2 and 3 for additional information.	\$10000 Casual relief Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$10000.00)

Process 2: Data Analysis

Strengthen the use of student assessment data across the school to identify student achievements and progress, reflect on teaching effectiveness and inform future learning directions.

Evaluation	Funds Expended (Resources)
<p>In 2020, we were unable to complete the NAPLAN assessments and therefore are unable to directly report on the measures that we have identified. Our check-in assessments indicate that in numeracy, a greater focus on integrating measurement and geometry into number and algebra in 2021 is required to consolidate student understanding of concepts. Year 3, 44% of questions were answered correctly in measurement and geometry compared to 60.2% correct in number and algebra (SSSG 43.4% and state 52.5%). In Year 5, 47% of questions were answered correctly in measurement and geometry compared to SSSG 50.5% and state 58.3%. Pleasingly, the Reading Check-in Assessment for our students in Year 3 outperformed state in comprehension by 1.1%. In Year 5, Aboriginal students were evenly spread across the student cohort for reading.</p> <p>Internal data sources highlight the following percentage of students achieving expected benchmark levels in reading:</p> <ul style="list-style-type: none">• Kindergarten: 67%• Year 1: 78%	\$10000 Relief costs

Progress towards achieving improvement measures

- Year 2: 60%
- Year 3: 65%
- Year 4: 66%
- Year 5: 75%
- Year 6: 66%

Speech Screening was also undertaken. 81 students were screened in Term 4 by speech pathologists to identify any children who have speech or language skills below the expected level for their age. This determined which children would benefit from speech pathology intervention.

In summary the following were identified: 21 speech pathology intervention (26%) 12 x receptive programs, 8 x expressive programs 5 x articulation programs, 1 x articulation /expressive program, 2 x articulation /receptive, 21 students (26%) monitor progress, 5 x further assessments recommended and 5 students (6%) at or above expected level.

Process 3: Collaborative Practice

Embedded and explicit systems facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.

Evaluation	Funds Expended (Resources)
<p>A school based focus for 2020 was to improve the consistency of pedagogy across the school in effective classroom practice. As a result of this focus we moved towards streamlining practice in spelling and writing. The SMART spelling approach was adopted and all staff were trained as part of a spelling improvement project for the school. Stage teams collaborated to create consistent teaching resources from K-6 and a bank of 'sweaty brain' consolidation tasks were developed for all classes to access. In late 2020, the school also embarked on the school services support program. Sentence structure and paragraphing were identified as key areas of need by the school through a deep analysis of NAPLAN and check in assessment data. From this, the staff were provided with multiple professional development sessions including instructional workshops, demonstration lessons and team teaching opportunities.</p> <p>Given the quality of this support, staff are in a strong position to replicate this evidenced based model into other subject areas, including reading and mathematics. While our school has come a long way in the data skills and use and assessment through high level professional learning, there is a need to ensure our work in these areas continues to maintain our growth in these elements within the School Excellence Framework.</p> <p>Collaborative programming days were allocated for all staff to support improvements in program consistency across the school. Quality teaching rounds were also undertaken to support improvement in student learning outcomes.</p>	<p>TPL Costs QTR \$2605</p> <p>Relief Days \$20000</p>

Next Steps

Moving into 2021 we aim to continue to consolidate and continually build staff capacity in explicit teaching of sentence structure and paragraphing. Our aim is to continually build upon and improve the consistency of not only differentiated content that meets individual learning needs, but also consistency in the ways that content is delivered across the school in both English and mathematics.

The speech screening results highlight the need for the school to investigate the delivery of speech intervention programs K-3.

A greater focus on integrating measurement and geometry into number and algebra is required to consolidate student understanding of concepts.

Strategic Direction 2

Futures Learning

Purpose

To facilitate futures learning through best practice pedagogies and systems which make effective use of digital technologies and enable students and staff to communicate, problem solve, collaborate, think critically and creatively.

Improvement Measures

Increase the proportion of students demonstrating active engagement with their learning using digital technologies.

Increased teacher capacity and confidence in the effective use of technology as a tool to support student learning.

Increased student skill levels in the effective use of technology for learning.

Progress towards achieving improvement measures

Process 1: Digital Technologies in Focus (DTiF).

Whole school focus on the development of staff and student capability in the use of digital technologies for learning and futures learning skills such as communication, collaboration, problem solving and creative and critical thinking.

Evaluation	Funds Expended (Resources)
<p>The school successfully completed ACARA's (Australian Curriculum Assessment and Reporting Authority) Digital Technologies in Focus (DTiF) Project. Whilst the impact of COVID-19 meant that our "QR Code" based community event could not go ahead as originally planned, the ideas were modified to allow the digital artefacts to be shared with the community via a more traditional website.</p> <p>Staff improvement in Digital Technologies has been demonstrated through improved understanding of the content and understanding of the terminology. Content was written into scope and sequences and teacher programs across curriculum areas. Teachers became much more aware of opportunities in this area, as well as, more willing to try activities in their classrooms.</p> <p>Increased teacher capacity and confidence in the effective use of technology as a tool to support student learning has been achieved. DTiF post-survey teacher responses saw a 16% reduction in staff who were unsure or worried about their preparedness to implement the curriculum. In addition, 72% of staff are now confident to teach the Digital Technologies Curriculum. When COVID-19 hit, it highlighted the need for digital tools and understandings of technologies to be implemented and facilitated. The DTiF project ensured staff were ready to engage and enhance remote learning and they had the confidence to access new tools, professional development and skills. Post survey results indicated that 85.7% of teachers felt that they had increased their skills in using Digital Technologies for teaching and learning.</p> <p>Planning days with ACARA curriculum officers continued throughout the year and led to immediate and ongoing interest in incorporation of the Digital Technologies curriculum.</p> <p>T4L Stemshare kits including 360 camera kits were used to great advantage providing opportunities to complete 360 degree virtual tours of the school to ensure transition activities could continue in a modified format.</p> <p>The school entered students in a number of initiatives including the "Game Changer Challenge" and the "Cool Controller Competition" to develop student ongoing understanding of the design thinking process. Whilst we did not make the finalist stage of either initiative, our Cool Controller sample was</p>	<p>Staff planning days \$3650</p> <p>DTiF release \$13000</p> <p>Resource purchase</p>

Progress towards achieving improvement measures

included in the Department of Education's feedback video for the competition.

Students have become avid users of a variety of learning tools including Little Bits, Beebots, Spheros, Microbits, Edisons, Makey Makeys and online programs including Scratch and Scratch Junior.

Students have enjoyed increased accessibility to the devices. Kindergarten and Stage 1 have iPads for class use, a few computers per room and access to the computer lab in the library, while stage 2 students have 1:2 laptop access and stage 3 have 1:1 laptops.

Strategic Direction 3

Student Wellbeing

Purpose

To promote a positive, inclusive and collaborative school culture underpinned by the wellbeing values of safety, respect and personal best.

Improvement Measures

All tracked students demonstrate positive growth of their social and personal capabilities as evidenced by data on the ACARA Personal and Social capabilities continuum.

Aspirational Target: Wellbeing

Baseline 84.6%. Lower bound 89.1% upper bound 94.1%

Effective implementation of Positive Behaviour for Learning (PBL) improves from 2017 baseline.

Aspirational Target: Attendance

Baseline 65.9%. Lower bound 72.8% and Upper bound 77.8%

The school is able to evidence growth from *delivering to sustaining* and *growing* in the element of *Wellbeing* in the School Excellence Framework. (Baseline SEF SAS)

Progress towards achieving improvement measures

Process 1: Positive Behaviour for Learning

Fully implement whole-school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

Evaluation	Funds Expended (Resources)
<p>Student wellbeing was a significant planned initiative in 2020. Two teachers were engaged four days per week in the role of wellbeing officers to coordinate programs and activities that supported the engagement and connection of students at our school.</p> <p>Tell Them From Me - Social Engagement Data saw declines in the sense of belonging and participation. Participation declines are likely to be closely linked with the impact of COVID on a number of extracurricular activities and sporting opportunities. Having a positive sense of belonging is an area for increasing focus and attention. Institutional and intellectual engagement are areas requiring ongoing commitment, investigation and initiative implementation across the new school planning cycle from 2021.</p> <p>Suspension data has been consistent over the past two years with a reduction in long suspensions noted. Positive Behaviour for Learning (PBL) and behaviour monitoring has undergone change. Sentral was introduced and the PBL behaviour matrix was revamped to include both minor and major behaviours, in and outside of the classroom. Despite this increased reporting, data from the past two years remains consistent in the amount of incidents. Positive Behaviour for Learning has continued to increasingly acknowledge positive behaviour with a total of 15523 fast and frequent awards (420% increase from 2017 baseline) and 484 achievement and behaviour awards given to the children this year.</p> <p>103 students were tracked between 2018-2020 using ACARA's personal and social capabilities continuum. 75/103 or 72.8% of students made positive growth.</p>	<p>Programs: Rock and Water, Smiling Minds</p> <p>Wellbeing Staff \$175016</p> <p>Staff Training \$4169</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$175016.00)

Progress towards achieving improvement measures

12/103 or 11.7% remained the same and 15/103 or 14.6% had fallen.

24 Aboriginal students were tracked over the same period. 18/24 or 75% of students made positive growth, 2/24 or 8.33% remained the same while 4/24 or 16.66% had fallen. These figures are consistent with the figures achieved by all tracked students.

The school evidenced growth from delivering to sustaining and growing in the element of Wellbeing in the School Excellence Framework from 2018-2020.

Next Steps

Future goals include to develop and enhance school-wide systems and processes that support students with their wellbeing, attendance and engagement. Teacher professional learning in wellbeing, mental health, trauma informed practice, attendance and complexity to develop the skills and expertise of teachers are future priorities.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$23190 casual relief and SLSO costs Stronger Smarter \$8336 Resources \$4971 Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$47 587.00) 	Refer to Policy Requirements- Aboriginal Education section for impact statement and a description of the focus activities that included: Staff cultural training (Connecting to Country and Stronger Smarter) SLSO Support Whole School Events Facility improvements (school signage, mural, bush tucker garden, yarning circle development)
Low level adjustment for disability	\$29259 Low Level Adjustment for Disability 0.7 LAST staffing allocation \$76569 0.6 Additional LaST Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$29 259.00) Low level adjustment for disability (\$76 569.00) 	Our 5 SLSO's continued to work flexibly to meet the additional learning and support needs across the mainstream class settings. In 2021, the creation of a special needs class will require changes to the existing schedules for SLSO's to improve the impact being achieved whilst maintaining the same level of staffing across the school. Due to COVID-19, SLSO's were able to engage in additional professional learning to support their ongoing development. The school funded, above establishment, the LaST position to increase the Learning and Support Teacher(LaST) staffing allocation to support targeted students and implement specific programs focusing on literacy.
Quality Teaching, Successful Students (QTSS)	0.316 staffing allocation Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$34 565.00) 	The QTSS staffing allocation was provided as additional release to our school leaders throughout the year to mentor and provide effective feedback to individual teachers to maximise teacher impact on student learning. The school leadership team also engaged in various leadership workshops throughout the year which focused on data analysis and strategic school planning.
Socio-economic background	0.3 staffing allocation \$32815 and flexible funding of \$171482 Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$171 482.00) Socio-economic background (\$32 815.00) 	Student wellbeing was a significant planned initiative in 2020. Two teachers were engaged four days per week in the role of wellbeing officers to coordinate programs and activities that supported the engagement and connection of students at our school.
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> Support for beginning teachers (\$0.00) 	N/A in 2020.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	83	95	102	80
Girls	93	92	84	83

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94	91.3	91.2	93.8
1	90.9	89.9	87.8	92.7
2	93.4	88.5	88.3	90.2
3	93.3	92.1	86.8	91.9
4	93	94.4	90.8	90.6
5	92.3	88.2	91.8	92.5
6	89.9	89.2	87.5	92.1
All Years	92.5	90.8	89.2	91.9
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)	2
Classroom Teacher(s)	6.21
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.4
School Administration and Support Staff	2.12

*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	502,029
Revenue	2,114,841
Appropriation	2,076,458
Sale of Goods and Services	9,676
Grants and contributions	27,464
Investment income	1,143
Other revenue	100
Expenses	-2,166,385
Employee related	-1,897,864
Operating expenses	-268,521
Surplus / deficit for the year	-51,544
Closing Balance	450,484

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	144,991
Equity Total	357,712
Equity - Aboriginal	47,587
Equity - Socio-economic	204,297
Equity - Language	0
Equity - Disability	105,828
Base Total	1,462,735
Base - Per Capita	44,734
Base - Location	22,922
Base - Other	1,395,080
Other Total	105,209
Grand Total	2,070,648

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.

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

Each year schools are required to seek the opinions of parents, students and teachers about the school. 19 parent / community satisfaction surveys were returned in 2020, which provided the school with invaluable information. In 2020, the school sought opinion about our progress in reading, writing, spelling, mathematics, digital technologies, wellbeing and behaviour. Additional information about student preferences when it came to home based learning was sought.

Highlights of the parent satisfaction survey included:

- 84% of parents agreed that their children made positive advances in reading and mathematics.
- 95% of parents agreed that their children made positive advances in writing.
- 69% of parents agreed that their children made positive advances in spelling.
- 70% parents feel that we are catering for the individual needs of their children across the different learning areas.
- 84% of parents noted that the school is providing opportunities for students in the area of digital technologies. The remainder were unsure.
- 63% of parents feel that their children engage in meaningful learning experiences using digital technologies.
- 74% of parents feel that their child is provided with opportunities to work creatively and collaboratively to problem solve.
- In terms of Tea Gardens Public School's core values of safety, respect and personal best, over 85% of parents indicated that their children followed these values whilst at school.
- The overall satisfaction rating for recommending our school to others for 2020 was 8.3/10. This is consistent with the score achieved the previous year.

In terms of where our parents saw our school's strengths, these could be generalised as follows: Parents love the small, community based feel of our school where students are supported by committed and dedicated staff. See the Wordle illustration below.

Our students completed two "Tell Them from Me" surveys and our teachers completed the "Focus on Learning survey".

Student Engagement - Perspectives of Teachers: Focus on Learning Survey

The Focus on Learning survey is a self-evaluation tool for schools, related to the eight drivers of student learning and the dimensions of classroom and school practice. These elements are outlined below, which are scored on a ten-point scale.

- Leadership 7.3 (NSW Norm 7.1). A decline of 0.9 from 2019
- Collaboration 7.5 (NSW Norm 7.8) A decline of 0.9 from 2019
- Learning Culture 7.2 (NSW Norm 8.0) A decline of 0.7 from 2019
- Data Informs Practice 7.0 (NSW Norm 7.8) A decline of 0.6 from 2019
- Teaching Strategies 7.5 (NSW Norm 7.9) A decline of 0.3 from 2019
- Technology 6.7 (NSW Norm 6.7).
- Inclusive School 7.7 (NSW Norm 8.2) A decline of 0.4 from 2019
- Parent Involvement 6.3 (NSW Norm 6.8) A decline of 1.1 from 2019
- Challenging and visible goals 7.0 (NSW Norm 7.5) A decline of 0.6 from 2019
- Planned Learning Opportunities 7.4 (NSW Norm 7.6) A decline of 0.6 from 2019
- Quality Feedback 6.8 (NSW Norm 7.3) A decline of 0.6 from 2019
- Overcoming Obstacles to Learning 7.5 (NSW Norm 7.7) A decline of 0.5 from 2019

2020 teacher survey results reverted back to similar levels achieved in the 2018 survey.

2/3 of teachers strongly agree that school leaders are leading improvement and change.

Student Engagement - Perspectives of Students: Tell Them From Me Survey

The "Tell Them From Me" surveys measured indicators based on the most recent research on classroom and school effectiveness. Students in years 4, 5 and 6 completed the survey in term one and again in term four. Key findings from the term four survey include:

- The percentage of students who are victims of bullying at our school is 4% higher than the NSW Government norm
- 78% of students felt they had positive relationships and have friends who they can trust
- 82% valued schooling outcomes (78% of girls and 86% of boys)
- 23% had positive homework behaviours
- 75% had positive behaviour (77% of girls and 73% of boys)
- 39% were interested and motivated
- 65% tried hard to succeed
- 32% of students had a score in the desirable quadrant for skills-challenge, with high skills and high challenge.



What our parents value most about our school.

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.

Physical Environment

The school has made significant gains in representing, welcoming and celebrating Aboriginal culture through additions to our physical environment. At the front of the school there has been new signage installed, inclusive of an acknowledgement to the traditional custodians of the land - the Worimi people. The mural that proudly stands at the front of the school has been drawn upon for use in a variety of school publications such as student reports, policies and procedures and the school letterhead.

The strategic plan for the installation of a yarning circle is progressing, with sandstone purchased and additional consultation sought from the Youyoong AECG, students and parents. This project is on track to be completed in 2021. A large mosaic dolphin (the Aboriginal totem for our place) was decorated by all students and staff as part of a significant NAIDOC activity is also likely to form part of this installation.

The development of a community bush tucker garden has commenced following advice from the "Green Team" from Murrook Cultural centre about appropriate plant species to purchase and grow. A number of plants were planted as part of our NAIDOC celebrations. The aspirations for this garden are to use the produce to cook traditional Aboriginal foods with our Aboriginal families and students.

Capacity Building & Cultural Practice

This year has seen a significant level of capacity building for staff. Two additional staff have been trained in Connecting to Country as part of our aspiration to have 100% of staff trained. Two executive staff members completed 60 hours of professional development with the Stronger Smarter Institute. As part of this training the team have brought back their complex workplace challenge "*To build upon and continually develop High Expectation Relationships with our families to improve attendance.*" This challenge has involved an intensive review of the school's attendance policies and procedures. Part of this project also saw a change to the school's Personalised Learning Pathway processes, with the school adopting the Uncle Ernie's Holistic Framework to be used to guide the first consultation with families for each year. This has provided teachers with rich and culturally relevant information that is frequently drawn upon to engage both students and their families in informal conversations.

Additionally, the Aboriginal 8 Ways of Learning professional workshops were undertaken with all teachers in Term 3. Staff have since embarked on project that will see the redevelopment of the school's mathematics scope and sequence and suggested lesson structures to be more reflective and inclusive of the Aboriginal 8 Ways of Learning pedagogy.

Community Links

The school was delighted to be so well supported by our local Lions Club, who donated money to purchase polo sports shirts that proudly feature the Aboriginal mural created for the school.

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.