

Garden Suburb Public School

2019 Annual Report



4136

Introduction

The Annual Report for 2019 is provided to the community of Garden Suburb 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

Garden Suburb Public School aims to create a quality education in a caring and unified learning environment. At Garden Suburb every child is known, valued and cared for and given every opportunity to grow and develop. Effective partnerships with parents are fostered and supported to ensure that each student is engaged in rich learning experiences, developing vital skills to flourish. Staff are highly motivated to develop continuous improvement in their own learning to plan quality teaching programs for all students. The school provides innovative future-focused learning across all areas of the curriculum and provides a climate where students can thrive, connect and succeed.

School context

Garden Suburb Public School has served the local community for 60 years. It has a reputation for excellence in academic, cultural and sporting programs in a K–6 context.

These programs reflect the principle that it is the right of all young Australians to succeed in learning and to have the knowledge, skills and understanding essential to their effective participation in civic life.

Garden Suburb has an active parent body involved in many school based activities. Active parent groups such as the P & C, canteen, fundraising and uniform groups are evidence of the high level of community involvement. The strong collaborative links between the school, parents and community groups, including the Kumaridah Aboriginal Education Group and Tamal Language Group, ensure that mutually agreed outcomes are obtained in a climate of shared understanding and goodwill.

The school's staff are extremely hard working and committed to achieving quality educational outcomes across all Key Learning Areas. Our teaching and learning programs encourage excellence, commitment and personal best and produce respect and responsibility in students preparing them for a positive future.

The school is valued for its inclusivity of all our students including our Aboriginal students, multicultural students, integrated students and our two classes for students with Autism. High expectations are supported across our Cardiff Community of Schools in the development of leadership for students, opportunities for GATs students and Aboriginal initiatives.

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	Excelling
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	Excelling
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Excellence in Leading

Purpose

Excellence in Leading

Strong, strategic and effective leadership where there is a culture of continuous improvement efforts, with the school's vision and strategic directions evident in all activities.

Improvement Measures

100% of teaching staff engaging with the School Excellence Framework and the School Plan to ensure high quality educational opportunities for every child.

Community feedback is sought through a variety of channels on school performance to ensure a culture of high expectations and best practice.

Progress towards achieving improvement measures

Process 1: Process 1: Educational Leadership

The leadership team establish and sustain a culture of effective evidence-based teaching. The team engages in collegial networks across the directorate to enhance the learning opportunities for students within the school. The school is recognised for its high quality service delivery.

Evaluation	Funds Expended (Resources)
<p>Staff engage with School Excellence Framework (SEF) to collect and analyse evidence. Each staff member is actively involved in collecting evidence for a particular domain. All teaching staff were involved in the SEF SaS. Rich discussions took place to discuss where the school had grown and where the school would focus resources moving forward. All staff had a clear focus on which direction the school needed to go in all areas of the SEF. The school will be externally validated in 2020 and this deep understanding of where the schools sits in relation to the SEF will enable clear judgements to be made in preparation for external validation and provide clear goals to focus on moving forward.</p> <p>Staff worked with our Aboriginal families to review the PLP of each of our Aboriginal students. The implementation of GoalHub was postponed as we decided that rather than rush and it start using it we will wait until our systems and processes were in place to ensure that this was consistently being used across the school. GoalHub PL was attended by eight staff members to learn about the benefits of GoalHub and how to effectively use the software. The Aboriginal Education team will consult with the Cardiff Cos to see if other schools are using Goalhub, in particular the high school.</p> <p>Staff develop connections with the Aboriginal community. Ideas, resources and networks are shared and formed. Specific to GSPS: discussion around PLP development, Sistaspeak, Aboriginal Yarning Circle development. The Yarning Circle was officially opened with a huge amount of community support. Many staff members are attending the Local AECG Meeting to gain valuable knowledge and understanding into local activities, community events, educational experiences and knowledge about our local Aboriginal community. Staff report that they find building those local connections enable them to best understand and support the needs of our Aboriginal students. The Yearning Circle has become a place where staff and students regularly go to have a yarn and take opportunities to teach students a variety of lessons.</p> <p>The Speaking in Colour Resurgence Program enabled students to connect to</p>	<p>School Excellence Framework and What Works Best Document.</p> <p>TTFM Survey Tool</p> <p>School Plan</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Aboriginal background loading (\$6800.00)• Quality Teaching, Successful Students (QTSS) (\$2000.00)• Low level adjustment for disability (\$1000.00)• Socio-economic background (\$2500.00)

Progress towards achieving improvement measures

the Aboriginal culture and learnt a variety of weaving techniques while listening to local Aboriginal stories.

All staff were trained in MAPA Day 1. The MAPA Response Team (Principal, AP, AU teacher, 1 x AU SLSOs) then went on to train for Day 2. Staff learnt the appropriate holds to support students who are struggling to regulate their emotions.

Staff lead the implementation of the Lake Macquarie North GATs Challenge Day. This opportunity provided high achieving students the opportunity to connect with other high achieving students and work together to solve a variety of challenges.

The CoS IT Network continues to meet to discuss school priorities, what each school is doing and how staff can work together to build capacity within the staff. Staff from the school attended the CoS IT Network Days twice a term. Staff shared experiences, resources, troubleshooting and looked at future opportunities to provide our students within the CoS.

Staff who attended the PBL Classrooms PL and PBL HUB Meetings gained a deep understanding of how to successfully implement universal PBL strategies across all settings and into classrooms. They recognised Garden Suburb Public School's needs and areas of strength through various data tools in preparation for the PBL leadership team's implementation of PBL Classrooms systems.

PBL Hub meetings provide opportunities to meet with a network of schools to share ideas, gather information and ask questions to further develop the capabilities of PBL leadership team in effectively implementing and sustaining PBL at GSPS.

All staff are accountable for the School Plan and participate in evaluating the impact of the activities undertaken. Rich collegial discussion is had on the impact of the activities and staff can see the 'big picture' of the plan and have a clear understanding of where to next on the plan.

Process 2: Process 2: Building Capacity

Students and staff are given opportunities to develop leadership skills through the development of a school culture that supports continuous improvement.

Evaluation	Funds Expended (Resources)
<p>Principals across Lake Macquarie North Network build skills and knowledge on Aboriginal Education, Principal Role Statement, DoE Focus for 2019 and PDP development, The Business of The P&C, PCards, Curriculum Matters (HSIE and PDHPE), Complaints Handling. The network meetings enable the principal to develop skills, have collegial discussions and have an opportunity to network.</p> <p>The Primary Principal's meeting focuses on Department of Education directions and strategies and review State Council Meeting minutes. Principals have an opportunity to participate in targeted professional learning.</p> <p>Students learnt leadership skills by participating in a variety of structured activities. They listened to a number of inspirational speakers and took key messages from this experience. Year 6 students attending Cardiff High School learnt how to lead sporting activities within the school. Students had the opportunity to build connections with students from across our Community of Schools.</p> <p>Staff work to achieve their own professional goals and work collaboratively to reach the school goal. Staff proactively strive to reach their goals and are provided opportunities to reach their goals. Staff reviewed their goals mid</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$3000.00) • Socio-economic background (\$1500.00)

Progress towards achieving improvement measures

year and annually and reflected on their learning journey throughout.

Weekly finance meetings support the ongoing execution of the schools resources. The focus has been the WB IOS Solution Tool and the eFPT. The principal and SAM work together to ensure the school budget is allocated effectively and equitably.

APs and Aspiring Leaders met to develop leadership skills throughout the year. The focus was managing difficult conversations and growth coaching. The varied experience of APs and Aspiring Leaders enabled rich conversations on how to manage the role effectively.

Process 3:

Evaluation	Funds Expended (Resources)
Process completed in 2018 and monitored throughout 2019.	

Process 4:

Evaluation	Funds Expended (Resources)
Process completed in 2018 and monitored throughout 2019.	

Process 5:

Evaluation	Funds Expended (Resources)
Process completed in 2018 and monitored throughout 2019.	

Process 6:

Evaluation	Funds Expended (Resources)
Process completed in 2018 and monitored throughout 2019.	

Strategic Direction 2

Excellence in Teaching

Purpose

Excellence in Teaching

To build the capacity of all teachers through focused professional learning and collaborative mentoring that ensures all staff are engaged in quality, innovative and evidence based teaching practices.

Improvement Measures

100% of teachers demonstrate evidence based teaching methods to inform practice and ensure optimum learning progress for all students.

100% of staff are confident to regularly track, monitor and analyse data using appropriate software to ensure they meet the needs of all students.

Progress towards achieving improvement measures

Process 1: Process 1: Effective classroom practice

Teachers employ evidence based effective teaching strategies. Teaching and learning programs are systematically and collaboratively planned to suit the individual needs of all students.

Evaluation	Funds Expended (Resources)
<p>Mathematics and Spelling were both being taught across the school with consistent programming, relevant content and regular assessment. Data was being collected both before and after teaching to ensure each child was learning at their point of need. Teachers were more informed about their students and their progress in these areas due to effective assessment practices and recording of data.</p> <p>Staff were enthusiastic about the lesson observations in the area of Writing and the positive impact on student learning and growth. Staff are looking forward to implement the Big Write and VCOP program in 2020.</p>	<p>Spelling Mastery teacher texts and student books.</p> <p>Mathematics Scope and Sequence and pre- and post-tests stored on G Suite</p> <p>Staff release for observations of Big Write & VCOP</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$5000.00)• Quality Teaching, Successful Students (QTSS) (\$3000.00)

Process 2: Process 2: Data informed teaching and learning

Quality student data sources and progress are utilised to determine teaching directions, monitor and assess student progress and achievement, and reflect on teaching effectiveness

Evaluation	Funds Expended (Resources)
<p>Data has been recorded in a consistent location on G Suite all year. Some staff more efficient at regularly updating their data continually throughout the year. Improved teaching and learning cycle in all classrooms through the use of regular data recording and analysis.</p> <p>Staff continued to meet every 5 weeks to discuss their class data. More discussion around changes to programming and differentiation would be beneficial.</p> <p>All staff were surveyed about the impact and resourcing of maths, Spelling Mastery and the collecting of data around these new initiatives. Staff were</p>	<p>TPL time allocated</p> <p>Pre- and Post tests sourced and saved on G Suite</p> <p>Staff surveys</p>

Progress towards achieving improvement measures

positive about the impact and most reported that they felt the school had enough resources to cater for these programs.

Process 3: Process 3: Collaboration, learning and development

Explicit systems are embedded to promote and facilitate professional dialogue, collaboration, classroom observation, and the provision of quality feedback. Evidence based professional learning activities are identified and evaluated and teachers are given opportunities to collaborate with colleagues in other schools to share and embed quality teaching practices.

Evaluation	Funds Expended (Resources)
<p>This process highlighted the need for a formal register for PDP observations. All staff expressed interest in visiting other colleague's lessons but some chose not to opt in for classroom observations outside of PDP process.</p> <p>Staff were enthusiastic about the Big Write and VCOP and found the visits valuable. Staff were keen to try the new learning in their classroom.</p>	<p>Warm up slides</p> <p>Exec RFF</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$500.00)

Process 4:

Evaluation	Funds Expended (Resources)
Process completed in 2018 and monitored throughout 2019.	

Process 5:

Evaluation	Funds Expended (Resources)
Process completed in 2018 and monitored throughout 2019.	

Strategic Direction 3

Excellence in Learning

Purpose

Excellence in Learning

Students need to be supported to learn through a culture of high quality learning opportunities in literacy and numeracy to equip them for the future where they will continue to face exponential change.

Improvement Measures

100% of staff track and monitor student data every five weeks and collaboratively use data to inform practice. Students are able to articulate their own data and know the 'where to next' in their learning

100% of students achieve their expected growth in literacy and numeracy.

Data analysis reflects improved levels of student wellbeing.

20% improved attendance rate with a baseline of 95%.

Progress towards achieving improvement measures

Process 1: Process 1: Curriculum Provision

The school's curriculum provision ensures the individual needs of all students are met through high expectations, teaching and learning programs and opportunities and differentiation of the curriculum.

Evaluation	Funds Expended (Resources)
<p>The LST team identified students that will need intervention and support in 2020 to ensure a successful year.</p> <p>Teachers used their data to create student checklists ready for 2020. These checklist give the 2020 teacher of each student a good understand of the students strength, areas for improvement and circumstance.</p> <p>Presentation Day was a successful event that celebrated all of the wonderful achievements of our students. Students felt proud of their achievements. The community enjoyed listening to K–2 singing and the 3–6 choir.</p> <p>Planning day was an important day to ensure teachers had a good understanding of 2020 expectation. Teachers collaborated to create quality teaching and learning programs for Term 1 2020. They found engaging resources and discussed what works best in their classrooms. This included implementation of VCOP and Big Write in every classroom which will continue to be a large focus in 2020.</p> <p>A survey monkey was created for both staff and students on the current technology program. This gave all students and teachers a voice and provided an opportunity to ensure the program was meeting the needs of all students.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Low level adjustment for disability (\$2000.00)• Socio-economic background (\$3000.00)

Process 2: Process 2: Student Performance Measures

The school evaluates student learning systematically to evaluate learning over time ensuring consistency through evidence based judgements and consistent whole school assessment practices.

Evaluation	Funds Expended (Resources)
<p>The end of year reports gave parents a clear understanding of their child's ability and areas for development.</p>	<p>Reports</p>

Progress towards achieving improvement measures

Presentation day was a special event that highlighted the success of our students in a range of facets – academic, creative arts, community service, music and sport.

The LST team developed a clear, comprehensive student hand over pro forma. The student hand over gave the 2020 teacher a deep understanding of the cohort of students.

Trophies and certificates

Student hand over pro forma

Funding Sources:

- Socio-economic background (\$1000.00)

Process 3: Process 3: Connect, Succeed and Thrive

The school has an evidence based planned approach to wellbeing practices that support the individual needs of all students.

Evaluation	Funds Expended (Resources)
<p>The new award and reward system was successfully implemented this year. Students aspired to achieve the different levels of awards and rewards. The award system complemented the GSPS PBL behaviour management system. The community had a clear understanding of the award and reward system and were engaged in the process.</p> <p>PBL signage had been put on hold while the PBL Team explored another designer. In 2020 GSPS will work with a designer to continue to brand our school. This will include consistent letterhead, PBL signage, PBL logo, GSPS Information Flyer.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$10000.00)

Process 4:

Evaluation	Funds Expended (Resources)
<p>Process completed in 2018 and monitored throughout 2019.</p>	

Process 5:

Evaluation	Funds Expended (Resources)
<p>Process completed in 2018 and monitored throughout 2019.</p>	

Process 6:

Evaluation	Funds Expended (Resources)
<p>Process completed in 2018 and monitored throughout 2019.</p>	

Process 7:

Evaluation	Funds Expended (Resources)
<p>Process completed in 2018 and monitored throughout 2019.</p>	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$15 609.00) 	<p>All Aboriginal students have a detailed Personalised Learning and Support Plan, developed with students and their parents. Goals are reviewed and achievements are celebrated throughout the year. This process allows students and families to look at areas of learning and culture that they would like to focus on.</p> <p>The Yarning Circle was constructed and the school held an opening ceremony with students, parents and family members and community members. The Yarning Circle is a place for students to take part in learning activities, a place to have a yarn or a place to have some quiet time. Students have said that they feel connected to the earth and feel calm and safe when working our communicating in this space.</p> <p>All student in Stage 3 and our Aboriginal students in Stage 2 participated in the Speaking in Colour Resurgence program weekly during Term 3. Students were taught to weave in a variety of ways and their weaving was sewn together and attached to a wire frame to make a brush tail possum. Students weaved while having a yarn, learning traditional techniques.</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$21 029.00) 	<p>Students requiring learning adjustments had a Personalised Learning and Support Plan developed in consultation with the classroom teacher, Learning Support Team and the students' parents and carers. These PLSPs were reviewed regularly and adjustments are made accordingly. These adjustments are discussed at the PLSP review in Semester 2 and achievements were celebrated. Additional School Learning and Support Officers were employed to work with students with a low level disability. Providing additional support within the classroom has seen students with PLSPs supported to achieve their set goals, often achieving the agreed goals and setting new goals to focus on. It has also supported students who are having difficulty regulating their behaviour.</p>
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$42 900.00) 	<p>Executive teachers were provided with additional executive release to work directly with teachers on key initiatives, provide additional support with programing and work with the Stage to provide opportunities to plan collaboratively. Additional teaching staff were employed to release staff to work alongside executive staff and to release them for professional development opportunities. These opportunities allowed staff to develop a consistent approach to school initiatives and provided opportunities for staff to collaborate with colleagues to</p>

Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$42 900.00) 	improve their practice.
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$24 713.00) 	<p>Funds were allocated to support students through students student assistance allowing them to attend school camps, school excursions, have adequate school uniforms and food.</p> <p>Maths kits were purchased and developed for each class and this provided a more consistent approach to teaching as equipment did not need to be borrowed.</p> <p>Robotics equipment was purchased and this has provided students the ability to learn to program and code robots. Students from Kindergarten through to Year 6 are utilising the school's robotics program.</p> <p>Funds were utilised to support the continued implementation of PBL within the school, ensuring that desired behaviours are being explicitly taught to students and the impact of this is evident in the schools behaviour data.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	126	118	119	112
Girls	107	98	93	103

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.8	95.9	96.5	95.4
1	96.4	95.2	94.4	95.7
2	94.3	97.1	95.2	95.2
3	95.9	95.2	96.5	94.7
4	94.9	95.9	96.8	95.1
5	94.1	97.2	94.7	94.3
6	94.9	93.7	96.2	93.2
All Years	95	95.7	95.8	94.8
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)	2
Classroom Teacher(s)	10.21
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.4
School Administration and Support Staff	4.42

*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	368,586
Revenue	2,582,448
Appropriation	2,461,253
Sale of Goods and Services	13,743
Grants and contributions	105,529
Investment income	1,924
Expenses	-2,521,630
Employee related	-2,235,541
Operating expenses	-286,088
Surplus / deficit for the year	60,819

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	500,172
Equity Total	126,828
Equity - Aboriginal	15,609
Equity - Socio-economic	24,713
Equity - Language	1,448
Equity - Disability	85,059
Base Total	1,566,376
Base - Per Capita	52,568
Base - Location	0
Base - Other	1,513,808
Other Total	216,794
Grand Total	2,410,170

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

Surveys were completed by students, staff and the community.

Students

Students in Year 4, Year 5 and Year 6 completed the Tell Them From Me Survey.

When surveyed about their social and emotional well being students:

- 88% of students stated that they do not get in trouble at school.
- 63% of students are interested and motivated about their learning.
- 77% of students stated that they have friends at school that they can trust.
- 90% of students believe that that schooling is useful

Parents and Carers

Parents and carers were surveyed throughout the year through the TTFM Survey, P&C survey and the OOSH Start Up Survey. The school captures the data and uses it to improve practices and processes throughout the school. We value the feedback that our school community provides.

The school continues to look at effective communication practices and this was addressed in the survey.

Parents and carers stated that the best form of useful communication at school was informal meetings, formal meetings and student reports.

Parents and carers stated that the best form of useful communication about school news was school newsletters, social media and emails.

This information provides a valuable insight to the way in which parents and carers wish to find out information about our school.

Staff

Staff completed surveys on Mathematics and Spelling. The surveys were completed by nine staff members.

- 77% of staff felt that they had enough resources to teach mathematics.
- Staff suggested that to improve the mathematics program staff needed to have individual maths kits, continued support with BYOD, look at refining some of the data and length activities, refining the assessment tasks and to continue to work together.
- Staff were asked to describe what they are doing with their five weekly data and some responses included to inform teaching and learning, grouping students according to the strand and to determine the content that will be taught in the teaching and learning cycle.
- Staff discussed that the benefits of the new mathematics scope and sequence and were a clear and consistent scope and sequence for teaching and pre and post testing allows to teach at the point of need.

When providing feedback on Spelling Mastery:

- To improve spelling staff suggested that the time allocation is adjusted so that students are finishing up without spare time.
- The benefits of Spelling Mastery are that staff can cater to their individual learning needs, the text is very easy to follow and consistent and it is scripted so students can easily go on with it even when a teacher is away.
- Staff suggested that some of the challenges of Spelling Mastery is the lesson can be dry and too prescribed, some staff don't see the transfer from spelling to writing and having a large group of students from across grades can be challenging.
- Staff were clear in indicating that they didn't really know how to best use the data.
- Suggestions were made about how best to support students not having success using Spelling Mastery and LST intervention and small group instruction was suggested.

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.