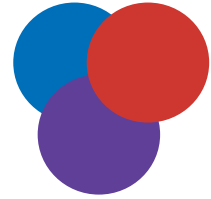


Umina Beach Public School Annual Report



2015

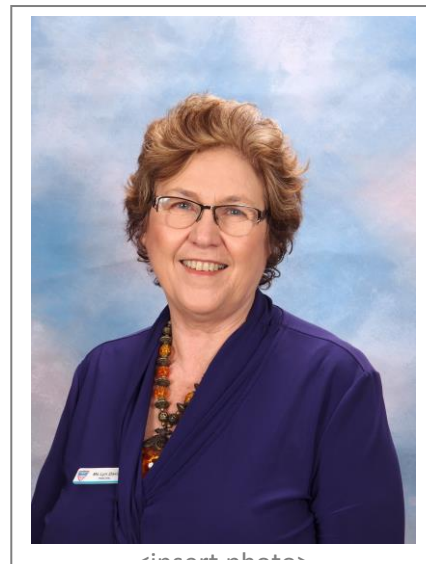


Introduction

The Annual Report for 2015 is provided to the community of Umina Beach 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.

Lyn Davis
Principal



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School Code: 3995

Message from the Principal

School background

2015 was a very successful year for Umina Beach Public School. Our highly dedicated staff work together to provide an inclusive environment where all students are nurtured and encouraged to achieve their personal best. Our school benefits from the tremendous support we receive from our parents and the local community.

Early in 2015 the school name was changed from Umina Public School to Umina Beach Public School. There was strong support for this name change from the school community and the broader community as the name change better reflected the community in which our families live.

The school offered students the opportunity to participate in band, recorder group, dance groups, choir, comedy club, environment club, short film club, visual arts club and many sporting events.

During 2015 four classrooms were renovated from their original condition to provide an enlarged and more attractive learning space for our students. A Bring Your Own Device (B.Y.O.D.) program was offered to Year 5 and Year 6 students with great success and the school led the way in the use of B.Y.O.D. devices in the Brisbane Water Learning Community.

The Positive Behaviour for Learning (PBL) program was further enhanced with the introduction of age appropriate rewards for students. This promoted student enthusiasm in the program and encouraged more students to aim to receive the rewards.

In November all students from Years 3 to 6 performed *Diggers The Musical* in acknowledgement of the 100 year A.N.Z.A.C commemorations. This performance was praised throughout the school and local community with the music and lyrics written by a member of staff.

Our Year 6 dance group performed successfully at the Central Coast and State Dance Festivals and the Recorder group performed at the Sydney Opera House.

I certify that the information provided in this report is the result of a rigorous school self-assessment and review process undertaken with staff, parents and students and provides a balanced and genuine account of the school's achievements and areas for development.

School vision statement

Umina Beach Public School is committed to developing every child to be the best they can be academically, socially and emotionally through active participation in their learning. Students will leave the school with strong foundations for life-long learning and active citizenship.

School context

Umina Beach Public School is a large, comprehensive K-6 public school with a current student population of 801 students. There are 31 mainstream classes which are organised in mixed ability groups. Aboriginal and Torres Strait Islander students make up 5.5% of the school population.

Our students come from a range of socio economic backgrounds and parents are supportive of the school and its endeavours. The socio economic makeup of the student population is diverse.

The school is a part of the Empowering Local Schools National Partnership and has introduced the new Learning and Business Management Reforms (LMBR).

The school is a participant in Positive Behaviour for Learning (PBL) and KidsMatter programs with a focus on social and emotional wellbeing.

Students are supported by a Principal, two Deputy Principals, four Assistant Principals, a team of office staff and 33 classroom teachers.

The school receives additional socio economic and Aboriginal funding through the resource allocation model (RAM). Aboriginal funding is used to employ an Aboriginal Education Resource Teacher one day a week. Equity funding is applied across the school in supporting quality teaching initiatives.

The experienced staff are committed and support a range of extra curricula activities including Comedy Club, Band, Choir, Dance Groups, a School Parliament and a Recorder Group.

The Learning Support team has been recognised as a model of best practice and capably supports the needs of our students through regular weekly meetings, referrals to other agencies and provision of School Learning Support Officers to ensure participation of all students in all curriculum activities.

We have an effective School Council and a hardworking P & C who donate in excess of \$20,000 to the school each year.

The school is an active member of the Brisbane Water Learning Community and the Koorana AECG and values the consultative partnerships that exist.

Student attendance is below state average.

Self-assessment and school achievements

Self-assessment using the School Excellence Framework

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

Members of the School Evaluation team discussed the School Excellence Framework and its' use in informing, monitoring and validating our school's journey to excellence. Time was dedicated in meetings to examine the framework.

In the domain of Learning our efforts have primarily focussed on learning culture, curriculum and learning and assessment and reporting. Positive, respectful relationships are evident among students and staff as a result of explicit teaching of expected behaviours across the school throughout the year. All teaching staff understand that student engagement and learning are related. Attendance rates are regularly monitored and action is taken promptly to address issues with individual students. A positive learning culture has been the result of sustained effort and the provision of school programs to address the needs of identified students. Across the school, curriculum delivery integrated the use of technology and curriculum provision was enhanced because the school was an active member of the Brisbane Water Learning Community. This saw teachers working together to develop common assessments in mathematics and assessment information was actively collected and used to support students' successful transition to secondary school. The school learning support team has systematic policies, programs and processes to identify and address student learning needs. The Brisbane Water Learning Community Cultural continuum ensured that all Aboriginal students had consistent exposure to cultural activities across all member schools. The school had plans in place for effective transition to school within the school and to secondary school.

In the domain of Teaching our major focus has been on effective classroom practice and collaborative practice. Teachers worked in teams to develop and teach lessons after regular review of teaching learning programs. All classrooms were well managed, with well-planned teaching taking place, so that students could engage in learning with minimal disruption. Stage meetings were used to evaluate teaching programs, preview the learning planned for students in class and consistency in assessment of student learning. Teachers worked together in Stage groups to improve teaching and learning through a lesson study process. The school identified expertise within its staff and this expertise was used to further develop the learning culture of the school. When the school musical was staged, staff mentored others in dance, choir and drama. The participation of the school in the Brisbane Water Learning Community saw increased staff capacity across the learning community and ability to implement new curriculum strengthened.

In the domain of Leading there was a focus on leadership and school resources. The school's leadership strategy promotes succession planning and leadership development was central to school capacity building. Opportunities were offered to all staff to relieve in higher duties and seven staff members were interviewed in this process. Several members of staff relieved in higher duties throughout the year. Opportunities for student leadership were extended with the opening of the school parliament. Systematic annual staff performance and development reviews were conducted and all curriculum delivery requirements were met. The school's financial and physical resources and facilities are well maintained, within the constraints of school budget, and provided a safe environment that supported learning. The installation of wi-fi across the school ensured that technology was accessible to all students with 70% of students in Years 5 and 6 Bringing in their Own Devices (B.Y.O.D) for classroom use. Students in Grades 2-4 had individual access to tablet devices that allowed full internet access.

Strategic financial management was used to gain efficiencies and to maximize resources available to implement the school plan. Physical learning spaces were enhanced by the refurbishment of four classrooms.

School facilities were utilized by the local community to best meet the needs of students and the local community. The school hall and school grounds were made available for these purposes.

The leadership team of the school has been successful in leading the initiatives outlined in this report, building the capabilities of staff to create a dynamic school learning culture.

Our self-assessment process will further assist the school to refine the strategic priorities in our school plan leading to further improvements in the delivery of education to our students.

Strategic Direction 1

Creative Learners

Purpose

To improve the capacity of our students socially, academically and emotionally so that our students are well-rounded citizens with the capacity for lifelong learning. An appropriate educational program will be provided for every student that is engaging and innovative.

Overall summary of progress

In the area of positive behavior and resilience our continued school-wide focus on Positive Behaviour for Learning (PBL) has enabled us to achieve significant progress in this strategic direction through a successful approach to student wellbeing and successful learning. Some changes were made to the reward aspect of the school welfare policy and student surveys indicate that students now see these rewards as more meaningful to them. There was a significant reduction in playground incidents across the year.

Staff received extra training in writing quality assessments tasks with an initial focus on assessments in mathematics. Assessments were developed to assist in tracking student progress in Literacy and Numeracy.

A critical thinking skills scope and sequence was developed and implemented across all grades. Staff attended workshops to further their learning about critical thinking skills and their use in the classroom.

The Learning Support Team processes insured understanding and that an appropriate curriculum and teaching strategies were in place for all students.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
At least 95% of students demonstrate resilience and positive behaviours in the classroom and playground each term. EBS4 behaviour management data indicates two or less incidents per term are recorded for any student.	PBL lessons and You Can Do It lessons were undertaken in all classes on a weekly basis. There were 90.5% students who had two or less incidents per term indicating that positive behaviours are in place across the school.	\$6,000 RAM Equity Funds
80% of students achieve grade appropriate cluster benchmarks on the Literacy and Numeracy continuums	Funds were applied to extend the Learning and Support Teacher (LAST) position so that additional support could be provided to students. There was a focus on the K-2 area and analysis of school data indicated that 82% of students were reading at or beyond level 6 in Kindergarten whilst 63% of students were reading at or beyond level 16 in Year 1 and 59% students were reading	\$16000 RAM Equity funds to employ extra LAST support

	<p>at or beyond level 26 in Year 2.</p> <p>Student progress was entered on PLAN at the end of every term.</p> <p>In Stage 1, 77.5% of students achieved appropriate grade cluster benchmarks in reading by the end of the year and in numeracy 52.5% of students achieved appropriate grade cluster benchmarks in place value by the end of the year.</p> <p>In Stage 2, 52.5% of students achieved appropriate grade cluster benchmarks in reading by the end of the year and in numeracy 84.5 % of students achieved appropriate grade cluster benchmarks in place value by the end of the year.</p> <p>In Stage 3, 68.5 % of students achieved the top two grade appropriate cluster benchmarks in reading by the end of the year. In numeracy 81 % of students achieved the top two grade appropriate clusters benchmarks in place value by the end of the year.</p> <p>We are progressing toward the achievement of our three year goal in this area.</p>	<p>\$25,000 RAM Equity Funds</p> <p>\$8,000 RAM Equity funds</p> <p>\$12,000 Literacy and Numeracy Funds</p>
<p>95% of students are above the minimum standard in reading, writing, spelling and grammar and numeracy in Years 3 ,5, & 7.</p>	<p>We are progressing towards achieving the three year target of having 95% of students in all areas performing above the NMS. This target was achieved in Year 3 writing and all areas of Year 5. In Year 7, 95% was achieved in reading and numeracy.</p>	<p>\$6,000 RAM Equity Funds</p>

Next steps

- The school will continue to employ additional LAST time and a teacher to support Year 1 students in need of additional support in Literacy and Numeracy.
- Professional learning for staff on the Wellbeing Framework to develop deep understandings and contribute to future actions.
- Professional learning for staff on future focussed learning strategies to embed these into classroom practice and encourage students to challenge themselves.
- A school wide implementation plan for You Can Do It will be implemented and evaluated.
- The BYOD program will be introduced into Year 4 in 2016.
- Staff will receive extra training in the use of technology in the classroom.

Strategic Direction 2

Quality Teaching and Leadership

Purpose

To improve the capacity of every staff member by engaging in ongoing relevant evidence-based learning at an individual and collective level. All staff will engage in reflective practice and attain and maintain appropriate leadership and teaching credentials.

Overall summary of progress

Student progress on the literacy and numeracy continuum was tracked using PLAN and results were entered each term. This progress was monitored by the school executive team. All teaching staff were trained and the Performance and Development framework was implemented across the school. Several members of staff expressed interest in relieving in higher duties and five members of staff were able to do so. One member of staff received a promotion to a principal position.

Lesson study was undertaken in the area of teaching mathematics. This allowed staff to plan and reflect in teams on their strategies for teaching mathematics. All staff participated in analysis of NAPLAN results and in workshops designed to allow staff input into future school directions.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
<p>The average proportion over each three year period of students in Year 3, 5, and 7 in NAPLAN is 1% above state in proficient bands.</p> <p>The average performance of girls in Numeracy and Literacy in Year 5 is equal to or above state average over a three year period.</p>	<p>Progress achieved this year</p> <p>Analysis of school data in NAPLAN indicated that this target had been achieved in Year 3 Writing and Spelling, in Year 5 Reading, Grammar and Punctuation and in Year 7 Spelling.</p> <p>The average performance of girls in numeracy in Year 5 was above the state average this year. Their performance in reading was also above state average.</p>	<p>\$12,000 RAM TPL funding</p> <p>\$5,000 RAM GTIL Funds</p> <p>\$6,000 Socio – economic funds</p>
<p>Performance and Developments plans are in place for 100% staff.</p> <p>All staff attain and maintain appropriate teaching and leadership credentials</p>	<p>All teaching staff designed Performance and Development Plans and all goals were met in 2015 for all staff. Three staff achieved accreditation at proficient level and two staff members completed maintenance at proficient level.</p> <p>One member of staff completed the NSWPPA Principal Credential.</p>	<p>\$6,000 GTIL funds</p> <p>\$3000</p> <p>RAM TPL funds</p>

Next steps

- A focus across the school on the teaching of Writing in 2016 will utilize the lesson study model to further support collaborative practice between teachers.
- Training for staff in the use of feedback as a tool to enhance student outcomes will be incorporated into the lesson study model.
- More focused analysis of NAPLAN data will inform teaching learning programs with an emphasis on analysis of writing , spelling and grammar data.
- Mathematics assessments tasks will be refined so that students can demonstrate A-E performance.
- Teachers seeking BOSTES accreditation at Highly Accomplished or Lead will be supported by the school executive
- Establishment of a geography mentor team to lead the introduction of the geography syllabus.
- New staff will be mentored and supported towards successful accreditation.
- Student progress will be monitored through the use of PLAN each term and staff will receive extra training to ensure consistency of teacher judgment.

Year 4 on their Sydney excursion



Strategic Direction 3

Connected Culture

Purpose

The school is a part of a community and learning will be enhanced for all members of the community when strong consultative partnerships exist. Collaborative approaches to decision making will support a culture of organisational improvement and innovation across the school community.

Inter-school relationships allow coaching and mentoring support to ensure ongoing development for all staff.

Overall summary of progress

A staff member was employed as an Aboriginal Education Resource Teacher to maintain and strengthen connections with Aboriginal students, families, teachers and the wider community.

Students staff and parents were surveyed regarding the employment of a teacher one day a week as an Aboriginal Resource Teacher. Surveys were overwhelmingly positive regarding the impact of this persons work with families, student learning and community engagement.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
<p>100% of Aboriginal students participate in the BWLC Cultural Continuum.</p> <p>90% Aboriginal students performed at expected grade levels.</p>	<p>All Aboriginal students participated in BWLC Cultural Continuum and demonstrated a deeper understanding of their cultural heritage.</p> <p>In Stage 1, 100% of Aboriginal students achieved at the expected grade level on the Literacy continuum and 55% in Numeracy.</p> <p>In Stage 2, 78% of Aboriginal students achieved at the grade appropriate benchmark in literacy and numeracy.</p> <p>In Stage 3, 68% of Aboriginal students achieved at the grade appropriate benchmark in literacy and numeracy.</p> <p>The Aboriginal Education Resource teacher (AERT) led cultural activities in dance, music and visual arts . TTFM survey results indicated that 66% of students indicated they agreed or strongly agreed that they feel good about their culture when at school.</p>	<p>\$24,911 RAM Aboriginal</p> <p>\$2768</p> <p>Norta Norta funds</p>
<p>An increase in the number of parents engaging in school processes .</p>	<p>The Tell Them From Me (TTFM)survey results indicated that parents felt welcome in the school with an average score of 7/10. 40% of parents indicated that they had talked with their child's teacher more than three times in the year and 51% indicated they attended meetings two or more times in the year. Only 12% of parents indicated that they were involved in school committees.</p> <p>An increased number of parents attended information meetings on a variety of topics and indicated that they</p>	<p>\$ 3000</p> <p>Community Consultation Funding</p>

found them useful.

P & C executive attended a workshop aimed at increasing their understanding of their roles and school processes.

Next steps

- All staff will have access to training on 8 Ways of Learning during 2016.
- Tell Them From Me surveys will be implemented and analysed to determine future directions in 2016.
- Increased staff participation in Koorana AECG meetings.
- Staff participate in curriculum implementation teams with other members of the Brisbane Water Learning Community.
- Build on partnerships with local organisations to strengthen community support for the school.
- History and Geography syllabi will be fully implemented and led by the History mentor team.
- Community information sessions will be offered to develop a deeper understanding of school protocols and to enhance community partnerships.

Our entrants in the engineering- straw building challenge.



Key initiatives and other school focus areas

Key initiatives (annual)	Impact achieved this year	Resources (annual)
Aboriginal background funding	<p>All feedback from parents staff and students attests to the positive relationships built through the AERT position.</p> <p>All students have a Personalised Learning Plan (PLP) and are making progress across literacy and numeracy continuums.</p> <p>The Aboriginal Education Resource Teacher (AERT) engaged parents and the community in school events and coordinated support to families when needed which enhanced school partnerships with the Aboriginal community.</p> <p>Classroom teachers were supported in developing Personalised Learning Plans (PLPs) for the children in their class.</p> <p>All Aboriginal students participated in the Brisbane Water Learning Community Cultural Continuum resulting in a deeper understanding of their cultural heritage.</p> <p>In Stage 1, 100% of Aboriginal students achieved at the expected grade level on the Literacy continuum and 55% in Numeracy.</p> <p>In Stage 2, 78% of Aboriginal students achieved at the grade appropriate benchmark in literacy and numeracy.</p> <p>In Stage 3, 68% of Aboriginal students achieved at the grade appropriate benchmark in literacy and numeracy.</p>	<p>\$24911 RAM</p> <p>Aboriginal funds also reported in Strategic Direction 3</p>
English language proficiency funding	<p>A staff member was employed to work with students requiring additional support in English so that full participation in classroom activities was achieved. This provided students with greater access to the curriculum and confidence in language activities possible.</p>	<p>\$ 3230 RAM</p> <p>English language proficiency funding</p> <p>Strategic Direction 1</p>
Socio-economic funding	<p>The <i>lesson study</i> model resulted in greater collaboration between teachers.</p> <p>Additional Learning Assistance Support Teacher (LAST) time resulted in intensive support for Year 1 students who progressed a minimum of 4 benchmark levels in reading and one cluster in writing.</p> <p>Additional support provided to Year 4</p>	<p>\$10,000 RAM</p> <p>Socio-economic Funding</p> <p>\$32000 RAM</p> <p>Funding Socio-economic Funding</p>

	students in mathematics resulted in student progressing at least one cluster in the place value aspect on the continuum.	\$9,800 RAM Funding Strategic Direction 2
Low level adjustment for disability funding	School Learning Support Officers (SLSOs) were employed to support students in accessing a full curriculum in the classroom. Adjustments and accommodations were made to learning programs as needed.	RAM \$67,112
Support for beginning teachers	Funds were used for the <i>Lesson Study</i> initiative. This ensured delivery of high standards of curriculum to meet student needs. Two staff attended training on Teaching Standards, and teaching Mathematics. Two staff members attended a 6 day Leadership Program.	Beginning Teacher Support Funding \$13,127
Other school focus areas	Impact achieved this year	Resources (annual)
Community Consultation Funding	<p>P & C executive attended a workshop aimed at increasing their understanding of their roles and school processes. A consultant was employed for this workshop.</p> <p>The school community room was utilised to develop connections with Kindergarten parents which resulted in positive relationships and connections with and between parents.</p> <p>Parents are able to more readily locate classrooms across the school.</p>	<p>\$ 6000</p> <p>Community Consultation Funding Strategic Direction 3</p> <p>Funds not spent in 2015 tied to 2016 implementation \$10,000</p>
Norta Norta	Norta Norta funds were used to support identified Year 4 students progress in mathematics in a program implemented by a School Learning Support Officer which saw these students advance one cluster on the continuum.	\$2768 Norta Norta funds Strategic Direction 2

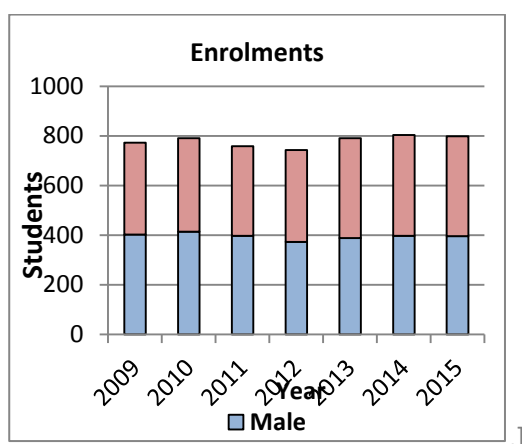
Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

Gender	2009	2010	2011	2012	2013	2014	2015
Male	402	414	398	373	389	397	396
Female	370	376	360	370	402	407	403

Enrolments peaked at 806 in 2015. The gender distribution was almost equal throughout the entire year.



Student enrolment profile

Kindergarten, Year 2 and Year 4 attendance was better than the state average. Other grades were below state average. The largest variance in attendance rates was in Year 6.

Student attendance profile

	Year	2010	2011	2012	2013	2014	2015
School	K	95.3	94.8	94.7	95.0	95.3	95.3
	1	93.7	94.6	92.8	94.3	94.1	93.4
	2	93.8	94.1	94.4	94.6	93.4	94.1
	3	93.9	93.4	93.7	94.8	94.6	93.8
	4	93.9	93.4	92.9	92.7	95.0	94.4
	5	93.6	94.5	92.7	93.9	93.8	93.1
	6	93.0	93.5	93.3	93.8	93.6	91.3
	Total	93.9	94.1	93.5	94.2	94.3	93.6
State DoE	K	94.7	94.7	94.3	95.0	95.2	94.4
	1	94.2	94.2	93.9	94.5	94.7	93.8
	2	94.4	94.2	94.2	94.7	94.9	94.0
	3	94.5	94.4	94.4	94.8	95.0	94.1
	4	94.5	94.3	94.3	94.7	94.9	94.0
	5	94.4	94.2	94.2	94.5	94.8	94.0
	6	94	93.8	93.8	94.1	94.2	93.5
	Total	94.4	94.3	94.2	94.7	94.8	94.0

Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	30
Teacher of Reading Recovery	0.6
Learning and Support Teacher(s)	1.2
Teacher Librarian	1.4
Teacher of ESL	0
School Counsellor	0.5
School Administrative & Support Staff	3.72
Other positions	0.8
Total	44.7

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Two members of the teaching staff and one member of the School Learning Support Officer staff have identified as Aboriginal.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Qualifications	% of staff
Undergraduate degree or diploma	100%
Postgraduate degree	20%

Professional learning and teacher accreditation

All teaching staff designed Performance and Development Plans and all goals were met in 2015 for all staff. Three staff achieved proficient and two staff members completed maintenance at proficient.

Professional learning was focused on Critical Thinking skills, the teaching of mathematics, the use of the literacy and numeracy continuum, leadership development, child protection, and on line learning about supporting students with speech and language development issues.

One member of staff completed the NSWPPA Principal Credential.

Financial information

Financial summary for the year ended 31 December 2015

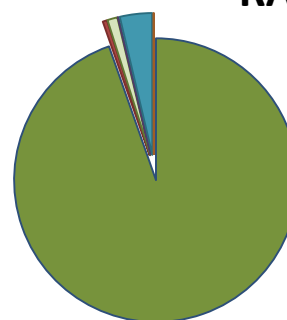
The information provided in the Financial summary is current at the date shown. This summary includes reporting from 1 January 2015 to 31 December 2015.

	2015 Actual (\$)
Opening Balance	651,127
Revenue (10609)	5,687,148
Appropriation	5,205,684
Sale of Goods and Services	137,238
Grants and Contributions	329,418
Other Revenue	2,7000
Investment Income	12,108
Expenses (106010)	(5,658,692)
Recurrent Expenses	5,658,692
Capital Expenses	
Employee Related	4,900,643
Operating Expenses	758,049
Surplus/Deficit for the Year	28,456
Balance Carried Forward	679,583

Funds received through the Resource Allocation Model

Location	-
Other Base	4,686,287
Equity	275,832
Aboriginal	24,911
Socio-Economic	58,369
Language	3,230
Disability	187,713
Equity Transition	1,610
Targeted Total	97,905
Other Total	69,769
Total	5,129,794

RAM Funds

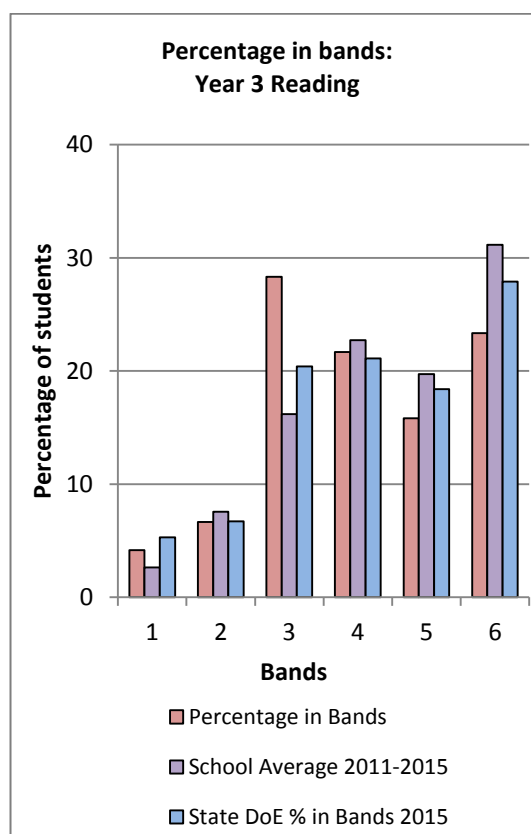


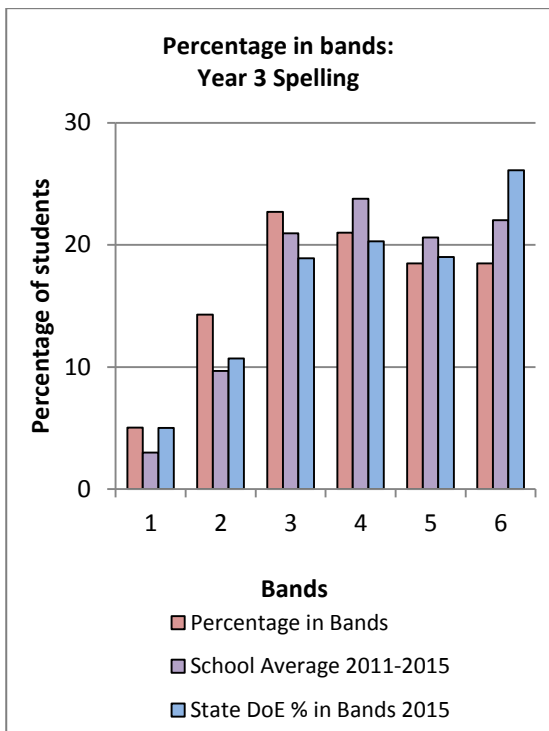
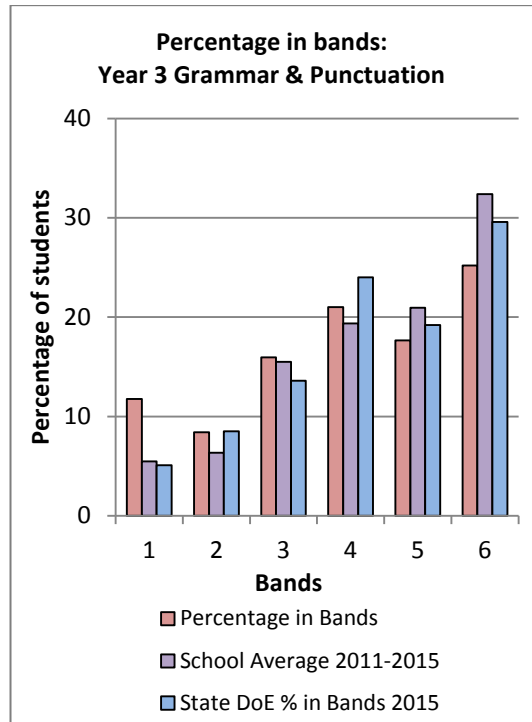
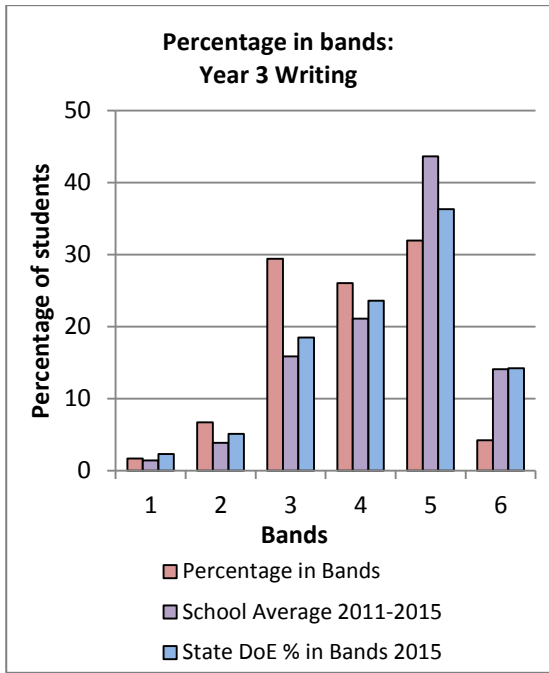
School performance

NAPLAN

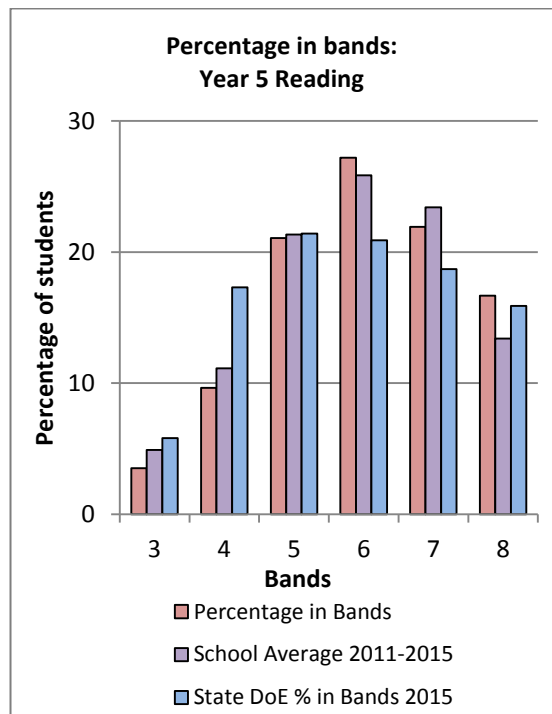
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

NAPLAN – YEAR 3 Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

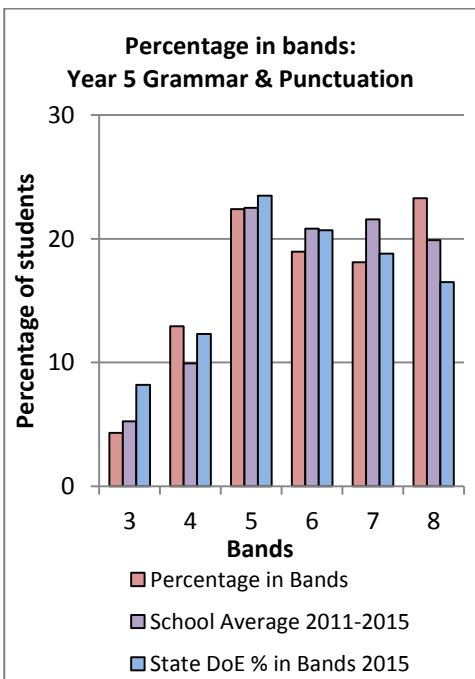
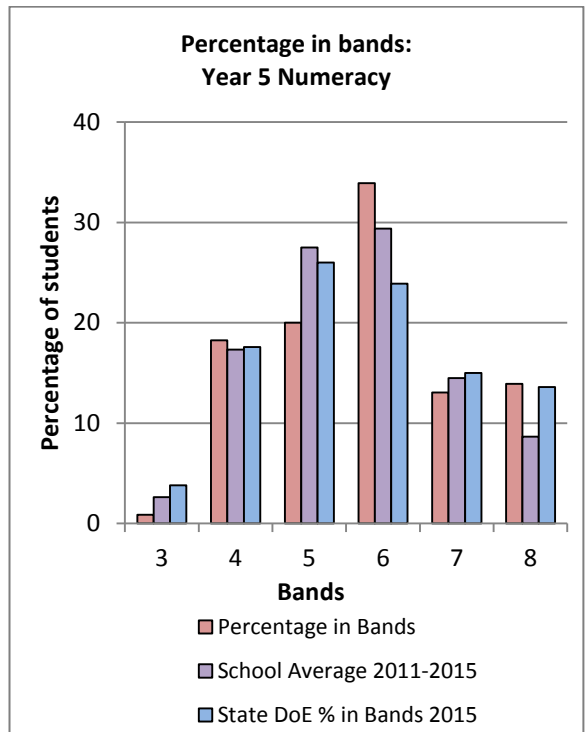
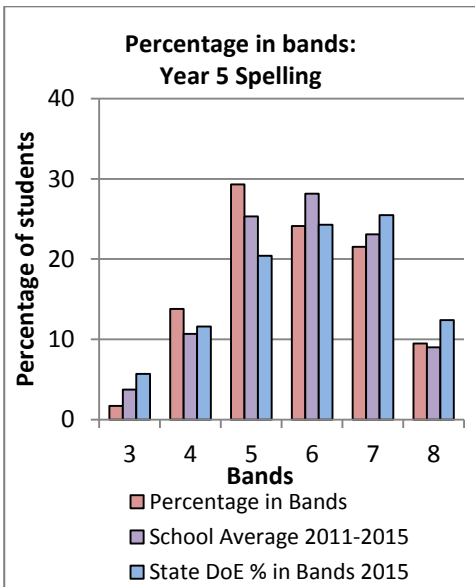
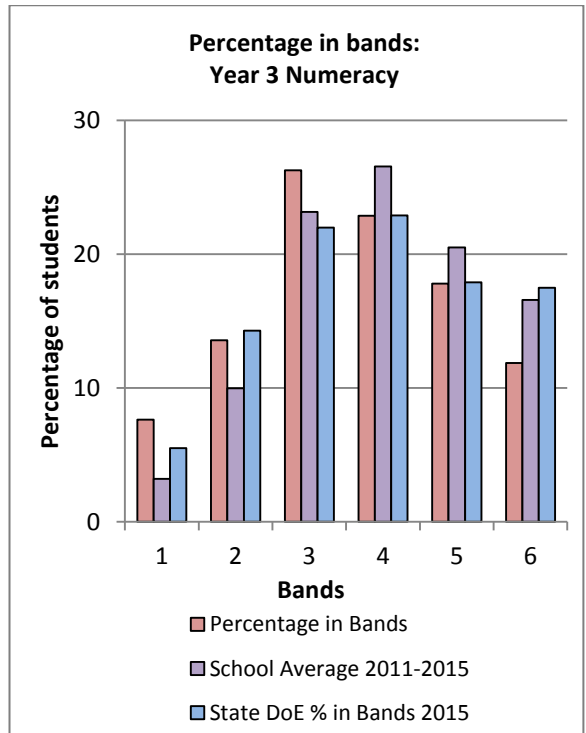
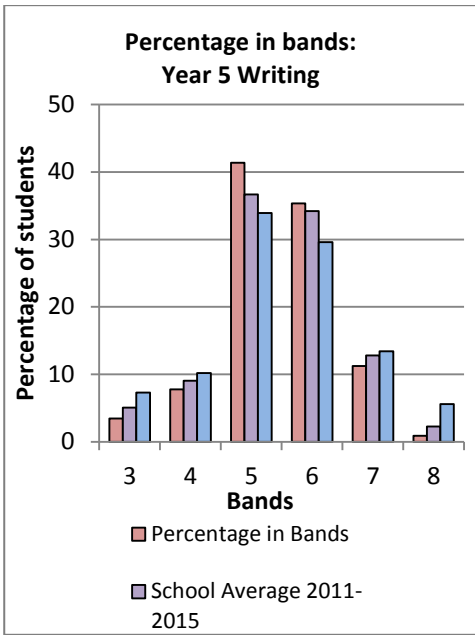




NAPLAN – Literacy Year 5 (including Reading, Writing, Spelling and Grammar and Punctuation)



NAPLAN - Numeracy



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

Students, staff and parents of Aboriginal children were surveyed in relation to the employment of an Aboriginal Education Resource Teacher (AERT).

Results were overwhelmingly supportive of the use of funds towards this position from all participants in the survey. As a result of the outstanding support for the position funding will again be used in 2016 towards this position.

In all 169 parents responded to the Tell Them from Me survey. In all 77% of parents indicated that they had spoken with their child's teachers at least three times in the year. Only 12% of parents indicated they were involved in school committees. Parent surveys indicated that they were willing to share their skills and expertise with staff and students. Parents saw the school as supporting positive behaviour with a score of 7.8 out of ten. The school score from parents regarding safety at school was slightly lower at 6.9 out of ten.

All students in Years 4, 5, and 6 completed the on line surveys.

72% of students indicated they had a high sense of belonging and 88% of students indicated they had positive relationships. 85% of students indicated they have positive behaviour at school. However the rate for girls was 94% and the rate for boys was 76%. Results indicated that 89% of students indicated that they tried hard to succeed. In all 61% of students agreed or strongly agreed that when they finish school they expect to go to university.

When students were asked if they feel teachers are responsive to their needs, and encourage independence with a democratic approach the school scored 7.8 out of ten. Students rated teacher expectations for academic success 8.2 out of 10. Demographic data gathered from the student survey indicated that 92% of students were born in Australia and that 11% of students identified as Aboriginal.

An analysis of the staff surveys indicated a score of 8 out of ten in teacher collaboration and a score of 8.3 in relation to learning culture. The score related to technology from teachers was 7.2 out of ten. The teachers score for an inclusive school was 8.3 compared with the parent score of 6 out of ten.

There were 21 staff who indicated they had been teaching at the school for more than 6 years. This included four staff who had been at the school for more than 16 years. In all 42.3% of staff indicated they had been teaching for more than 16 years.

Policy requirements

Aboriginal education

Umina Beach Public School received \$24,911 Aboriginal background funding in 2015. Our plan included:

Employment of an AERT to support the implementation of the Brisbane Water Cultural Continuum, strengthen parent and community partnerships and support students and teachers.

As a result of this initiative 100% of Aboriginal students participated in the Brisbane Water Learning Community Cultural Continuum and in Stage 1 100% of Aboriginal students were performing at the grade appropriate level in literacy.

Classroom teachers were supported in liaising with parents to develop Personalised Learning Plans (PLPs) for the Aboriginal children and links with the Aboriginal community were strengthened.

A didgeridoo and dance group was established and they performed at award ceremonies across the school and the learning community.

Some Year 6 and Year 5 Aboriginal students attended indigenous art classes at the high school as part of a transition program supported by the AERT.

Some staff members were trained in 8 Ways so that the strategies they employed in the classroom were culturally more appropriate.

Multicultural Education and Anti-racism

Culturally inclusive classroom and school practices are in place across the school. These programs further foster students' understandings of culture, cultural diversity, racism and active citizenship.

Harmony Day was celebrated in March and this allowed each class to focus on the pre-mentioned themes.

The school Anti-Racism Contact Officer (ARCO) supported students on the rare occasion when racism occurred and provided counselling to both the victim and the perpetrator. One additional staff member was trained as the ARCO.