

Inverell Public School Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of Inverell Public School as an account of the school's operations and achievements throughout the year.

It provides an 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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Principal

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School background

School vision statement

Inverell Public School will engage students in high quality learning and teaching to inspire and challenge each student to reach their full potential.

Our students will be literate and numerate. They will become creative, reflective learners and thinkers.

All students will experience a variety of educational opportunities to pursue excellence; taking ownership for their learning and developing effective problem solving skills.

Students and staff will be committed to providing opportunities for growth and success through the application of social and emotional learning. This will facilitate cohesive, interactive relationships and alliances within the school and its community.

We aim for our students to become confident lifelong learners who will be responsible citizens in a rapidly changing 21st Century.

School context

At Inverell Public School we have a proud history of providing accessible, well-rounded educational programs to the children of the Inverell area over the past one hundred and fifty three years. While appreciating tradition, the school embraces the contemporary educational opportunities available to every student in the 21st Century.

Academic programs are the main focus of the school's work with teachers consistently seeking ways to enhance learning and teaching. Differentiated learning programs reflect a clear understanding that students learn in different ways and bring different experience to the learning environment.

Significant major programs and strategies include:

- Early Action for Success literacy and numeracy learning strategies in Kindergarten, Year One and Year Two
- The Receptive and Expressive Verbal Language Program supporting our younger students in developing expressive and receptive verbal language skills.
- The Positive Behaviour for Learning program focuses on the implementation of high quality, consistent student wellbeing strategies, referencing the core values of Cooperate , Achieve , Respect and Excellence
- Improved cross cultural awareness, with particular focus on Aboriginal Education
- Continuation of the Reading Recovery Program
- Junior Speechcraft with local Toastmasters, debating and public speaking programs
- Development of the Kitchen Garden/Science Education initiative and
- Continual improvement in the use of technology across the curriculum and *Creative programs.

All staff focus on the core business of providing a high quality education for our students, supporting every student towards a positive future.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of Learning the school demonstrates strengths in the implementation of effective wellbeing strategies. The school has a deep understanding that children must be ready to learn in order to take advantage of educational opportunities. This includes having children's physical needs satisfied (e.g. food and warmth) and learning strategies to manage emotions and relationships. Work in this area has been a major school focus to ensure that our students are ready to learn and teachers are supported to do their best work. The introduction of the Red and Ready Breakkie Program and the use of 'Play Is the Way' strategies to teach students the importance of recognising and managing emotions highlight the school's deep understanding of the close relationship between student wellbeing, student engagement and learning achievement.

In the area of Student Performance Measures evidence analysis has shown that it would be beneficial to develop explicit consistent processes across Kindergarten to Year 6 to collect, analyse and report internal and external student and school performance data. This would reliably inform next step teaching and learning decisions. To date, the Early Action For Success initiative has instigated extremely effective data collection and analysis processes across Kindergarten, Year 1 and Year 2. Similar processes were commenced in Years 3, 4, 5 and 6 as part of the school's strong focus on developing deep understanding and effective practice relating to teaching pedagogy. This is a focus area for ongoing development.

The results of External Evaluation process indicated that in the School Excellence Framework domain of Teaching the school demonstrates strengths in collaborative practice through the implementation of explicit systems across the school. Over the past 3 years a focus on collaboratively developing and maintaining an explicit shared purpose (Mission Statement) and building a coaching culture that recognises the strengths of individuals to build effective teams (eg. Science Team, EQ Committee, staffing of Stage teams) has greatly enhanced school operation and informed consistency of practice. Across Kindergarten – Year 2 the Early Action For Success initiative has very effectively facilitated the formation of cooperative professional learning groups. In Years 3–6 these structures are currently being developed through the introduction of 'Focus On Reading' strategies and the close examination and implementation of best practice in mathematics teaching pedagogy. Both projects are supported by regular team meetings where current research is examined and teachers' understanding and expertise is pooled to identify the best practices to be employed in classrooms.

The results of the External Validation process indicated that in the School Excellence Framework domain of Leading the school demonstrates strength 'Leadership – School Resources, Management Practices and Processes Building Leadership Capacity'. This has been a focus area for the past 3 1/2 years. Continual improvement has been informed by: strategic and ongoing leadership development of the executive team, implementation of teacher leaders' roles, high quality professional learning to facilitate individual and team development, ongoing strategic professional conversation to clarify the 'next step' for effective day to day practices and strong engagement with current research (eg Jim Collins' work in the 'Good To Great' study). This has assisted the school to understand and implement specific strategies that will continue to build leadership capacity and succession planning.

Areas for ongoing development include:

- conducting a review of school policies related to learning culture
- alignment of processes for assessment and use of data across Kindergarten – Year 6, including the development of a feedback policy and practice statement
- exploration of processes for communicating school expectations and aspirations for improving student learning and
- implementation of well–planned practices for communication to all sectors of the school community to facilitate collection of genuine feedback from students, staff and community.

The school's self–assessment and the external validation process will assist in refining the strategic priorities in the School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework visit this link: goo.gl/6MZdtJ

Strategic Direction 1

Staff leading innovative practice, achieving excellence in the craft of teaching.

Purpose

To enable teachers to be active, fearless and collaborative facilitators of evidence based teaching practise. They will demonstrate:

- very high levels of curriculum knowledge
- best pedagogical practice
- personal and collective responsibility for improving student learning and well-being.

This will ensure the expansion and increased development of leadership capability and succession planning using the Australian Principal Standards and Australian Standards for Teachers.

Overall summary of progress

At Inverell Public School all teachers are committed to identifying, understanding and implementing the most effective teaching methods, with a high priority given to evidence based teaching strategies. All classrooms are positively managed, with well-planned teaching taking place. The utilisation of teaching spaces across the whole school has become a focus. Collaborative planning time has been factored into RFF timetables allowing teaching staff from the same stage to engage in valuable discussion and preparation time together.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> • School achieves excellent value added results and, performance for equity groups is comparable to performance of high performance learners in our school. 	<p>All teachers have participated in three major professional learning sessions throughout the year supporting their capacity to effectively differentiate all English and Mathematics lessons. Classroom observations and PDP goals confirm ongoing growth of teacher capacity to effectively differentiate Maths and English lessons</p>	<p>Professional Learning – Gifted and Talented programs Kindergarten \$510, Focus on Reading \$3800, Early Action for Success \$7300</p> <p>Literacy & Numeracy funding \$20,500</p> <p>Maths resources \$14000</p>
<ul style="list-style-type: none"> • Improvement in data collection relating to student engagement (including attendance, behaviour, Red and Ready Breakfast Program, Student Assistance and Tell Them from Me surveys. 	<p>As mentioned in the self-assessment and school achievement section, work continues in the area of data collection relating to students' academic achievement. In other areas of school operation the maintenance of records and the effective use of data relating to attendance, learning support and wellbeing reports, breakfast program access and formal survey strategies has gradually become a feature of everyday practice.</p>	<p>SENTRAL Licence \$3000</p> <p>Staffing to support the attendance program \$15000</p> <p>Survey subscription \$300</p> <p>Staffing to support data collection \$3000</p>
<p>In Years 3–6 a strong focus on best practice in literacy and numeracy teaching pedagogies was introduced through the implementation of ongoing professional learning about 'Focus on Reading', close examination of the mathematics syllabus and engagement with current research relating to quality teaching.</p>	<p>All executive and staff teaching classes in Years 3–6 participated in Focus on Reading training in Terms 2, 3 and 4 in 2016.</p> <p>All staff participated in staff meetings targeting understanding of the most effective implementation of the Australian Mathematics curriculum.</p> <p>Teaching and non-teaching staff working with students in Years 3–6 participated in weekly pedagogy meetings focussing on best practice</p>	<p>Focus on Reading training and purchase of professional learning resources \$15000</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
In Years 3–6 a strong focus on best practice in literacy and numeracy teaching pedagogies was introduced through the implementation of ongoing professional learning about 'Focus on Reading', close examination of the mathematics syllabus and engagement with current research relating to quality teaching.	literacy and numeracy teaching. 27 members of staff participated in on–line learning about best practice and current research in the area of curriculum differentiation and supporting students whom have diagnosed and undiagnosed learning difficulties.	

Next Steps

Assessment and Reporting would be enhanced by the alignment of staff processes and across–school systems for collecting, analysing and reporting local and external data on student and school performance. Term 4 2016 saw consolidation of planning in this area for full implementation in 2017. The provision of Feedback is another area of development. While feedback is occurring as part of regular practice, processes and practices could be streamlined to facilitate stronger results.

The school is committed to examining current research to develop strategic feedback plans that will establish a consistent coaching conversation structure. This will enable giver and receiver to build a positive expectation relating to the provision of written and verbal feedback and the best strategies for timely follow up..

Strategic Direction 2

Students are highly engaged, creative 21st century learners.

Purpose

To provide a learning environment that:

- successfully motivates
- provides challenging learning opportunities, support and
- adds value to literacy, numeracy and science achievement.

Students will:

- use critical and creative thinking, and
- demonstrate the ability to learn independently or in teams as required to achieve the best learning outcomes.

Overall summary of progress

Teachers provide students with learning opportunities that are tailored to facilitate student engagement and meet their learning needs.

This is demonstrated through:

- explanation of learning intentions to ensure that students understand the purpose and practice of their work
- consistent implementation of student well-being strategies that support students to be ready to learn
- regular, specific curriculum adjustment to recognize individuals' learning needs within the group setting
- implementation of a range of explicit support programs designed to address student learning needs and
- ongoing professional learning for staff relating to best practice in curriculum delivery across all Key Learning Areas and school settings.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> • K–6 scope and sequences, common assessment tasks for data analysis and future planning with regards to pedagogy and programming in literacy, numeracy, science and technology 	<p>Kindergarten–Year 2 teachers are implementing effective processes as a result of the Early Action For Success initiative. Years 3–6 teachers have started developing these processes in 2016 through their close examination of teaching pedagogy, including the role of assessment and evaluation in the teaching cycle.</p>	<p>Professional Learning Funds \$3500</p>
<ul style="list-style-type: none"> • Staff have evidence to demonstrate their progress and plans to map out their own development against the AITSL teaching standards 	<p>Detailed Professional Development Plans, completed by all teaching staff, have allowed the implementation of structured processes for teachers' performance and development. All staff wrote both personal professional goals and goals that aligned with the school priorities.</p>	<p>No additional cost. Resourced from regular school operation.</p>
<p>Building 21st Century Learning, technology and skills into regular classroom practice as embedded in the Australian Curriculum documents.</p>	<p>Technology in use in daily practice across the school. This included use of iPads, laptop and desk top computers.</p> <p>A technology interest group was established, working with Makee Makees, Spheroes and coding. Due to the high level of interest, work in this area</p>	<p>Purchase of hardware and software, employment of specialised staff, professional learning costs \$75355</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Building 21st Century Learning, technology and skills into regular classroom practice as embedded in the Australian Curriculum documents.	<p>was extended across the school.</p> <p>A Technology Capacity Matrix was designed and implemented, informing school practice relating to the sequential development of technology skills and understandings.</p> <p>Introduction of a staff Technology Working Group to determine future school direction in this rapidly evolving area.</p> <p>Significant purchase of technology hardware to ensure equitable access across the school.</p> <p>Employment of a technology support officer.</p> <p>Professional learning provided to staff by in-house personnel.</p>	

Next Steps

In 2017 the portfolio 'Learning and Support' will be added to the school's leadership structure to enhance the existing focus on the relationship between:

- student wellbeing
- best quality teaching that is targeted to meet individual students' learning needs within the class setting and
- engagement with families and appropriate services and external agencies.

The school will also review school policies relating to learning culture.

Strategic Direction 3

An inclusive, emotionally intelligent community of learners within and beyond the school.

Purpose

To build positive sustainable partnerships with families while fostering appropriate educational alliances;

- enhancing learning opportunities and well-being for students, staff and community
- empowering a strong sense of belonging and pride across the school community and building positive relationships within the school and beyond the school gate.

Overall summary of progress

The strong link between student engagement and learning is well recognized, placing emphasis on students' readiness for learning and the importance of effective teaching pedagogy.

The school has conducted intensive work to:

- develop a sense of identity and belonging at Inverell Public School
- highlight the imperative of the provision of differentiated learning programs to ensure successful curriculum access for every student
- identify a shared school and community understanding of school expectations of students across all school and community settings
- implement social and emotional learning programs that emphasise students' use of self-regulation strategies when faced with challenging issues and
- build teachers' skills and confidence in their understanding of effective strategies for managing challenging behaviours.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> • Awards, attendance, positive and negative incident data, and parent contact data will be monitored to identify areas of success and areas for development in academic, social and emotional learning 	<p>Effective use of the SENTRAL electronic data management system has greatly improved organisation and retrieval of data. This informs planning and action across the school's academic and wellbeing spheres.</p> <p>Introduction of Play is the Way strategies has strengthened students', staff and community understanding of the importance of recognising your own emotions and the effect your actions have on others. This work has complimented the school's previous focus on Positive Behaviour for Learning and effective implementation of the school's core values – Cooperate, Achieve, Respect and Excel.</p>	<p>Costs associated with social and emotional learning programs and professional learning \$29877</p> <p>Positive Behaviour for Learning \$2000</p> <p>Awards costs \$480</p>
<ul style="list-style-type: none"> • Comprehensive, supportive transition processes around new students and staff, pre-school to Kindergarten, Years 2 to 3, Years 6 to 7 will be monitored through the analysis of academic, behaviour and social interaction data to inform future program directions 	<p>In 2016 extensive work has been conducted in:</p> <p>Year 6–7 transition to Macintyre High School</p> <p>Early Birds Transition to School</p> <p>Development and publication of an updated school information booklet</p> <p>Development of improved staff orientation practice to be implemented in 2017</p>	<p>Year 6–7 transition program \$10400</p> <p>Early Birds transition to school \$4100</p> <p>Student Wellbeing teacher \$14700</p> <p>Administration costs \$1000</p>
<p>Parents and carers are recognised as integral members of the school community and</p>	<p>The Assistant Principal portfolio role 'Community Connection' provided an initial 'go to' contact for parents, encouraging the development of positive</p>	<p>Consultancy fees, Inverell Times supplement, staff badges, assembly, sport</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
partners in their children's education.	on-going relationship to support students' school experience. Introduction of updated school logo and letterhead, school uniform in Kindergarten, brochures, information sheets and booklet, school awards certificates and badges to facilitate consistency of presentation and important messages ensuring that the school community has strong recognition of school identity.	and principals awards \$4930

Next Steps

- Extending employment of the Student Wellbeing teacher from 2 to 4 days each week to strengthen the in-school student support network and facilitate more consistent engagement with other agencies and
- Implementation of improved staff and student orientation practices in 2017.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>During 2016 funding from North North and Aboriginal background funding enabled the provision of significant support to Aboriginal students to encourage improved readiness and engagement in learning.</p> <p>Significant features of support for Aboriginal students included NAIDOC Week celebrations, improved connection with families through the work of the Aboriginal Education Officers, health support for students through the Armajun Aboriginal Health Service, strong student wellbeing programs, Kinship Care Meetings and integration of Aboriginal perspectives in classroom learning.</p>	<p>ATSI Funds \$10,200</p> <p>North North Funds \$7,026</p> <p>RAM Aboriginal Equity Funds \$36,400</p>
English language proficiency	<p>In class support was provided to Early Stage 1 & Stage 1 students for whom English is not their primary language in the home.</p>	<p>RAM Funding \$7,100</p>
Low level adjustment for disability	<p>All students requiring adjustments and learning support are catered for in class programs and other whole school strategies. Improved and consistent Learning Support Team processes have encouraged high level professional discussion and greater understanding of the Team's role in decisions relating to explicit support for students' learning.</p>	<p>RAM funding \$64,300</p>
Quality Teaching, Successful Students (QTSS)	<p>This funding was used to facilitate consistent literacy teaching practices in the teaching of literacy across Years 3–6 through shared professional learning and the preliminary introduction of Focus On Reading strategies in preparation for full implementation in 2017.</p>	<p>Staffing allocation 0.16</p>
Socio-economic background	<p>This funding has provided a range of additional opportunities for students related to curriculum provision, wellbeing, personal awareness, extra-curricular and transition programs. Additional support staffing has greatly assisted teachers in the effective delivery of curriculum.</p> <p>Feedback from community, staff and students relating to programs implemented through the use of this funding has been extremely positive.</p>	<p>RAM Funding \$326,300</p>
Support for beginning teachers	<p>The school's beginning teachers were released from class to participate in a range of activities to support the development of professional skills. They participated in stage planning activities, mentoring meetings and accessed additional support to implement practices for effective reporting. The teachers reported that the additional release from face to face teaching time allowed them to meet the demands of the teaching role and develop understanding of whole school responsibilities.</p>	<p>Targeted funds \$6,800</p> <p>Additional support was also provided through the Early Action for Success initiative and Teacher Professional Learning funds.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	235	232	224	223
Girls	186	183	194	201

Enrolment numbers have demonstrated a gradual increase over the last five years.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	93.8	92.6	93.9	91.2
1	92.5	91.7	89.7	92.6
2	91.3	91	90.5	91.7
3	89.9	92.3	90.8	91.8
4	89.9	91.5	90.7	92.3
5	88.9	90.8	90.6	90.2
6	90.8	89.6	91.7	92.2
All Years	91.1	91.4	91.2	91.8
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Non-attendance of students is a cause for serious consideration at Inverell PS. Phone calls to the families of absent students were on Mondays, Wednesdays and Friday each week and recorded on SENTRAL data. Departmental procedures were carefully followed, the Home School Liaison Officer provided consultancy support on a fortnightly basis and a member of the teaching staff took a leadership role in supporting those students for whom regular attendance was challenging. The Student Wellbeing Teacher also provided targeted support to students and families. A range of strategies

are employed to assist families to feel confident in engaging with their school. School personnel are committed to building positive relationships with students and their families, addressing any concerns that may affect a student's capacity to attend school on a very regular basis.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	16.6
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	2
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	5.77
Other Positions	1.5

*Full Time Equivalent

The school employed two permanent Aboriginal staff members and one additional Aboriginal staff member on temporary contracts during 2016.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	92.3
Postgraduate degree	7.7

Professional learning and teacher accreditation

All staff participated in professional learning in 2016. Staff Development Days included training in the Code of Conduct, Child Protection Strategies, Play is the Way, Positive Behaviour for Learning, SENTRAL, L3, TEN, PLAN, collaborative school planning, gathering of semester feedback, the Performance and Development Framework, Focus on Reading, integrating technology across the curriculum and effective use of the school's technology capacity matrix. The school's Instructional Leader provided ongoing training throughout the year

for staff working in Kindergarten to Year 2 in L3 and TEN strategies. The school employed four permanent and eleven temporary New Scheme teachers. Six of whom have achieved accreditation at proficient level, while nine hold accreditation at provisional level.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30.11.2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	660 125.84
Global funds	453 175.56
Tied funds	814 445.56
School & community sources	44 142.23
Interest	13 352.27
Trust receipts	11 936.90
Canteen	0.00
Total income	1 997 178.36
Expenditure	
Teaching & learning	
Key learning areas	103 838.43
Excursions	31 973.64
Extracurricular dissections	15 558.77
Library	12 386.62
Training & development	1 165.16
Tied funds	828 585.12
Short term relief	106 296.09
Administration & office	109 358.21
School-operated canteen	0.00
Utilities	51 531.00
Maintenance	60 458.35
Trust accounts	7 421.66
Capital programs	0.00
Total expenditure	1 328 573.05
Balance carried forward	668 605.31

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

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.

In 2016 students in Year 3 and Year 5 displayed positive results in both literacy and numeracy.

This is attributed to the focused work that the school has conducted through the Early Action for Success program, Focus on Reading and study of best practice Mathematics pedagogy.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands:

In accordance with the Premier's Priorities: Improving Education results, schools are required to report their students' performance for the top two NAPLAN bands in reading and numeracy.

The percentage of Year 3 students in the top two NAPLAN bands has increased for spelling, reading and writing. Grammar and Punctuation results were similar to results achieved in the previous year. A positive shift in results was achieved in numeracy.

Year 5 Reading results showed that 4 students (8%) achieved Band Eight results and 5 (10%) students achieved Band 7 results. In Numeracy one student (2%) achieved a Band 8 result, three students (6%) achieved a Band 7 result and 13 students (26%) achieved a Band 6 result.

9.1% of Year 3 Aboriginal students achieved results in the top band for Reading and in Numeracy 22.2% of Year 3 Aboriginal students achieved Band 5.

No Year 5 Aboriginal students achieved results in the top two bands in reading or numeracy.

Parent/caregiver, student, teacher satisfaction

An on-line parent/caregiver satisfaction survey was distributed in October 2016. Results were inconclusive due to an extremely limited response, despite a note being sent to each household and reminders issued through the school newsletter. The school believes that the method of survey posed difficulties for the school's community and it is anticipated that a succinct paper survey will be distributed in 2017.

Students in Years 4, 5 and 6 participated in the Tell Them From Me Survey. Response indicated that 80% of this student group were interested and motivated in their learning, 94% try hard to succeed in their learning, 87% feel that teachers are responsive to their needs and encourage independence with a democratic approach and 88% indicated that school staff emphasises academic skills and hold high expectations for all students to succeed.

In response to the Tell Them From Me Survey staff indicated that Inverell Public School demonstrated an inclusive learning culture and a high level of professional collaboration. Early career staff were very positive about classroom and school practices, overall learning culture and leadership. More experienced teaching staff were supportive of the work of school leaders in leading improvement and change.

Policy requirements

Aboriginal education

The school has approximately 24% of all students who identify as having an Aboriginal or Torres Strait Islander (ATSI) background.

The school's Aboriginal Education team is an important component of the school's operation.

Achievements include:

- Positive NAIDOC Week celebration activities
- Armajun Aboriginal Medical Service health checks for students
- Provision of direct support for parents, building positive relationships between families and the school
- Development of productive relationships with other agencies
- Wellbeing support for students as required
- Successful Kinship Care Meetings
- Supporting students to access programs and special events e.g. Preschool to Kindergarten transition, Teddy Bear's Picnic, Primary Sport, Macintyre High School transition and
- Supporting identified students in their academic learning through the Norta Norta program.

Multicultural and anti-racism education

The school has a small number of students who have a language background other than English. The work of the school's Anti-Racism Contact Officer and Student Welfare Teacher ensures that issues that may arise are dealt with quickly and appropriately. Through the Learning Support Team the school pursues a proactive approach to curriculum adjustment and implementation for students who may require additional curriculum support. We encourage students to develop an appreciation for other cultures and build positive relationships with their peers, respecting the diversity of the of the Inverell community.