

Inverell Public School

Annual Report



2017



2209

Introduction

The Annual Report for **2017** is provided to the community of **Inverell 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.

Mrs Alison Campbell

Principal (Relieving)

School contact details

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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. 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.

In the domain of Learning, our efforts primarily focused on learning culture, curriculum and learning, and wellbeing. We entered into a three-year agreement with an external professional learning provider in partnership with other schools across the sapphire community of Schools focused on the research of John Hattie into the visible learner. As part of this School Impact Project, we appointed an impact coach from within our teaching staff to provided support across the school. We are sustaining and growing positive and respectful relationships. The school implements a whole-school

approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment. Student involvement with school and extra-curricular activities are significant, support student development and strongly align with the school's vision, values and priorities.

In the domain of teaching, we continued focus on professional standards, collaborative practice, and learning and development. All teaching staff completed Professional Development Plans (PDP's). Classroom observations were undertaken by all teaching staff focusing on curriculum delivery and aligning with their goals and programs. All classrooms, are well managed, with well planned teaching taking place, so that students can engage in learning productively, with minimal disruption. All staff participate in professional learning targeted to school priorities and their professional needs. The Early Action for success initiative has effectively facilitated data collection and analysis across Kindergarten to Year 3 and similar data collection has been streamlined across Years 4–6 using the Literacy and Numeracy continuum as a guide. Professional learning continues through 'Focus on Reading', L3 Kinder and L3 Stage 1, and Mathematics pedagogy.

In the domain of leading, our priorities have been school planning, school resources, as well as management practices and processes. All staff were involved in the evaluation of the 2015–2017 school plan with feedback identifying key priorities and strategic directions for our new 2018–2020 planning cycle. The school's leadership strategy promotes succession planning, distributed leadership and organisational best practice. The school has contributed to the Sapphire Community of Schools network to assist in building the capacity of staff in our community to create and submit quality teacher accreditation portfolios. The school leadership team creates an organisational structure that is inclusive of the whole school.

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/sef-evidence-guide>

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. We entered a partnership with other local school and joined a Collaborative Impact Project with an external professional provider. We are maintaining our collaboration across the Sapphire Community of Schools. We have designated a staff member to be the impact coach and established a small team including staff member and Principal. During 2017 the team has participated in two days of professional learning facilitated externally and focused on the research into Visible Learning. From consultative days, evaluations were taken and data collated to pinpoint focus areas for future school planning.

All classrooms are positively managed, with well-planned teaching taking place. All staff K–2 have attended Early Action for Success professional learning. All staff 3–6 have attended professional learning on Focus on Reading.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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. 	Professional Learning – Early Action for Success, Corwin Visible Learning, Focus on Reading, Targeting Early Numeracy Strategies. Building Numeracy Leadership. Professional Learning – \$55000.00 Resources – \$12600.00	All teaching staff have participated in Visible Learning sessions throughout the year to support their capacity to effectively differentiate all English and Mathematics lessons. Professional development through Early Action for Success, Focus on Reading and Numeracy have developed teacher capacity and knowledge. Classroom observations and PDP goals confirm ongoing growth of teacher capacity to effectively differentiate English and Numeracy lessons.
<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. 	SENTRAL Licence – \$3000.00 Staffing to support the attendance programs – \$15000.00 Survey Subscription – \$300.00 Staffing to support data collection – \$3000.00	Improvements are continuing in the area of data collection relating to students' academic achievement. Years K–3 have recorded Literacy and Numeracy data using PLAN and this data is reviewed by Instructional Leaders and class teachers. In other areas of school operation the maintenance of records and the effective use of data relating to attendance, learning support and wellbeing, breakfast program and formal survey strategies is now everyday practice.
In Years 3–6 a strong focus on best practice in literacy and numeracy teaching pedagogies	Focus on Reading training Building Numeracy	Teaching and non-teaching staff working with students in Years 3–6 participated in weekly pedagogy meetings with a focus on best practice

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	Leadership Professional learning resources are supported by Literacy and Numeracy funding. \$15000.00	and understanding of syllabus documents. All staff participated in staff meetings targeting Literacy and Numeracy continuum and unpacking data through Early Action for Success. Staff have participated in professional learning targeted to their age/stage of students.

Next Steps

A stronger feedback and sharing of resources from professional learning opportunities will be enhanced with collegial sharing of knowledge and resources. Capacity building of Visible Learning capabilities will be established and this aligns with the importance of a growth mindset as a focus of the School Impact Project. Streamlined processes and practices as part of regular feedback could be streamlined to facilitate stronger results.

Collegiality within different focus groups will be a priority to ensure all staff are committed to the strategic directions.

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

Students have improved their knowledge and understanding of learning intention to understand the purpose and practice of their work. Learning and support team has been restructured to ensure all students K–6 requiring additional support have differentiated learning programs targeting their individual needs. Teachers provide high quality learning opportunities and continue with ongoing professional learning relating to best practice in curriculum delivery across all Key Learning Areas and school settings.

Technology resources continue to be replaced and or updated to ensure that all students have access to and utilise technology on a regular basis.

Students are developing a clearer understanding of their responsibilities in their learning journeys and take ownership for their learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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	Professional Learning Funds – \$3500.00	Kindergarten to Year 2 teachers are implementing effective processes as a result of the Early Action for success initiative. Teachers in Years 3–6 have continued to develop effective processes through close examination of their teaching pedagogy including development of draft K–6 sequences including assessment and evaluation.
<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	No additional cost. Resourced from regular school operation.	All teaching staff have detailed Professional Development Plans that demonstrate the implementation of structured processes for teachers' performance and development. Professional Learning was delivered in the areas of PDP and Accreditation. All Teaching staff wrote both personal and professional goals and goals that aligned with the school strategic directions.
Building 21st Century Learning, technology and skills into regular classroom practice as embedded in the Australian Curriculum documents.	Purchase of hardware and software, employment of specialised staff, professional learning costs. Resources – \$44000,00 Staffing – \$53000,00	The school employed a technology support officer to assist all staff and students. Significant purchase of technology hardware to ensure equitable access across the school. Interest groups including Coding, Spehrees and Makee Makees were introduced into the Library during break times.

Next Steps

In 2017 Draft scope and sequences for all KLA's are in place and will be reviewed in Term 4. Technology will require updating with additional mobile computer labs a priority. Computers also require updating in the Library. Continued professional learning for students and staff in all areas of technology in particular typing tool to enable students to upskill for Naplan online.

The school's Learning and support team continues to grow with an increasing number of student referrals and interventions as per individual needs.

Student leadership will focus on building student capacity within our school context, and extend into the Sapphire Community of Schools Network.

Staff will receive ongoing coaching for Corwin – Visible Learning School Impact Program key areas including teachers as leaders of learning in Literacy and Numeracy inclusive of the needs of twenty-first century learners.

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

Student Wellbeing teacher employed 4 days per week. Appointment of a school counsellor 7 days per fortnight. These positions have strengthened the in-school student support network and facilitate consistent engagement with other agencies and services.

New and improved school uniform has had a successful uptake from parents and community.

Staff and student orientation practices have improved with the development of handbooks for both and these are used at interview.

Wellbeing services within school have displayed increased usage in particular breakfast club, uniform pool and an increase in students sense of belonging.

A strong focus has seen improved Social and Emotional Intelligence carried across the whole school, within emphasis on resilience and relationships to ensure positive mindsets for within and beyond the school gate.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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	Costs associated with social and emotional learning programs and professional development. Play is the Way resources \$15500.00	Central electronic data management system has been beneficial in the organisation and retrieval of data. This informs planning an action across the school's academic and wellbeing spheres. Professional development through Wilson Mccaskill Play is the Way
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	Year 6–7 transition programs \$10400.00 Early Birds transition to school programs \$4500.00 Student Wellbeing teacher \$14700.00 Administration costs \$1000.00	STEM Year 6–7 Transition to Macintyre High School Early Birds Transition to School Student wellbeing teacher has provided beneficial support to students, staff and community.
Parents and carers are recognised as integral members of the school community and partners in their children's education.	Inverell Times supplement Staff Badges Awards, Assembly, Sport and Principal \$5000.00	The supplement within the local newspaper is a strong visual presentation and promotion of our school and is well received by parents and community. Portfolio role of Assistant Principal 'Community Connections' provides a pivotal connection as a go to person for parents and community, and supports the P and C.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Parents and carers are recognised as integral members of the school community and partners in their children's education.		The implementation of new and updated school logo, letterhead and fact sheets has facilitated consistency of presentation and ensures the school community has strong representation of school identity.

Next Steps

In partnership with Macintyre High School, revisit the STEM lesson plans and move towards STEAM and re-work timetable and lessons.

Ensure that Early Birds transition program is refreshed and memory documents are created.

Review the in-school student support network and use SENTRAL data to harvest information on impact upon incidents occurring within school, connections to family and external providers.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	RAM Aboriginal Equity funds \$45000.00	<p>Indigenous student wellbeing SLSO x 2 employed throughout 2018.</p> <p>AEO working with Indigenous students through Literacy and Numeracy.</p> <p>Student wellbeing support including breakfast club, lunches, excursions, uniforms, and visiting medical services through Armajun Health.</p>
English language proficiency	RAM funding \$6900.00	In class support provided to students whom English is not their primary language in the home.
Low level adjustment for disability	RAM funding \$58300.00	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 resulted in a high proportion of students on case load.
Quality Teaching, Successful Students (QTSS)	Staffing Allocation 0.342	This funding was used to allocate time of class for 2 staff (Impact coaches) to assist students across Years 3–6 in Literacy and Numeracy. Corwin – Visible Learning was introduced as part of this program as professional learning.
Socio–economic background	RAM funding \$320,000.00	<p>This funding as 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>
Support for beginning teachers	<p>Targeted funds \$40,000.00</p> <p>Additional support was also provided through the Early Action for success initiative, Impact coaches, Mentor the Mentors and Teacher Professional Learner funds.</p>	The school's beginning teachers were released from class to participate in a range of activities to support the development of professional skills. Teachers reported that the additional release from face to face teaching time allowed them to meet the demand of the teaching and report writing role and develop understanding of whole school responsibilities.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	232	224	223	254
Girls	183	194	201	229

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

Student attendance profile

School				
Year	2014	2015	2016	2017
K	92.6	93.9	91.2	92.9
1	91.7	89.7	92.6	92.3
2	91	90.5	91.7	93.4
3	92.3	90.8	91.8	91.7
4	91.5	90.7	92.3	91.9
5	90.8	90.6	90.2	93.1
6	89.6	91.7	92.2	89.8
All Years	91.4	91.2	91.8	92.2
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Non-attendance of students is a cause for serious consideration at Inverell Public School. Phone calls to the families of absent students occur on Monday, Wednesday and Friday of each week and recorded on SENTRAL data. departmental procedures were carefully followed, the Home School Liaison Office provided consultancy support on a fortnightly basis and the principal and Wellbeing teacher took on the role of supporting those students for whom regular attendance was challenging. Support and meetings were also initiated by school for the students and families.

School personnel are committed to building positive relationships with students and their families, addressing any concerns that may effect a student's capacity to attend school on a regular basis.

Class sizes

Class	Total
KP	22
KO	22
KB	21
COMP K 1	19
1C	23
COMP 1 2	23
1W	23
2M	25
2B	23
COMP 2 3	27
3B	29
COMP 3 4	29
COMP 4 5	30
4L	30
COMP 5 6	31
5R	30
5B	29
6P	30

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	20.12
Teacher of Reading Recovery	0.92
Learning & Support Teacher(s)	2
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	5.93
Other Positions	0

*Full Time Equivalent

The School has three permanent Aboriginal staff members during 2017.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	95
Postgraduate degree	5

Professional learning and teacher accreditation

All staff have participated in professional learning in 2017. Staff Development Days included training in the Code of Conduct, Child Protection, Play is the Way, Corwin – Visible Learning, SENTRAL, L3K, L3S1, focus on Reading, TEN, PLAN, collaborative school planning, difficult conversations, the Performance and Development Framework, 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 3. Teaching staff all attended Accreditation workshops.

The school employed five permanent and seven temporary New Scheme Teachers. All currently have accreditation at graduate or proficient level.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

This summary financial information covers funds for operating costs to 13.10.2017 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Receipts	\$
Balance brought forward	668,605
Global funds	493,056
Tied funds	705,665
School & community sources	73,468
Interest	10,563
Trust receipts	4,195
Canteen	0
Total Receipts	1,286,947
Payments	
Teaching & learning	
Key Learning Areas	36,661
Excursions	42,683
Extracurricular dissections	14,290
Library	8,842
Training & Development	0
Tied Funds Payments	642,438
Short Term Relief	76,958
Administration & Office	94,019
Canteen Payments	0
Utilities	52,385
Maintenance	47,142
Trust Payments	11,594
Capital Programs	0
Total Payments	1,027,012
Balance carried forward	928,541

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.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	954,642
Appropriation	937,287
Sale of Goods and Services	0
Grants and Contributions	17,355
Gain and Loss	0
Other Revenue	0
Investment Income	0
Expenses	-300,510
Recurrent Expenses	-300,510
Employee Related	-196,041
Operating Expenses	-104,469
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	654,132
Balance Carried Forward	654,132

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	3,203,268
Base Per Capita	65,718
Base Location	53,015
Other Base	3,084,534
Equity Total	788,944
Equity Aboriginal	104,296
Equity Socio economic	411,357
Equity Language	5,044
Equity Disability	268,246
Targeted Total	319,565
Other Total	560,089
Grand Total	4,871,866

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.

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

Additional Assessment tools used to track student progress at Inverell Public school in 2017:

- Best Start
- Literacy and numeracy achievement against the literacy and numeracy continuums K-6
- Observations

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 2017 students in Year 3 and Year 5 displayed positive results in both Literacy and Numeracy.

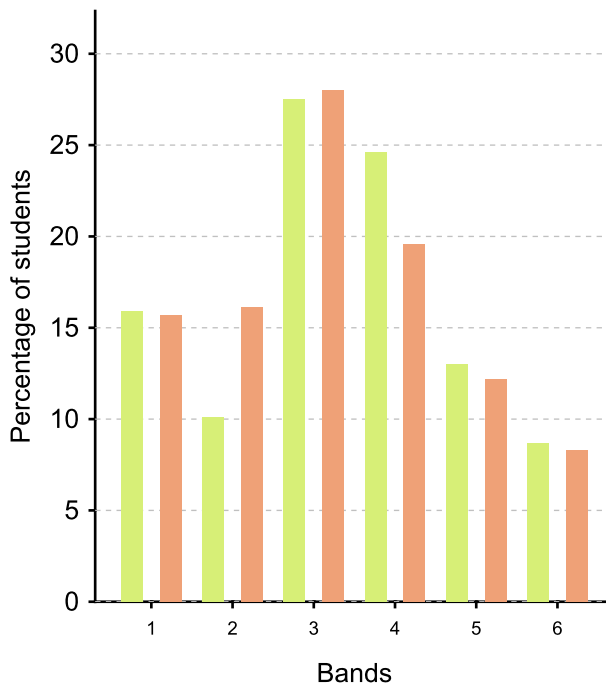
This is attributed to the focused work that the school has conducted through the Early Action for success program, focus on Reading and study of best practice Mathematics pedagogy.

The percentage of Year 3 students in the top two NAPLAN bands has increased for Writing, Grammar and Punctuation. Reading and Spelling results were

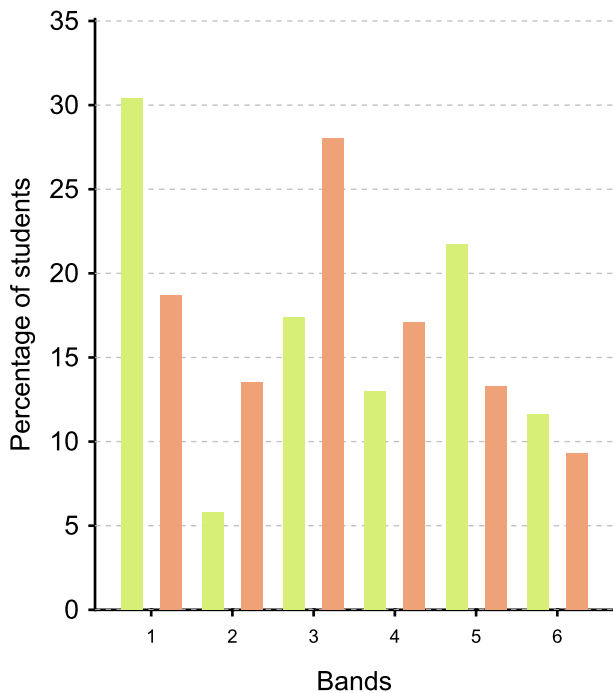
similar to results achieved in the previous years.

The percentage of Year 5 students in the top two NAPLAN bands has increased for Writing and Reading with Spelling, Grammar and Punctuation were similar to results achieved in the previous years.

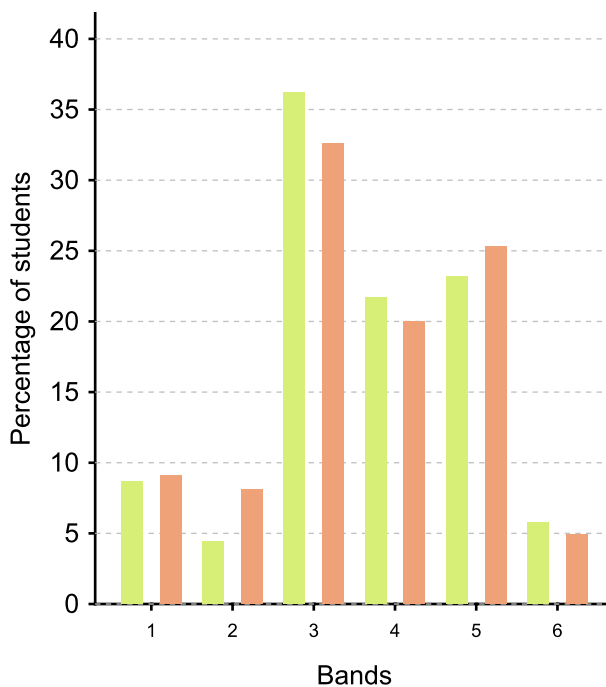
Percentage in bands:
Year 3 Spelling



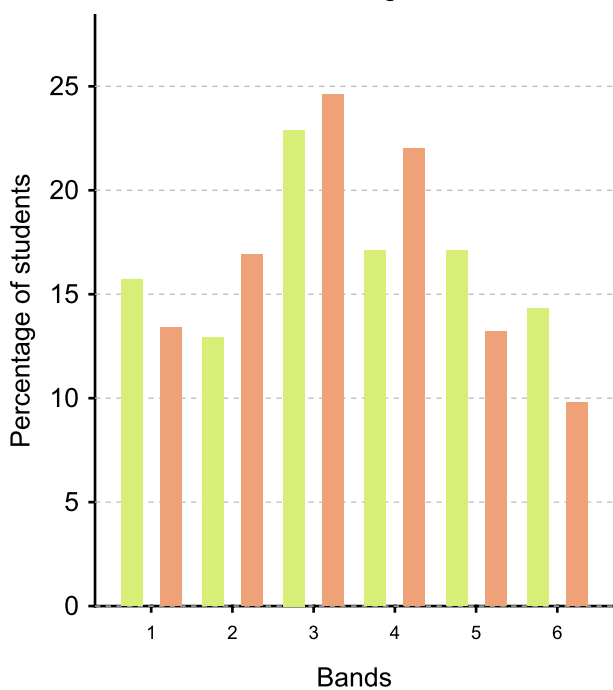
Percentage in bands:
Year 3 Grammar & Punctuation



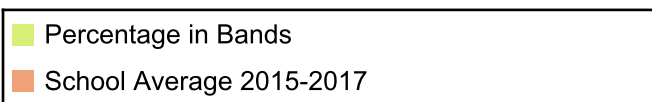
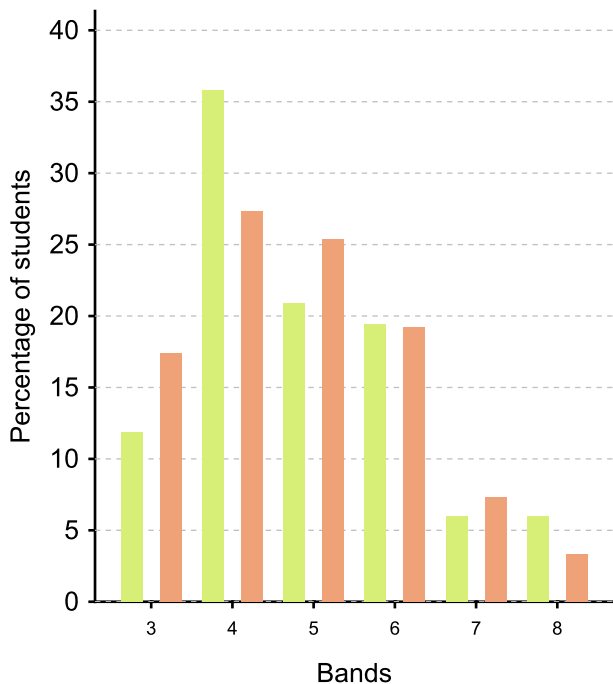
Percentage in bands:
Year 3 Writing



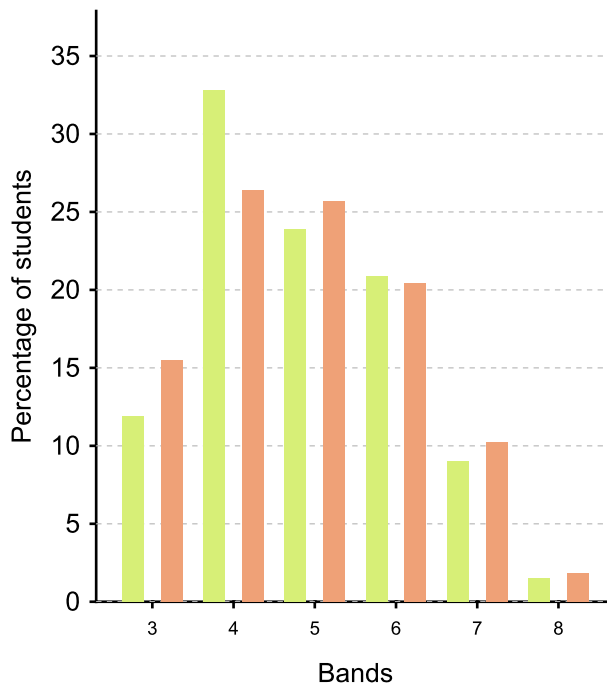
Percentage in bands:
Year 3 Reading



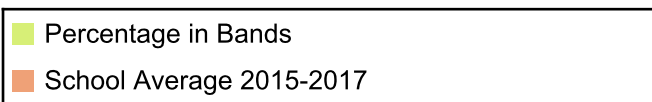
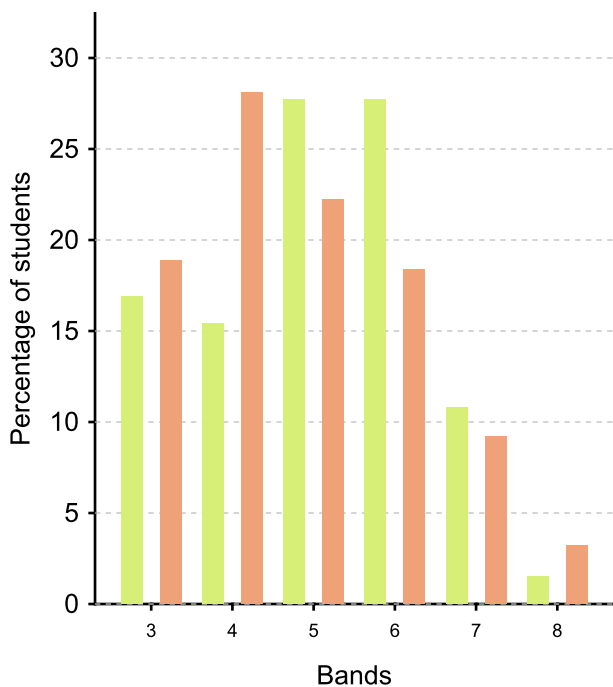
Percentage in bands:
Year 5 Grammar & Punctuation



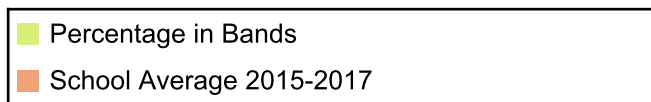
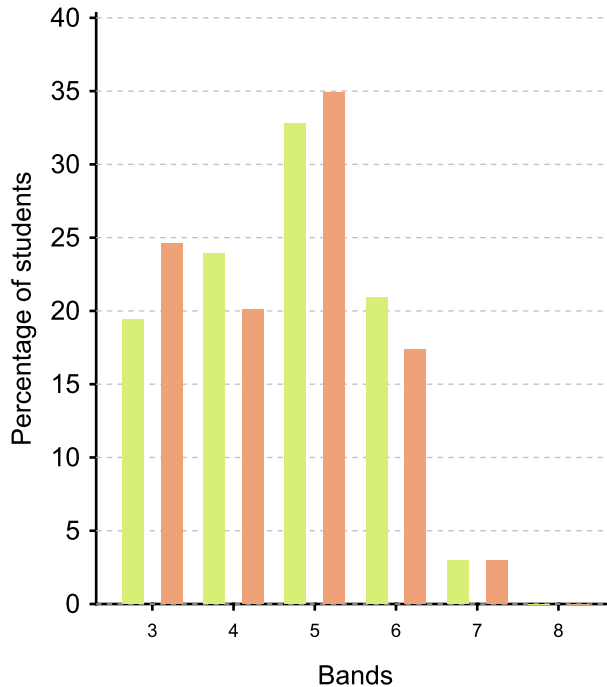
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing

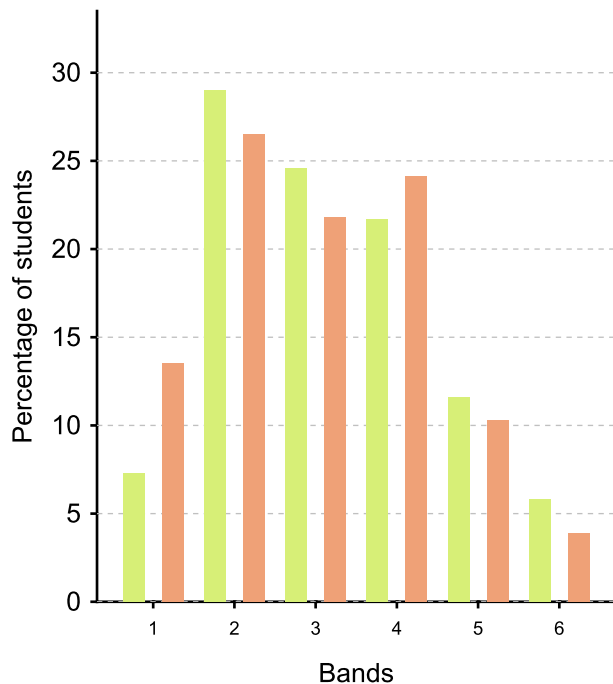


The percentage of Year 3 students in the top two NAPLAN bands has increased with all students displaying growth similar to results achieved in previous years.

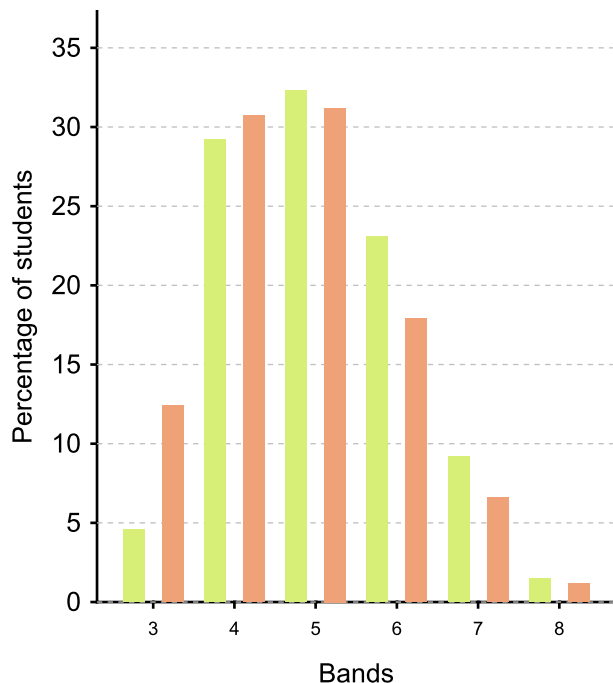
The percentage of Year 5 students in the top two NAPLAN bands has increased with all students displaying growth similar to results achieved in previous

years.

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> 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 Year 3, 15% of Aboriginal students achieved results in Band Five and Six. 25% of Aboriginal students achieved Band Five in Grammar and Punctuation. No Aboriginal students achieved above Band Five for Numeracy.

In year 5 30% of Aboriginal students achieved Band Six, Seven and Eight in Reading. 20% of Aboriginal students achieved Band Seven for Grammar and Punctuation. One aboriginal student achieved above Band Six for Numeracy.

Parent/caregiver, student, teacher satisfaction

A parent/carer satisfaction survey was distributed in November 2017. Results show that parents are satisfied with Inverell Public School. Strong support was displayed for Academic, Social and Emotional growth and Extra-curricular activities. Parents referred to our school has having a positive culture and fostering strong relationships. Areas of growth indicated parents would like to be invited to join in further school activities.

Students in Year 4, 5 and 6 participated in the Tell The From Me survey Response indicated that 94% of this student group value schooling outcomes. 75% of this student group have positive behaviour and 88% of this student group are interested and motivated in their learning.

Staff have demonstrated in their survey results that the school has a positive culture, staff are collegial and Inverell Public is a positive place to work.

Policy requirements

Aboriginal education

The school has approximately 25% 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 including community Elders.

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.

Employment of two Aboriginal School Learning support Officers.

supporting students to access programs and special events, eg: Preschool to Kindergarten transition, Macintyre High School Transition, Excursions, Sporting and Extra-curricular events.

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 and appreciation for other cultures and build positive relationships with their peers, respecting the diversity of the Inverell community.

Other school programs

Stephanie Alexander Kitchen Garden

Red and Ready Breakfast Program

Speech Support

Choir

Early Birds transition to School program

STEAM Years 6–7 transition program in conjunction with Macintyre High School.

Play is the Way – social and emotional Learning program

Wellbeing teacher – 4 days per week

Large variety of sporting opportunities.

Gifted and Talented Science program

Technology workshops held during break times for interested students.

Debating and Public Speaking

School Spectacular

Corwin – Visible Learning in collaboration with Sapphire Community of Schools.