Tarcutta Public School
Annual Report

2015
Introduction

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

Nigel Carroll
Relieving Principal
for the Substantive Principal
Fran Brown

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Tarcutta 2652
Website: tarcutta-p.schools.nsw.edu.au
Email: tarcutta-p.school@det.nsw.edu.au
Phone: 02 6928 7191

School background

School vision statement
Tarcutta Public School is building the future through the provision of high quality educational opportunities for each and every child. We will ensure every student in our care is actively engaged in meaningful, challenging and future-focused learning experiences to achieve and thrive as learners, leaders and responsible, productive citizens.

School context
We are a great community school. Our dedicated, experienced teachers provide excellent educational programs tailored to each student. We support students to achieve their best. Innovative technology programs prepare our students for their future. Our students live in the village of Tarcutta or on properties in the surrounding area. Tarcutta is located 48 km from Wagga, half way between Sydney and Melbourne. Tarcutta is now bypassed by the Hume Highway. Our enrolment in 2015 is 13 students, with an anticipated 2016 enrolment of 11.
Self-assessment and school achievements

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. 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.

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

Learning Culture: Delivering
All teaching staff understands that student engagement and learning are related, with the school communicating priorities for strengthening both.

Expectations of behaviour are explicitly taught to students and relate to the variety of school settings such as classroom, playground, hallways and assemblies.

Attendance rates are regularly monitored and action is taken promptly to address issues with individual students.

Well Being: Working towards delivering
Students, staff and the broader school community understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.

Students are taught to accept responsibility for their own behaviours as appropriate to their age and level of understanding, as expressed in the Behaviour Code.

School staff maintains currency of knowledge about requirements to meet obligations under Keeping Them Safe.

Curriculum and Learning: Working towards delivering
The school has an effective plan for student transitions in place.

Curriculum delivery integrates technology, library and information services. Teachers differentiate curriculum delivery to meet the needs of individual students.

Assessment and Reporting: Working towards delivering
Individual student reports include descriptions of the student’s strengths and areas of growth. Parents are updated on the progress of their children.

Student performance Measures: Working towards Delivering
Students are showing expected growth on internal school performance measures.

Effective Classroom Practice: Working towards delivering
Teachers regularly review and revise teaching and learning programs.

Teachers routinely review previous content and preview the learning planned for students in class.

Data Skills and Use: Working towards delivering
Teachers analyse and use student assessment data to understand the learning needs of students.

The school’s professional learning builds teacher skills in the analysis, interpretation and use of student performance data.

Data analysis informs the school’s learning goals and monitors progress towards them.

The school leadership team regularly uses data to inform key decisions.

Collaborative Practice: Working towards delivering
Staff regularly evaluates teaching and learning programs including the assessment of student outcomes.
Learning and Development: Working towards delivering
Teachers participate in professional learning targeted to school priorities and their professional needs. The school has processes in place for teachers’ performance and development.

Professional Standards: Delivering
Teachers understand and implement professional standards and curriculum requirements. Staff attainment of professional learning goals and teaching requirements are part of the school’s performance and development processes. Teachers are committed to their ongoing development as members of the teaching profession. Teachers demonstrate currency of content knowledge and teaching practice in all their teaching areas.

Leadership: Working towards delivering

School Planning, Implementation and Reporting: Working towards delivering
The school plan aligns to local and system priorities and ensures responsiveness to emerging needs. The school acknowledges and celebrates a wide diversity of students, staff and community achievements.

School Resources: Working towards delivering
School and other facilities are used creatively to meet a broad range of student learning interests and needs.

Management Practices and Processes: Working towards delivering
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

### Learning To Learn 2015

#### Purpose

Build capacity at an individual and collective level through ongoing, relevant and evidence based learning focused on developing the knowledge, understanding and skills of all students.

#### Overall summary of progress

Partial information can be provided.

Students and families were exposed to the syllabus of the Key Learning Areas. The idea of academic goal setting was introduced in term 4. PLAN data was entered and shared with families.

#### Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 100% of students progressing along the continuums with an annual growth of the equivalent of 1.25 years learning in all Key Learning Areas.</td>
<td>Students were assessed compared to the literacy and numeracy continuums. Student information was entered onto the PLAN data. Students were introduced to the continuums in term 4. Students were encouraged to set goals and to plot progress in achieving these goals. Purchase of Soundwaves phonics and spelling program was made.</td>
<td>Teacher Professional Learning Shadowing at 10 hours @ cost of approx. $61.50 (Ladysmith) 2x2 days of individual reading plans @ $370 per day.</td>
</tr>
<tr>
<td>2. Differentiated learning is guided by practices of assessment for learning which will enable students to lead successful lives in the 21st Century.</td>
<td>Individual goals are set in a “Learning Outcomes” book. Students to set goals and are exposed to tangible goals such as the ‘Reading Box’ cards, the PM Benchmark reading levels, writing output and attainment of grammar skills, the Mathletics programs, learning of basic numeracy facts. Students were able to compare their progress to the continuums</td>
<td>3 hours per week reading @ $47 per hour for 10 weeks. (from dis-ability funds) Readers Assessment kit. $800 Low socio-economic equity funds.</td>
</tr>
</tbody>
</table>
Next steps

Future directions for 2016:

Progress of students in Literacy and Numeracy will be entered onto the PLAN data website and the staff will access training in how to use the website and the information.

For term one, the development of individual learning programs will require ongoing assessments of students and scheduled conferencing with their families.

A staff member will be trained in the Focus on Reading Program and knowledge and skills will be incorporated into the program delivery.

Efforts to improve student results in the Literacy continua include the further implementation of the Soundwaves Phonics program, use of the Reading Box and the web reading resource of Reading Eggs. Meanwhile a stock take of available reading programs and class readers in the school will be made and possible purchase of books to complete reading sets of Momentum readers and PM + reading. Students will be introduced to elements of these programs to assess the suitability of programs filling individual programs especially in the skills of comprehension. The school will be involved in the Premier’s Reading Challenge and students and their families will be encouraged to read for both learning and leisure.

The writing program will involve writing small books for the students so they write and read what has been covered in the Phonics program while the older students will explore persuasive text and recounts. These will use events such as the Author Day, Easter and the Swimming carnival as source material for writing.

Term two will see the implementation of parts of the Daily 5 Café for English skills and a similar model for mathematics. Activities will use elements from:-

• The Momentum and PM+ English programs and assess the effectiveness of them using PM Benchmark and personal professional evaluations.
• Have a focused grammar and punctuation time using portions of the Clutterbuck and OPI resources.
• Incorporate a handwriting time using a handwriting program.
• Continue with the writing of small books for the infant writers.
• The purpose for writing for the older students (Y4 to 6) will be to write for the school website, school and town newsletters.

Semester two will see the full development of the Daily Five Café program and evaluate the effectiveness of semester one activities. The Wagga Eisteddfod and the Wagga Agricultural Show event will be used to provide all students with the opportunity to prepare and perform to a wider audience. Older students will use the Sydney Recorder (Festival of Music) and Environmental Centre excursions as prompts for researching and writing. There will be an excursion for the whole school that will be the culmination of investigative writing. The small school’s movie night will occur in term four.

Mathematics

The Mathematics program will use the website Mathletics and the text Maths Plus to implement the syllabus. Games and construction kits will be rolled out to the students and structures made and tested.

Term one will be used to consolidate skills and establish routines for using the text book, Mathletics and direct teaching. Term two will develop the rotational organization of the class plus incorporate more creative and divergent thinking activities.

Other curriculum areas will be covered with Science and Technology to be incorporated into weekly lessons that match reading/writing activities, as well as daily observations of weather and natural events, a timeline of the changing nature of the garden, surveys of trees for the safety audit and along with records of the birds that can be observed. The music program (Creative Arts) and PDHPE will be used to reinforce Mathematics and English syllabuses.
Strategic Direction 2

Wellbeing

Purpose

To develop students, staff and the broader school community understanding of the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.

Overall summary of progress

The behaviour of students demonstrating a resilient attitude, treating others with respect, appropriate language, self-regulation of behaviour and the number of playground disputes appeared to improve over the year and especially so in term four with the successful implementation of the ‘Tarcutta Bucks’ behaviour award system and the provision of lunchtime sports activities. Positive behaviour was demonstrated in BluEarth coaching lessons and these actions and language were transferred into school life. However playground incidents that affected the relationships of other students still averaged 2 incidents per day for the total population of 13 students.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
</table>
| Students adopt a resilient attitude and treat others with respect, leading to a reduction in classroom and playground disputes. | Reading, investigation and discussion of Department’s behavior expectations.  
Students did participate in BluEarth program and elements are used in daily behavior discussions.  
Discussion and display outcomes of resilience use ideas developed from How2Learn program. | $1665 for coach |
| Students are able to self-regulate their behaviour in order to gain recognition from peers and staff for positive behaviour. The language used to address each other is respectful. | The development and implementation of the Tarcutta Bucks program is the behaviour reward program focussed on students exchanging vouchers for behaviour for awards at weekly assemblies.  
The Goal setting book also includes components for positive behaviour.  
The Stephanie Alexander program uses school gardens and food preparation and consumption activities to gain respect and recognition among students.  
Provision of sports at lunchtime where everyone gets a go, proves to be a significant aid in reducing disputes and providing opportunities for positive discussion. | $630 for food preparation and garden requirements. |
Next steps

Well Being

Student resilience is fostered through ‘BluEarth’, Stephanie Alexander program, and Scripture program provided by volunteers. In 2016 student resilience and confidence will be enhanced by participation in two choirs (the school only program and Regional Choir), the recorder band with some members participating in the Festival of Instruments rehearsals, the excursion to Sydney and performance, the Wagga Eisteddfod. These events will allow participating students to extend their skills and perform to larger audiences. Other activities that will foster resilience will be the participation in the Premier’s Sporting challenge, the Premier’s Reading Challenge and active participation in the Wagga Wagga Community of Small Schools. Participation in these events should lead to respect of others in the team and the requirement that the students are expected to work together. This will be assessed by students, staff and the community during rehearsals and after the actual event.

Positive language will be encouraged with the display of positive language posters, especially near the entrance to the buildings. Positive attitude to others is enhanced through sporting activities at lunchtime especially cricket, gymnastics and soccer. The expectation is that all members of the school can participate and that positive language is required.

Strategic Direction 3

Community Connections

Purpose

The school is recognised as excellent and responsive by its community as a result of its effective engagement with students, parents, families, the local community and the Wagga Wagga Community of Small Schools (WWcoSS).

Overall summary of progress

Students were supported by some members of the community. Unfortunately the student population continued to fall throughout the year as students enrolled in other schools in other towns while they did not change where they lived. Community involvement with the school was limited as indicated by the high turnover of P and C members such that the entire 2016 executive will be new members.

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support is provided for students beyond that available through use of school resources alone.</td>
<td>Additional support for students was sourced from coaches, BluEarth providers, Scripture volunteers, and involvement in Stewart House.</td>
<td>$654.55</td>
</tr>
<tr>
<td>Staff is supported in their delivery of specific curriculum requirements.</td>
<td>Additional support for staff was provided by WWcoSS especially Ladysmith Public School.</td>
<td></td>
</tr>
</tbody>
</table>
Community partners feel valued and welcomed into the school environment. Community partners that were involved in the school include CWA, ‘Scripture’ volunteers, sports coaching personal and undergraduate prac students. A new school sign was set in the road side school grounds so that visitors can clearly identify that they are at the premises. School work was displayed in local businesses.

Next steps

Ties with the community could be enhanced with the school participating in community events such as Wagga Wagga community of Small Schools sporting and cultural days, Tarcutta markets, Tarcutta ANZAC parade, publishing articles in the town newsletter, displaying school work at local business and events (such as ANZAC day), partnerships with community groups such as CWA, the Men’s Shed, and Puggles, the local infant playgroup. These ties will provide avenues for support for students beyond school resources at a local level. The school was successful in applying for chaplaincy funding and the P and C are going to access providers and assess the program. Further support for students will be accessed through Royal Far West organization, the NSW Centre for Effective Reading, the Riverina EEC, the Wagga City Council and the continued involvement with Stewart House.

Staff will be supported in their delivery of curriculum requirements from participation in professional development in ‘Focus on Reading’, How2Learn, the principal’s training program on the High Performance and Leadership website, participation in principal training days, LMBR training, active collaboration within the WWcoSS and through consultation with Royal Far West organization and the Centre for Effective Reading. Local support will be encouraged by inviting community members to be involved with the P&C, creating partnerships with the local police force and other service organizations.

Attempts to make community partners feel valued will include the school participating in local events and publishing the achievements of the students as a result of assistance through community help. This includes entering CWA competitions, participation in the Wagga show and expressing thanks in publications and in electronic media. Community members will be invited to annual presentation nights and performances. Staff have made a commitment to be involved in community functions to demonstrate that they value the community.
## Key initiatives and other school focus areas

<table>
<thead>
<tr>
<th>Key initiatives (annual)</th>
<th>Impact achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aboriginal background funding</strong>&lt;br&gt;Acknowledgement of traditional custodians.</td>
<td>Welcome to Country wording was used to open school assemblies and presentation nights.</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Targeted students support for refugees and new arrivals</strong>&lt;br&gt;Recognise that refugees come from different parts of the world.</td>
<td>A visual display of conflicts and refugee movements is shown and updated regularly on a world map in the teaching space.</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Socio-economic funding</strong>&lt;br&gt;Home reading program.</td>
<td>Additional support with reading programs and the provision of the PM Benchmark assessment tool.</td>
<td>$4,438</td>
</tr>
<tr>
<td><strong>Low level adjustment for disability funding</strong>&lt;br&gt;Reading program, phonics program.</td>
<td>Additional support with implementation of phonics and reading programs and the purchase of resources for the Soundwaves Phonics Program and Fry’s frequent words resources.</td>
<td>$2017</td>
</tr>
</tbody>
</table>
Mandatory and optional reporting requirements

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

<table>
<thead>
<tr>
<th>Gender</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>13</td>
<td>12</td>
<td>11</td>
<td>9</td>
<td>4</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Female</td>
<td>21</td>
<td>16</td>
<td>14</td>
<td>9</td>
<td>7</td>
<td>3</td>
<td>9</td>
</tr>
</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>91.2</td>
<td>96.7</td>
<td>96.7</td>
<td>96.1</td>
<td>96.2</td>
<td>89.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>98.2</td>
<td>88.0</td>
<td>98.9</td>
<td>96.6</td>
<td>94.6</td>
<td>94.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>94.9</td>
<td>95.7</td>
<td>85.9</td>
<td>94.4</td>
<td>na</td>
<td>86.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>95.2</td>
<td>90.2</td>
<td>97.5</td>
<td>83.1</td>
<td>97.8</td>
<td>92.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>89.9</td>
<td>92.4</td>
<td>95.7</td>
<td>96.1</td>
<td>90.2</td>
<td>95.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>98.4</td>
<td>93.8</td>
<td>97.5</td>
<td>na</td>
<td>100.0</td>
<td>77.3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Class sizes

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total in class</th>
<th>Total per year</th>
</tr>
</thead>
<tbody>
<tr>
<td>K - 6</td>
<td>K</td>
<td>3</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>3</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>1</td>
<td>14</td>
</tr>
</tbody>
</table>

Workforce information

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>0.21</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.6</td>
</tr>
<tr>
<td>SLSO</td>
<td>0.2</td>
</tr>
<tr>
<td>GA</td>
<td>0.22</td>
</tr>
<tr>
<td>Total</td>
<td>2.33</td>
</tr>
</tbody>
</table>

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

There were no Aboriginal or Torres Strait Islanders employed at Tarcutta Public School in 2015.

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate degree or diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate degree</td>
<td>0</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation
The relieving principal has a provisional rating with BOSTES.

Financial information

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

A full copy of the school’s 2015 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.

Financial information

### Date of financial summary
30/11/2015

### Income
- Balance brought forward: $43985.71
- Global funds: $49394.29
- Tied funds: $23056.85
- School & community sources: $5264.73
- Interest: $987.24
- Trust receipts: $128.00
- Canteen: $0.00

Total income: $122816.82

### Expenditure
- Teaching & learning
  - Key learning areas: $7593.34
  - Excursions: $796.40
  - Extracurricular dissections: $988.07
- Library: $935.24
- Training & development: $3752.92
- Tied funds: $39137.84
- Casual relief teachers: $4893.64

How to put data into the financial summary table:

- Caution: Do not enter n/a, other text, $ sign, commas or spaces in the $ column as this will prevent the table from calculating the data.
- Do not press the ‘Enter key’. Simply left-click into each cell.
- To input data: Left click into the appropriate cell and input data to two decimal places.
- To calculate data: Right-click in the appropriate cell (i.e. Total Income, Total Expenditure and Balance carried forward) and select Update field.
- Delete this cell when table is complete.

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#### To calculate data:
Right-click in the appropriate cell (i.e. Total Income, Total Expenditure and Balance carried forward) and select Update field.

#### Delete this cell when table is complete.
Eight of the nine families were surveyed during discussions usually at Parent Teacher meetings at the end of the term four and answers were recorded on a paper matrix by the relieving principal. It was stressed that the answers had to refer to the whole year rather than just term four.

<table>
<thead>
<tr>
<th>Administration &amp; office</th>
<th>12008.24</th>
</tr>
</thead>
<tbody>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>10,456.27</td>
</tr>
<tr>
<td>Maintenance</td>
<td>7918.96</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>128.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>5423.44</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>94032.36</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>28784.46</strong></td>
</tr>
</tbody>
</table>

### School performance

#### School-based assessment

Students have the potential to improve their performance from 2015 results.

The PLAN data indicates that there are only two students academically ahead of their chronological age while the other eleven are academically behind their age. Some students’ results are two years behind the expected cluster of skills.

PM benchmark data for reading reveals that in November the students ranged in reading skills from 10 levels behind to 10 levels ahead. There were 4 students whose reading was above their expected level. The November result is an improvement from the September assessment, when three students were above the expected ability with the range being 12 levels behind to 6 levels ahead.

### 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.

Tarcutta Public School is below the participant threshold for the publishing of NAPLAN results.

#### NAPLAN - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

The overall results are below the state average for literacy.

#### NAPLAN - Numeracy

The overall results are below the state average for 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.

<table>
<thead>
<tr>
<th>Based on your perception, how would you rate your satisfaction level of the school over the year in the following areas.</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Neutral</th>
<th>Dis-satisfied</th>
<th>Very Dis-satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupil progress</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Class environment</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading program</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Maths program</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Pupil behaviour</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Pupil language</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Standing in the community</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Four families withdrew their children from the school over the holidays or early in semester one 2016 indicating that the survey was a fair predictor of attitudes.

### Policy requirements

#### Aboriginal education

Acknowledgement of Land is included in official events. Aboriginal history is part of the curriculum.

#### Multicultural Education and Anti-racism

Multiculturalism is part of the HSIE curriculum, customs from around the world are acknowledged.