

Belmore North Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Belmore North Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the principal

Belmore North Public School along with all NSW public schools is committed to the pursuit of excellence and the provision of high-quality educational opportunities for each and every student. As a key part of a principal's responsibility and accountability it is with pride that I present the school's annual report. The report outlines the school's progress, which is only made possible by a dedicated and hard-working staff, towards the achievement of its goals embedded within the 3 strategic directions.

School background

School vision statement

At Belmore North Public School we are committed to providing excellence in teaching and learning in a safe and positive environment. Our focus is on the development of the whole child enabling each to achieve his or her fullest potential in an ethos of continuous improvement. We value respect, excellence, creativity, opportunity and community.

School context

Belmore North Public School is a vibrant multicultural community with 88% of students speaking English as an additional language or dialect. The school serves a diverse community, of which some sectors experience socio-economic disadvantage. The school has an enrolment of 335 students including approximately 35 students with additional learning needs who attend our 5 support classes. The school is staffed with a mixture of early career and experienced teachers who are committed to the development of the whole child and the improvement of literacy and numeracy student outcomes. Learning support officers provide valuable support to teachers and office support business administration. Further information can be obtained from the school website.

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Delivering
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Wellbeing for All

Purpose

The purpose of *Wellbeing for All* is to create a school community in which there is a strong sense of belonging and wellbeing for students, parents and staff. The focus on *Wellbeing for All* contributes to enhancing a safe, positive and supportive environment in which students, parents and students connect, succeed and thrive. The processes implemented as part of *Wellbeing for All* are intended to provide opportunities for students, staff, parents and community to members to develop the skills, knowledge and values to implement wellbeing programs and to acknowledge the strong links between wellbeing and school excellence. Teaching and learning and the development of wellbeing are parallel, integrated, complementary processes.

Improvement Measures

Improve staff sense of wellbeing as measured with surveys and focus group interviews.

Improve students' sense of wellbeing as measured with the "Tell them From Me" survey and other surveys which measure student wellbeing.

Improve parent and community members' sense of connection with the school and self care skills as measured with focus group interviews and surveys.

Reduce the number of behaviour referrals for Tier 1, Tier 2 and Tier 3 students.

Progress towards achieving improvement measures

Process 1: Implement a range of programs including professional learning to support staff wellbeing and self-care strategies in conjunction with a community of schools which includes public schools of: Guildford West, Birrong, Lakemba, McCallums Hill and Belmore South.

Evaluation	Funds Expended (Resources)
This process was not implemented due to insufficient time.	Nil

Process 2: Implement evidence based strategies to support the wellbeing, social and emotional development of all students including students who meet the criteria for Tier 2 and Tier 3 behaviour levels.

Evaluation	Funds Expended (Resources)
Baseline data has been established using the <i>Tell Them From Me</i> survey for comparison to 2020 results. Analysis of the student behaviour referral data indicated that in 2019 there were a total of 536 negative behaviour incidents. This figures compares favourably by showing a reduction in the total negative incidents for 2018 which was 781. The school will continue to implement evidence and data based wellbeing programs.	

Process 3: Implement a range of programs to support parent wellbeing such as Carer Support and Positive Partnership programs as well as informal programs such as parent excursions.

Evaluation	Funds Expended (Resources)
This process was not implemented due to insufficient time.	Nil

Strategic Direction 2

Teaching and Learning for All

Purpose

The purpose of *Teaching and Learning for All* is to provide opportunities for staff, students, parents and community members to develop skills, knowledge and values as both *learners* and *teachers*. The processes included in this strategic direction are intended to enhance connectedness with the school, improve student learning outcomes and build a sense of community whereby all members of the school community are learning and teaching together in a culture of lifelong learning. *Teaching and Learning for All* is underpinned by high expectations and evidence-based practices that move learning forward for all. By implementing *Teaching and Learning for All* the school intention is to promote *equity and excellence and for all members of the school community to be *successful learners. (*From the *Melbourne Declaration Educational Goals*)

Improvement Measures

NAPLAN results show an increase in the percentage of students:

- demonstrating expected growth in Numeracy and Literacy
- achieving in the top 2 bands in Numeracy and Literacy in Year 3 and Year 5

School self-valuation against the Leadership domain of the School Excellence Framework shows improved positive rating in the leadership descriptors.

Increased parent participation in teaching and learning workshops and other opportunities school events.

Progress towards achieving improvement measures

Process 1: Implement evidence-based teaching and learning strategies with a strong focus on literacy and numeracy supported by professional learning and data collection to monitor student progress monitoring. (EAFS). All staff have the opportunity to teach and learn from each other through observation and feedback processes.

Evaluation	Funds Expended (Resources)
All teachers who participated in the <i>Simon Breakspear's Agile Learning</i> reported a deepening of their understanding of the mathematics syllabus and the value of critically reflecting on a planned lesson. Teachers reported that the process implemented as part of this professional learning program provided them with the opportunity to develop deeper content knowledge of the mathematics syllabus and to plan a detailed lesson taking into account the demands of the lesson and a logical progression of lesson sequences. Teachers developed a range of tools to formatively assess student learning and the extent to which the lesson achieved its goals.	

Process 2: Implement peer support programs that provide opportunities for students to be both teachers and learners.

Evaluation	Funds Expended (Resources)
This program was implemented and documented under Strategic Direction 3.	This program was implemented and documented under Strategic Direction 3 .

Process 3: Implement the Parent as Teachers Classroom Helpers (PaTCH) program to provide opportunities for parents and carers to be both teachers and learners and support children's learning in literacy and numeracy. (EAFS)

Evaluation	Funds Expended (Resources)
The PaTCH program was delivered in Semester 1 with a dedicated group of 3 parents. They engaged in a variety of learning across literacy and	

Progress towards achieving improvement measures

numeracy to build their skills in supporting the learning of their children at home. They worked in classrooms providing small group support to a variety of students K–2. Participants reported feeling better able to support their children through the development of their understanding of the literacy and numeracy demands of school.

Strategic Direction 3

Leadership for All

Purpose

The purpose of *Leadership for All* is to provide opportunities for students, staff, parents and community members to develop the skills, knowledge and values that will position them as contributing leaders of the school community. The purpose of *Leadership for All* is to implement processes that will contribute to the development of *confident and creative individuals and *active and informed citizens. *Leadership for All* is intended to contribute to an enhanced sense of community and belonging for all members of the school. (*From the *Melbourne Declaration Educational Goals*)

Improvement Measures

The Tell Them from Me and Quality of School Life surveys show improved positive outcomes.

Document the number of staff who participate in leadership opportunities and evaluate with a survey, the effectiveness of leadership professional learning.

Increased parent participation and leadership in the Parent and Citizens association.

School Assessment Tool for strengthening family and community engagement in student learning shows positive gains.

Progress towards achieving improvement measures

Process 1: Implement a range of student leadership opportunities including a School Representative Council (SRC).

Evaluation	Funds Expended (Resources)
Analysis of evaluation data indicated the most effective programs included the peer support program, the increased number of students in the senior student leadership team and the inclusion of students with disability. The SRC is a beneficial program but was difficult to run in a consistent way due to time limitations. The environment team has implemented a consistent recycling program through the worm farm.	Teacher time

Process 2: Implement a range of leadership opportunities for staff including an aspiring leaders program.

Evaluation	Funds Expended (Resources)
This program was discontinued due to lack of time.	Nil

Process 3: Implementation of regular P&C meetings and parent based workshops.

Evaluation	Funds Expended (Resources)
The school and the P&C have established an effective and collaborative relationship. The number of parents who form the core membership of the P&C has remained the same since the beginning of the year.	Staff time

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Aboriginal background funding of \$989.00 was combined with other school funding sources to facilitate students' support and implementation of intervention programs.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$989.00) 	<p>In collaboration with parents/caregivers, develop, school staff developed, implemented and regularly monitored each Aboriginal student's personalised learning pathway to ensure their engagement, wellbeing and aspirations were met.</p> <p>The students achieved the goals documented in their personalised learning pathways. The school implemented activities to acknowledge Aboriginal cultural events and significant dates. This contributed to building the knowledge and understanding of all students about Aboriginal histories and cultures.</p>
English language proficiency	<p>Funding for English language proficiency was a total of \$144,063.00. This comprised funding to employ a specialist teacher qualified to teach students who are learning English as a second language. Flexible funds of \$37,347.00 were applied to the purchase of resources and the employment of non-teaching staff to provide additional support to students.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$144 063.00) 	<p>The school promotes and celebrates its multicultural context and implements inclusive teaching practices which recognise and value the backgrounds and cultures of all students. Students who are learning English as a second language are provided with targeted and specific support to develop their English language and literacy skills so that they are able to fully participate in schooling and achieve equitable educational outcomes. The school provides specific teaching and learning programs to support the particular learning needs of targeted students from culturally and linguistically diverse backgrounds. The school completed self-evaluation against the EALD School Evaluation Framework with the following results:</p> <p>Leading Elements: Delivering</p> <p>Learning Elements: Delivering</p> <p>Teaching Elements: Delivering.</p> <p>Many of the descriptors for the <i>Sustaining</i> level in each element were achieved.</p>
Low level adjustment for disability	<p>Funds of \$138,731.00 (1.3 full time equivalent (FTE)) were designated for staffing.</p> <p>Flexible funds of \$55,295.00 were used to employ a learning support teacher 0.1 FTE to take the total of learning support teachers employed to a total of 1.4 (FTE), to employ learning support officers to implement structured programs and to purchase resources.</p>	<p>All students with additional learning and/or behaviour needs are supported to achieve their learning goals.</p> <p>The Learning Support Team works effectively to support all students and their teachers to achieve student learning goals.</p>
Quality Teaching, Successful Students (QTSS)	<p>Funds of \$71,820.00 were used to provide release time for teachers to engage in collaborative practice.</p>	<p>All teachers confirmed the benefit of having additional time to work collaboratively with their colleagues to share effective practices, come to greater consistency of teacher judgement in relation to student assessment,</p>

Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$71 820.00) 	observe other teachers' practices, exchange teaching materials with colleagues and participate in collaborative professional learning.
Socio-economic background	Flexible funds of \$380,640.00 Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$380 640.00) 	Student NAPLAN results in reading and mathematics show improvement when compare to the previous year's results.
Support for beginning teachers	Funds of \$18,399.00 used to provided additional release time for beginning teachers and their mentors. Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$18 399.00) 	Early career teachers are provided with additional support to ensure quality teaching, learning and assessment.
Targeted student support for refugees and new arrivals	\$19,488.00 additional funds to support refugee student and newly arrived students to Australia. Funding Sources: <ul style="list-style-type: none"> • Targeted student support for refugees and new arrivals (\$19 488.00) 	Refugee students and students who are new arrivals to Australia are identified and supported in their learning and wellbeing needs through a personalised approach overseen by the <i>English as an Additional Language or Dialect</i> teacher and teachers in the learning support team. Support plans are documented. Student progress is reviewed as part of the annual learning support team review.
Wellbeing Services	Flexible funding for wellbeing services of \$39,083.00 are applied to employ a <i>Wellbeing</i> teacher for 2 days per week.	The school's evaluation data indicates the <i>Wellbeing</i> funds are used effectively.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	174	169	179	162
Girls	166	151	152	145

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.4	91.1	90.4	92.5
1	89.7	90.3	91.9	89.6
2	94.8	93	92	92.9
3	92.8	92.1	92.3	91.6
4	95	92	92.9	93.6
5	93.6	90.4	92	91.6
6	92	92.5	92	90.9
All Years	93.2	91.6	91.9	91.8
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	14.1
Teacher of Reading Recovery	0.2
Learning and Support Teacher(s)	1.3
Teacher Librarian	0.6
Teacher ESL	1
School Administration and Support Staff	7.92
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	1,017,781
Revenue	4,606,904
Appropriation	4,527,811
Sale of Goods and Services	11,506
Grants and contributions	61,830
Investment income	5,057
Other revenue	700
Expenses	-4,589,339
Employee related	-4,088,970
Operating expenses	-500,370
Surplus / deficit for the year	17,565

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	954,773
Equity Total	719,717
Equity - Aboriginal	989
Equity - Socio-economic	380,640
Equity - Language	144,063
Equity - Disability	194,025
Base Total	2,133,795
Base - Per Capita	85,131
Base - Location	0
Base - Other	2,048,664
Other Total	544,429
Grand Total	4,352,714

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

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

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Parent/caregiver, student, teacher satisfaction

The school sought the opinions of parents/caregivers, students and teachers satisfaction to gather feedback on school performance and satisfaction.

Students

The school used the "Tell Them From Me" survey with students from Years 4–6 and specifically designed "Tell them From Me" surveys for parent/caregivers and teachers to ascertain feedback. The "Tell Them From Me Surveys" provide the school with State norms against which to compare itself.

Results with slightly negative results compared to the NSW Government norm and which may need further scrutiny are students' positive sense of belonging and positive behaviour at school.

In the criteria of **Participation in School Sports**, the school mean was 84% compared to the NSW Government norm of 83%

In the criteria of **Participation in Extra-curricular Activities**, the school mean was 48% compared to the NSW Government norm of 55%.

In the criteria of **Positive Sense of Belonging** the school mean was 77% compared to the NSW Government norm of 81%.

In the criteria of **Positive Relationships** the school mean was 81% compared to the NSW Government norm of 85%.

In the criteria of **Valuing School Outcomes** the school mean was 96% compared to the NSW Government norm of 96%.

In the criteria of **Positive Homework Behaviours** the school mean was 57% compared to the NSW Government norm of 63%.

In the criteria of **Positive Behaviour at School** the school mean was 77% compared to the NSW Government norm of 83%.

In the criteria of **Interest and Motivation** the school mean was 71% compared to the NSW Government norm of 78%.

In the criteria of **Effort** the school mean was 93% compared to the NSW Government norm of 88%.

48 % of students felt challenged and confident in English and mathematics compared to the NSW Government norm of 53%.

25% of students were confident but did not find classes challenging compared to the NSW Government norm of 26%.

22% of students were not confident of their skills and found English or mathematics challenging compared to the NSW Government norm of 14%.

5% of students lacked confidence and did not feel challenged compared to the NSW Government norm of 7%.

Department of Education Custom Measures show the following results with the most important item showing need for attention is student toilet facilities, however, the overall results are positive.

Statement Agree or strongly agree %

80% of students expect to go to university.

66% of students are proud of the school.

87% of students try to improve.

49% of students have high perseverance levels.

82% of students try to do their best.

61% of students set challenges for themselves.

74% of students like challenging goals.

69% of students report that everything works in the classroom.

78% of students report the classroom is clean and well looked after.

81% of students report that the classroom can fit everyone.

24% of students report the toilet facilities are clean and well looked after.

68% of students report the playground is clean and well looked after.

88% of students report the library is clean and well looked after.

64 % of students report the canteen is clean and well looked after.

61 % of students report there are enough shaded areas in the school.

81% of students report the teacher corrects their work.

86% of students have a chance to ask questions.

91% of students report the teacher tells them what is expected.

87% of students report the teacher sets clear goals.

90% of students report the teacher asks them to explain their answers.

86% of students report the teacher asks them questions.

Teacher Satisfaction with School

In 2019 teachers were surveyed with the "Tell Them From Me" survey and the following results were obtained. The majority of the results are equivalent to the NSW Government norms. The exceptions are the results for Leadership, Technology and Parent Involvement which showed very small negative variances to that of the NSW Government norms. These results may indicate the need for further enquiry into school practices.

In the area of **Leadership** the school mean was 6.8 compared to the NSW Government norm of 7.1

In the area of **Collaboration** the school mean was 7.7 compared to the NSW Government norm of 7.8

In the area of **Learning Culture** the school mean was 8.1 compared to the NSW Government norm of 8.0

In the area of **Data Informs Practice** the school mean was 7.8 which was equivalent to the NSW Government norm of 7.8.

In the area of **Teaching Strategies** the school mean was 7.9 which was equivalent to the NSW Government norm of 7.9.

In the area of **Technology** the school mean was 6.0 compared to the NSW Government norm of 6.7.

In the area of **Inclusive School Culture** the school mean was 8.2 which was equivalent to the NSW Government norm of 8.2.

In the area of **Teacher and Parent Involvement** the school mean was 7.3 compared to the NSW Government norm of 6.8.

In the area of **Classroom Practices** the school mean was 7.6 compared to the NSW Government norm of 7.5.

In the area of **Planned Learning Opportunities** the school mean was 7.5 compared to the NSW Government norm of 7.6.

In the area of **Quality Feedback** the school mean was 7.2 compared to the NSW Government norm of 7.3.

In the area of **Overcoming Obstacles to Learning** the school mean was 7.6 compared to the NSW Government norm of 7.7.

Parent Satisfaction With School

In 2019 parents were surveyed with the "Tell Them From Me" survey and the following results were obtained.

The majority of the school mean results are slightly higher compared to the NSW Government norms indicating overall satisfaction with the school and its practices.

Parents

In the area of ***Two-way Communication with Parents and Parents Feel Welcome*** the school mean was 7.9 compared to the NSW Government norm of 7.4.

In the area of ***Two-way Communication with Parents and Parents are Informed*** the school mean was 7.9 compared to the NSW Government norm of 6.6.

In the area of ***Parents Support Learning at Home*** the school mean was 6.8 compared to the NSW Government norm of 6.3.

In the area of ***School Supports Learning*** the school mean was 8.1 compared to the NSW Government norm of 7.3.

In the area of the ***School Supports Positive Behaviour*** the school mean was 8.2 compared to the NSW Government norm of 7.7.

In the area of ***Safety at School*** the school mean was 7.8 compared to the NSW Government norm of 7.4.

In the area of ***Inclusive Practices at School*** the school mean was 8.1 compared to the NSW Government norm of 6.7.

Parental attendance at meetings:

44% of parents indicated they had attended school meetings or social functions 2 or 3 times

44% of parents indicated they had attended school meetings or social functions more than 3 times

Parents involved in school committees:

50% of parents indicated they were involved in school committees such as the P&C

Homework:

Parents were evenly divided with 50% wanting more homework and 50% wanting less homework

NSW Department of Education Custom Measure(s) include measures of parental input with the following results:

School planning 8

Development or review of school policies 5

Teaching practices 5

Curriculum delivery 4

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.