Helensburgh Public School

2019 Annual Report

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Introduction

The Annual Report for 2019 is provided to the community of Helensburgh 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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School background

School vision statement

A quality school, working with its community, to inspire all students to be lifelong learners and responsible citizens by cultivating innovative educational experiences in a nurturing environment.

School context

Our students are drawn from the town of Helensburgh and surrounding areas of Stanwell Tops and Darkes Forest. Traditionally a coal mining town, the area has seen an influx of professional and semi–professional people who commute to Sydney.

The school has dedicated teachers who provide quality literacy and numeracy programs and support a range of extra curriculum initiatives such as: PSSA sport, creative and performing arts, debating, public speaking and environmental education.

Our students enjoy the additional benefits and support received from a highly active and motivated Parents and Citizens' Association, who play an integral part in the school's decision making processes.

Students with special needs are supported through a variety of learning support programs and a multi–categorical class.

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

In the Domain of Learning the school self assessed as Delivering against the School Excellence Framework. In the element of Learning Culture the school's Kindergarten Transition program, inclusive of the Year 5 buddy program, was positively evaluated by parents, carers, teachers and students. For the element of Wellbeing, the school initiated student welfare programs in line with this year's policy review. In addition, a range of reading intervention programs impacted positively on student learning outcomes. The self–evaluation process identified improvements in the elements of Assessment, Reporting and Student Improvement Measures. For Assessment, the school undertook a whole school approach to formative and summative assessment leading to improved assessment and reporting. In regard to the element of Student Performance Measures the school's NAPLAN results showed improvements in: the focus area of writing. The Teaching Domain was self assessed as Delivering. The school's professional development focus on writing and formative assessment has seen improvements in the element of Effective Classroom Practice. For the element of Data Skills and Use, teachers made improvements in analysing student achievement based on grade, stage, class and individual needs. Teachers developed an understanding of Australian Professional Standards for teachers and have taken responsibility for improving their performance and development. The Leading domain was identified as Sustaining and Growing. Evidence used in making this self assessment included: the school executive leading the school's professional development in formative assessment, the school's leadership capacity building strategy and regular monitoring of the school strategic plan. Other sources of data used to self assess included: school budgeting to ensure resources were planned to support school priorities and strengthening management processes such as online parent communication.

Strategic Direction 1

Quality Teaching – A Professional Learning Community

Purpose

Teachers are actively engaged in a professional learning community and have high performance expectations for student achievement. Collaborative planning and evidence based teaching strategies are used to support students at their point of need.

Improvement Measures

Differentiated teaching programs, formative assessment records and classroom teaching practice demonstrate teachers are using data and evidence based practice.
Increased percentages of students achieve stage based targets in literacy and numeracy .
Professional learning meets on–going student and teacher need, and drives improvement in teaching practice and student improvement

Overall summary of progress

This is the overall summary of progress for Strategic Direction 1 Quality Teaching – A Professional Learning Community. The school executive measured the school's progress against the improvement measures.

The first improvement measure is *Differentiated teaching programs, formative assessment records and classroom teaching practice demonstrate teachers using data and evidence based practice*. Our self assessment indicated teachers are more confident in jointly analysing student assessment, using literacy progressions and planning differentiated lesson sequences. In relation to the second improvement measure of *increased percentages of students achieve stage based targets in literacy and numeracy,* the majority of students are making progress in writing. The third improvement measure found evidence that professional learning is improving teaching practice. Teaching staff participated in high quality formative assessment professional learning courses from Dylan William, Simon Breakspear and James Nottingham. In addition, teachers had opportunities to develop their knowledge through their involvement in staff meetings. Programs and lesson observations indicated that teachers are regularly using specific formative assessment strategies.

Progress towards achieving improvement measures

Process 1:   Teachers actively participate and drive regular planning and data days.

Evaluation	Funds Expended (Resources)
Question: Are teachers planning differentiated lesson sequences ? Data: Evidence was gathered from teacher programs, instructional coaching sessions and staff evaluations. Analysis: The school executive analysed teaching and learning programs. The program evaluation sheets indicated that student needs are identified, planned and evaluated in K–6 teaching and learning programs. A strength of classroom programming was in the school's focus area of writing. Implications: Lesson planning and formative assessment strategies can be strengthened by further professional development	Teacher relief for data days– $59,500

Process 2:   Professional learning and classroom observation develops and extends pedagogical skills will be provided.

Evaluation	Funds Expended (Resources)
Question: Was lesson feedback and pedagogical conversations effective in improving teaching practice?	$48,000 casual teacher relief

Progress towards achieving improvement measures	
Data: Teacher surveys, lesson observation notes and pre and post writing samples were collected. Analysis: Surveys indicated that teachers found instructional coaching beneficial. Lesson plans indicated that teachers are adjusting evidence based interventions based on the feedback from colleagues. From the assessment of writing samples our analysis indicated that the majority of students who required extra interventions made growth in their writing. Implications: Surveys indicated that lesson observation and feedback assisted teachers in identifying students' needs. Staff evaluations provided suggestions to improve lesson observation processes that would maximise teaching and learning and opportunities for lesson observation feedback. In addition, further professional learning will support teachers' practice in modelled, guided and independent teaching phases.	**Funding Sources:** • ($48000.00)

Process 3: Staff explore CESE publications, teaching standards, AITSL and NESA resources to drive changing teaching practice.

Evaluation	Funds Expended (Resources)
Question: Have teachers developed knowledge of formative assessment and put specific strategies of learning goals into practice? Data: teaching and learning programs, observation of teaching practice, student and teacher survey results Analysis: Teaching and learning programs and observations had evidence of planning and implementing formative assessment. Tell Them From Me Surveys also indicated that learning goals and success criteria were being used regularly. Implications: Teachers are becoming more confident in trialling the formative assessment strategy of sharing learning goals and success criteria with students. Future directions will be planning professional learning on the formative assessment strategy related to eliciting student understanding.	$24,000 – Teacher relief and course costs for James Nottingham, Dylan William and Simon Breakspear

Next Steps

Next steps include: online programming for all Key Learning Areas, developing a coaching program that strengthens formative assessment within the school's teaching observation project and providing teachers opportunities to research, plan, implement and evaluate new formative assessment strategies.

Strategic Direction 2

Knowing, Valuing and Caring for All Students

Purpose

Identifying the knowledge and skills of students is critical in developing personalised learning. Fostering teachers' skills in assessment for, of and as learning, will allow differentiated learning for students through the identification of knowledge and skills appropriate to each student's point of need. School life is enhanced for students through the development of whole school initiatives encompassing student wellbeing and engagement and the development of responsible, creative, caring and informed citizens.

Improvement Measures

Increased percentages of students achieve on–going growth in literacy and numeracy

Increased percentage of students indicate high levels of engagement

There is a consistent approach to external and internal summative assessment

Formative assessment, learning goals and feedback are observable and embedded in classroom practice.

Overall summary of progress

This summary provided below is an overview of the school's progress in relation to the improvement measures for Strategic Direction 2 Knowing, Valuing and Caring for students.

IN 2019 NAPLAN, Year 3 and Year 5 writing assessment indicated the school is performing close to or above the national average. The school's average scaled growth from Years 3 to 5 value added is above the state average in most areas of literacy and numeracy.

Strategies have been implemented with the aim of improving student engagement and the formative assessment strategy of using authentic student writing has been effective. A high percentage of students surveyed indicated that this strategy was helpful in making the learning clear and engaging. The school's student welfare policy was implemented this year. This involved the following strategies of: communicating positive behaviour expectations to teachers, students and parents; developing students' understanding of learner qualities such as effort and acting on feedback, planning a social skills programs and modifying the school's reward system. Results indicated that there was an increase in positive student behaviour.

Part of the strategic plan is to ensure there is a consistent approach to assessment. Teachers participated in NAPLAN marking criteria training, developed grade based writing rubrics and undertook stage and community of schools writing moderation exercises. Staff also attended professional development in using literacy progressions to plan lesson sequences.

Progress towards achieving improvement measures

Process 1: School summative assessment schedule is co–developed, reviewed and enhanced.

Evaluation	Funds Expended (Resources)
Did the school's activities such as assessment moderation improve consistent teacher judgement? Data: programs, coaching observations, analysis of pre and post assessments Analysis: Staff participated in consistent teacher judgement professional learning (NAPLAN marking criteria training, community of schools writing moderation exercises); writing rubrics were adjusted and teachers used their knowledge of literacy progressions to plan units of work. Data from pre and post assessments was cross checked with student writing samples.	PAT online purchased Teacher relief – NAPLAN writing criteria training and the development of the English Scope and Sequence. **Funding Sources:** • ($13500.00)

Progress towards achieving improvement measures	
Implications: It was found that all teachers improved in their capacity to make consistent teacher judgements. Systems and processes developed have been useful in assisting teachers in interpreting the sample of writing and the assessment criteria of the rubric. However, despite the improvements in teacher knowledge, continued practice in assessing student writing will be required.	

Process 2: Professional learning in formative assessment strategies, use of data to generate learning goals and provide explicit feedback is provided.

Evaluation	Funds Expended (Resources)
Did teachers use writing exemplars to set high expectations for student achievement? Data: Lesson observations and student surveys were used in the analysis. Analysis: Lesson observation and conversations indicate teachers are confident in using authentic writing samples to set learning goals and success criteria. Student surveys also indicated that sharing writing examples assisted in making the learning and assessment criteria visible. Implications: Evidence indicated that teachers and students value using writing samples to set and evaluate learning goals and success criteria. The majority of lessons observed indicated that teachers used the hovercam to discuss what quality writing looks like at the beginning of the lesson and sometimes during the middle of the lesson. The next step for 2020 will be to provide a range of teaching strategies so that students can peer or self assess.	See strategic 1

Process 3: Whole school review of student welfare policy to ensure that students connect succeed and thrive and there is a consistent approach.

Evaluation	Funds Expended (Resources)
Were new processes in the student welfare policy implemented ? Data: Reward system, Sentral data and the suspension register were used in the analysis and future implications. Analysis: Teachers implemented changes to the reward system. This included providing awards based on learner qualities and supporting the whole school reward system. Sentral data indicated that teachers are following processes for minor and more serious misbehaviour in the playground and the classroom. Implications: There was an increase in positive student behaviour compared to 2018. This could be related to the changes to the student welfare policy. More regular data analysis in 2020 will be required to identify trends and monitor the effectiveness of the school's student welfare policy.	$12,585 – signs purchased from school operational budget

Process 4: Existing curriculum activities will be evaluated. New curriculum activities will be investigated and trialled.

Evaluation	Funds Expended (Resources)
Were enrichment activities and scope and sequences developed? Data: Library program and scope and sequences were used in this process inquiry. Analysis: The library purchased laptops, flexible furniture, green screen and	$56,164 was spent on laptops for classroom and library. $24,797 library upgrade

Progress towards achieving improvement measures

STEM technology. STEM share kits were utilised. The English Scope and Sequence was developed as was the PD/H/PE scope and sequence.

Implications: STEM activities and the flexible seating engaged students. The English Scope and Sequence is in draft form and will require some revisions. The technology scope and sequence will need to be developed for 2020.

Next Steps

- Professional development in PAT analysis and the literacy progressions
- Continue to use writing exemplars to make the learning visible for students
- Monitor the implementation of student welfare activities and identify new opportunities
- Implement innovative curriculum initiatives in 2020.

Strategic Direction 3

Leading, Teaching and Learning Together

Purpose

A positive school culture of high expectations, driving improved teaching and learning strategies, occurs when there is authentic collaboration between local schools, parents, students, teachers and leaders.

Improvement Measures

The opportunities for leadership, coaching, mentoring and the building of professional capacity increases.

Increased percentages of students each term achieve stage based targets in literacy and numeracy.

Parents, teachers and community groups including AECG are actively engaged in the school and decisions about directions.

A culture of professional learning embeds across the school and community of schools.

Overall summary of progress

Leadership capacity building has been central for improving teaching and learning. The role of the instructional leader was established this year supporting best practice in literacy while the executive team have taken responsibility for their own professional development by researching specific formative assessment strategies from Dylan William and Shirley Clarke. The executive's professional learning assisted their skills to lead their own stage team when providing lesson demonstrations and observations. Aspiring leaders have supported a range of strategic plan initiatives such as student wellbeing and the literacy intervention program MAQLit and MiniLit.

As part of the strategic planning monitoring process, the leadership team gathered evidence in regard to the impact on student learning from school planning processes every 5 weeks. The school continues to value feedback from all stakeholders to improve teaching and learning. The school executive acted on parent feedback in regard to school communication. Initiatives include: more teachers using seesaw to showcase student learning, updating the school newsletter and website, sending student absence via SMS, utilising an electronic booking system for parent/teacher interviews and communicating positive behaviour expectations on a regular basis. Feedback from the student, teacher and parent surveys and discussions will be used to improve future school policies, procedures and projects.

The Seacliff Community of Schools writing project has complimented Helensburgh Public School's plan to improve consistent teacher judgement in writing. Professional learning included: making consistent and comparable judgements and planning writing strategies based on student need. Data analysis identified that punctuation, text structure and audience were areas for further development and as a school progress has been made in regard to these targets.

Progress towards achieving improvement measures

Process 1: Data is systematically gathered, analysed and responded to in order to improve school planning

Evaluation	Funds Expended (Resources)
Question: Has data been discussed and actions been taken to implement the school plan? Data: The executive school milestone meetings. This involved gathering evidence and evidence of impact in regard to each milestone process. Analysis: As part of the strategic planning monitoring process, the leadership team gathered evidence in regard to the impact on student learning from school planning processes every 5 weeks. Literacy assessment was used to monitor student achievement and identify the impact of the planned evidence based teaching interventions. Writing and formative assessment activities were also analysed to identify the effect they had on improving teaching practice. Implications: Further inquiries are to be made into reading and mathematics.	Executive released to monitor and evaluate the school strategic plan every 5 weeks. Total cost $5000 – 10 casual release days **Funding Sources:** • ($5000.00)

Progress towards achieving improvement measures	
Writing will continue to be a focus for the rest of 2020.	

Process 2: Leadership, accreditation and instructional leadership projects and opportunities are developed to support and improve practice. AITSL resources are used to support a professional learning culture.

Evaluation	Funds Expended (Resources)
Has instructional leadership improved teaching practice? Data: Staff surveys were used to gather information in regard to the above inquiry question. Analysis: Staff found the instructional leader has improved their teaching of literacy and in turn has had a positive impact on student learning outcomes. There was a survey on the instructional coaching which involved joint planning, observing lessons and providing feedback. . It found that joint lesson observation and feedback has benefited teaching practice for both the school executive who acted as a coach and the teacher who is the coachee. Implications: Majority of staff have found it beneficial to improve teaching. Main thing to consider for next year is the organisational structures to minimise interruptions.	Instructional Leader Higher Duties – $56,538 Growth Coaching Professional Learning Teacher Release and Course Costs and casual relief – $5,020 **Funding Sources:** • ($61558.00)

Process 3: Time is allocated at the community of schools meetings for the sharing of professional practice.

Evaluation	Funds Expended (Resources)
See Strategic Direction 2 project 2	Release for classroom teachers to collaboratively plan with the COS – $2,000

Next Steps

- Refine school planning
- Plan leadership capacity building strategy to support improvements in formative assessment practices.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funds were used to employ additional School Learning Support Officer/s hours to support students' literacy needs in MiniLit and MAQLit. **Funding Sources:** • ($24 728.00)	Aboriginal students targeted make expected levels of growth in reading.
English language proficiency	**Funding Sources:** • ($3 578.00)	Writing results indicated most EALD students improved.
Low level adjustment for disability	Funds were used to employ Student Learning Support Officer for students with specific learning and behaviour needs. **Funding Sources:** • ($58 692.00)	Results in the reading intervention programs indicated that most students made expected levels of progress.
Quality Teaching, Successful Students (QTSS)	Funds were used to employ and instructional leader and implement coaching professional learning. **Funding Sources:** • ($86 867.00)	Staff surveys and school based assessments indicated that the instructional leader improved their practice and made a positive impact on student learning outcomes.
Socio–economic background	Casual release for literacy planning **Funding Sources:** • ($38 482.00)	Data days and coaching were evaluated as having a positive impact on planning effective lessons based on student need. Writing pre and post assessments indicated growth in all of the text purposes.
Support for beginning teachers	Casual relief was organised for the beginning teacher mentor and teacher. Funds were also used for professional learning for the beginning teacher. **Funding Sources:** • ($29 180.00)	Release, professional learning and collaborative planning supported professional growth of early career teachers.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	215	231	243	227
Girls	257	245	232	211

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.8	95.3	94.3	95.8
1	95.9	93.3	94.6	94.1
2	92.2	93.2	92.3	94.6
3	95.5	93.2	93.7	93.2
4	91.7	93.5	93.4	91.6
5	94.3	94.1	93.4	91.8
6	94.1	92.8	93.7	95
All Years	93.9	93.7	93.6	93.6
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)	16.31
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	4.32

*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	617,076
Revenue	4,051,807
Appropriation	3,907,157
Sale of Goods and Services	4,263
Grants and contributions	136,718
Investment income	3,670
Expenses	-4,539,151
Employee related	-3,843,449
Operating expenses	-695,703
Surplus / deficit for the year	-487,344

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	308,094
Equity Total	240,864
Equity - Aboriginal	22,724
Equity - Socio-economic	38,482
Equity - Language	3,578
Equity - Disability	176,080
Base Total	2,927,063
Base - Per Capita	112,866
Base - Location	0
Base - Other	2,814,198
Other Total	366,908
Grand Total	3,842,929

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.

$129,732 was carried over to the 2020 budget.

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 executive conducted the Tell them From Me Survey for parents, students and teachers.

A small proportion of the parent body completed the survey with 49 responses. Generally, parents indicated that they felt welcome when they came to school to visit. However, they also indicated that events were on at a time that they were unable to attend. In relation to student communication, most parents felt they were well informed about a student behaviour issue, but a significant number of parents felt the school could improve communication related to their child's social and emotional wellbeing. In the questions that related to supporting learning at home, most parents responded that they praised their child's effort towards learning, while a significant number of parents indicated that they had not regularly discussed with their child how they were going in class or discussed the importance of school with them. The vast majority of parents said they would recommend the school.

There were 17 teacher responses. The staff positively evaluated sections to do with leadership, collaboration, data informed practice, inclusive school and learning culture. However, some teachers were less confident in their use of technology, in particular not many used technology as a tool to track student assessment. In the section of leadership the vast majority indicated that the school executive are leading improvement and change and communicating the strategic vision. In the section on collaboration, the vast majority of teaching staff believe that 'teachers talk about engaging students, support students with additional learning needs and jointly plan effectively. In sections to do with effective teaching and using data, most teachers stated that they set challenging learning goals, have high expectations, plan effective assessment tasks and provide feedback to assist students to achieve learning goals.

Evidence and data suggested that the majority of students are responding positively towards the use of formative assessment strategies (learning goals and success criteria). Through qualitative responses, students expressed that by having learning goals and success criteria within learning experiences, provided students with direction, and an overall understanding of what they were learning and how to be successful. Additionally, students also indicated that their teachers deliver explicit teaching, setting clear goals and instructions of what is expected for either most of the time and all the time – 91%.

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.