

Kentlyn Public School

2019 Annual Report



2285

Introduction

The Annual Report for 2019 is provided to the community of Kentlyn 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

It is with great pleasure that I present Kentlyn Public School's Annual report for 2019. I would like to acknowledge the outstanding efforts of staff, students and school community in 2019. Their collective contribution has been a significant factor in ensuring the school's success. The partnership between the school and the wider community continues to be a key feature of this school moving forward. 2019 had many highlights to celebrate as well as many "first time" experiences on a large scale. I do not think that anyone would ever forget the very successful Extravaganza, "Stories Come Alive" and our Spring Fair held in Term 3 with Ruse Public School. I would like to personally and publicly thank all the staff, students and parents for their continued support of Kentlyn Public School. Without it we would not be in the position we are in today, enthusiastically embracing the challenge of improving the learning environment in which our children are immersed every day. Our authentic collaboration with Ruse Public School this year has given our students a smorgasbord of extended experiences and opportunities throughout the year, such as our extended gifted and talented programs, extended elite dance group, debating, band, teach meets and extended professional learning for all staff. **Together, We Can.** – pretty much a cliché, but so true. As a team we can achieve so much more for our students, staff and our community. Our collaboration with Ruse Public School is such a team. We started the year with our Cross Country carnival being held together and we kept extending it from there, Superheroes Day, Dinosaur Dig, Mechanics, Solar Buddy Project, Harry Potter Day, leadership camps, peer support, girls talk, enrichment classes, book parades, debating, choir, school band, pre-school visits, elite dances, dance group, cyber safety forums and the list goes on. These are some of the experiences that our students had this year. Through our "Together We Can" initiative we were able to give them all the above experiences and more. We see this relationship as symbiotic. Two school sites working together supporting each other in terms of the curriculum, upskilling staff and giving our students the best opportunities ever. We are a very unique model of practice and hence why both our schools won the **Executive Director's Award earlier this year.**

Each year we are guided by our School Plan and we continue our strong commitment to offering quality teaching and learning which draws on pedagogical practice that is data informed, evidenced based and aligned to the curriculum as outlined by our Department of Education. The Annual Report shows you how we are progressing and developing as a school. It outlines what we have achieved, how well we are going and what we need to focus on next to continually improve the educational programs and services for students in our community. Our teachers are congratulated for being reflective and responsive to the needs of students and our supportive community has a genuine commitment to our school. I continue to be incredibly proud to be Principal of this great school and so privileged to meet and work with so many wonderful students, staff and community members.

School background

School vision statement

In a safe, stimulating and diverse environment, Kentlyn Public School is passionately committed to providing each student with the opportunities to acquire the necessary skills and values to fulfil their potential and become successful participants in our changing world.

Our goal is for all students to be successful, lifelong learners who are confident and creative individuals, strive for continual improvement and are active and informed citizens. Students are equipped to meet the demands and challenges of the Twenty First Century in a stimulating, inclusive environment where they are valued as individuals and are encouraged to show respect for others.

School context

Kentlyn Public School is situated in a semi-rural setting on the outskirts of Campbelltown. All 122 students who attend Kentlyn Public School have a right to enjoy their learning and their time at our school. With that as a basis, we have an ethos that puts every individual student at the forefront of our work in the school.

At Kentlyn Public School, our teachers genuinely care for their students. This, combined with the dedicated professionalism of all our staff creates a very powerful learning environment. Our school provides a safe, caring and positive learning environment where all students have the opportunity to engage in lifelong learning and to become worthy citizens through quality education.

We work with parents, committed to providing support for the school and encouragement for their children. The energy of our P & C Association complements our approach to providing the best possible educational opportunities for all of our students. Our school motto, "Always Our Best" reflects all that we do. We celebrate the uniqueness of each individual. Innovative approaches reflect the delivery of quality educational programs for all students including specific programs to meet the needs of talented students and students with specific learning needs. The school has a strong emphasis on student wellbeing, high expectations for academic achievement, technology and sporting programs which ensure all students have a broad range of educational opportunities.

Kentlyn PS is a member of the Leumeah Community of Schools and, as part of the New South Wales Public Education system under the control of the Department of Education & Communities, we are proud of our achievements to date and look forward to expanding our success into the future.

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	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
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	Excelling

Strategic Direction 1

Learning

Purpose

To ensure student learning is supported by consistent, quality educational practices focused on high engagement and differentiated learning to develop the literacy, numeracy and technological skills of all students whilst supporting them to be critical thinkers and collaborative, creative learners. Student learning will be supported through explicit teaching, effective feedback and the use of authentic student data to inform teaching practice. Evidence based strategies will be implemented to ensure the well-being and engagement of all students as they connect, succeed, thrive and learn.

Improvement Measures

Increased student learning engagement as evidenced by measurable observation data.

Improved school well-being practices as evidenced by TTFM data.

Increased parent and community involvement in school planning as evidenced by TTFM data and increased attendance by parents at school planning meetings.

Overall summary of progress

The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment. A positive school culture exists and there are high expectations for students. This culture is enhanced by strategic plans for supporting student well-being. There is a focus on the 'whole child' with many opportunities for students to experience success and cultivate their personal interests and talents. The school provides a nurturing, caring environment where students feel a strong sense of belonging.

The school regularly collects, analyses and uses data to make informed decisions about how best to support identified student learning needs. School resources are used effectively to provide targeted intervention at point of need. Adjustments to learning are carefully planned for and clear plans exist for managing students with complex learning, social and behaviour needs. The school has very strong connections with the wider community and in particular with other local schools. Strong collaborative practices sit at the centre of the school plan and have resulted in huge growth in teacher professional learning and an increase in curricular and extra-curricular opportunities for students.

Decisions regarding student wellbeing are made in consultation with all relevant stakeholders and the school works to establish positive, productive relationships with parents and carers.

Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development.

Progress towards achieving improvement measures

Process 1: PBL- Wellbeing

Effectively implement Positive Behaviour for Learning across the school; Wellbeing framework to be incorporated in all our policies; Review and update well-being policies and practices.

Evaluation	Funds Expended (Resources)
<p>PBL</p> <p>PBL has been a major focus this year, with PBL rules (signage) put up around the school and PBL lessons teaching the rules. Each week teachers did a PBL lesson with their class to teach the focus rule for the week. Koala mini's were introduced to support the teaching of the rules and given out to students during lunch and recess. The koala minis were then collected in class boxes and added up at the end of the week and added to a class tally chart. The class with the most minis at the end of a five week period won a class pizza and ice-cream party. Students had a voice in determining the</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$10000.00)• Socio-economic background (\$2000.00)

Progress towards achieving improvement measures

prize for the minis. At the end of Term 2, the way the koala minis were rewarded changed due to a student survey. Students felt the previous system of drawing ten names out of a big box and rewarding with a \$2 canteen voucher was not holding their interest anymore. PBL reward days were introduced at the end of each term as a fun way to celebrate PBL in the school. The first PBL rewards day was in Term 2 with students having a variety of activities to choose from e.g. movies in library, disco and craft. In Term 3, jumping castles were hired, an obstacle course was created and a disco and art were offered to the students.

As part of our Professional Learning process, we undertook a review of our current discipline policy. We sought feedback from parents, students and staff in order to modify our existing procedures. In addition, we held staff workshops in which we worked to develop a clear process for classifying, recording and responding to student behaviours. We developed a student behaviour referral form and gave professional learning to staff on how to use EBS 4 to track student behaviour. A student behaviour communication slip was developed to promote effective monitoring of student behaviour.

Physical Wellbeing

During 2019 a new PDHPE Scope and Sequence was planned, constructed and implemented across the school. The first combined Cross Country Carnival between Ruse and Kentlyn Public School was successful which lead towards combining future sporting carnivals. Applications to the Sports in School Program were successful and allowed students to develop skills and game knowledge in Cricket, Baseball and Gymnastics.

Process 2: Learning and Support

Provide equitable academic opportunities; programs and assessments must indicate what all students are expected to know, understand and do; Refine systems and procedures to support all students in need; Work with an external professionals

in providing support practices/ strategies across all aspects of the school community.

Evaluation	Funds Expended (Resources)
<p>Classroom teachers are required to make further adjustments for students with a disability who are identified as substantial or extensive and record these on the National Consistent Collection of Data (NCCD). All staff are made aware of this process and support is provided throughout the process. Individual Education Plans (IEPs) are developed and implemented by the classroom teacher, which are written in consultation with parents. These are monitored and updated as required.</p> <p>School Learning and Support Officers (SLSOs) are timetabled into classrooms to support identified students. SLSOs work in consultation with the classroom teacher to ensure that student needs are met. SLSOs follow programs provided by the classroom teacher and informed by the instructional leaders. Professional learning has been provided to all SLSO's in the implementation of specific reading and numeracy strategies. SLSO's also keep student data records which are shared with the classroom teachers and Instructional leaders. In addition to supporting student learning needs, SLSO's also provide support to students with identified behaviour, social and emotional needs.</p> <p>SLSOs are utilised in the playground to assist students to engage in play situations successfully and positively. They provide support to students by providing students with strategies to engage and develop friendships within the playground. The idea of this program is to allow for all students to participate in game-based activities promoting positive play and interactions between the students. During break times, SLSOs support all students, but particularly students with identified social and emotional needs.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$2000.00) • Low level adjustment for disability (\$50000.00)

Progress towards achieving improvement measures

Personal Learning Pathways (PLPs) are developed for our Aboriginal students in consultation with students, families and classroom teachers. These PLPs outline goals for students in a range of areas e.g. academic, social and/or cultural. Each semester, classroom teachers make contact with students and families regarding the goals, making adjustments where necessary. Aboriginal students are further supported through their active involvement in a range of cultural activities including; LARC (Leumeah and Ruse Aboriginal Consultancy Group), Western Sydney University's Heartbeat program and a Dreamtime Experience. Since 2018, we have been fortunate enough to have been appointed a Deputy Principal Instructional Leader– Gifted and High Potential for one day per fortnight. This is allowing us to further provide individualised support for our Aboriginal students.

We have implemented a range of strategies to support the mental wellbeing of our students. In 2019 all staff undertook Professional Learning in the Smiling Minds Program in order to provide opportunities for mindfulness with the classroom. In addition, we worked with external professionals, Dr Steven Walker and Dr Carl Warren, to explore positive classroom management strategies with a particular focus on supporting students with trauma informed backgrounds. In response to increasing pressures on students as a result of social media, we provided workshops for all Stage 3 students in the responsible use of technology and strategies to increase their physical and mental safety. This was done in consultation with our Police Youth Liaison Officer and parents. In line with the implementation of the new PDHPE syllabus, we have also planned and implemented learning opportunities focused on enhancing positive wellbeing. In 2019, we successfully applied for the School Chaplaincy program

Process 3: Student Engagement

Continue to develop authentic assessment Practices.; Enhanced student engagement and active learning across the school through developing quality teaching practices within all KLAs. Collaborating with Ruse PS staff and identified external experts to improve learning engagement for all students.

Evaluation	Funds Expended (Resources)
<p>Complementing our focus on Formative Assessment strategies, we have also been working to improve our summative assessment strategies. The biggest shift we have taken has been in providing teachers with opportunities to collaborate with their peers to use evidence of student learning to make judgements on student achievement against goals and standards. This has been achieved through our collaborative framework as part of the 'Together We Can' project.</p> <p>Data is collected routinely and used as evidence by all teachers to inform future teaching practice. A range of data is collated at a class, grade, stage and school-based level to track student achievement and growth. Data is recorded via Google Docs to ensure all staff have access to current student information. Class teachers then use this data to identify students who may have inconsistent growth and to inform student groupings and individual student goals in literacy and numeracy. Teachers also use PLAN 2 data to track student progression, giving teachers systematic ways of moving students along the continuum. All students in years 2–6 are assessed using the Progressive Achievement Tests (PAT) and the school analyses NAPLAN data to identify learning progress of individual students and student cohorts. Student growth is monitored from Year 3 to Year 5. This analysis drives future teaching at a class level as well as school based projects as evidenced through the culminating assessment tasks. The collection of data and subsequent analysis, allows teachers to plan effective teaching and learning programs.</p> <p>At Kentlyn Public School, we strive to support the physical wellbeing of students. We have initiated a Crunch and Sip initiative with a focus on</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • English language proficiency (\$10000.00) • Socio-economic background (\$50000.00)

Progress towards achieving improvement measures

ensuring all students bring fruit or vegetables to school each day. Additionally, we provide a volunteer run canteen which provides healthy, nutritious food options for students. In 2019, following a comprehensive audit of the canteen, we achieved the Healthy Canteen Certification becoming only the third school in the region to receive this. In 2020, we have employed a teacher to deliver specific programs in line with the new Personal Development, Health and Physical Education syllabus. A particular focus has been on ensuring we are providing students with regular structured physical activities. Over the past two years, we have been successful in applying for the Sports in Schools grant to ensure we provide a range of engaging skills-based sports programs for our students.

Over the last year, we have made significant improvements to our school playground in order to provide a safe, positive and welcoming environment for students. Being located in a very dry, bush environment, it can be difficult to grow grass in play areas. We have purchased synthetic grass for a substantial area of the playground, providing a place for students to eat, play games and relax. In addition, we have increased shade for student with the installation of a shade sail and the construction of a new covered learning area. We have also built a sand pit and purchased a range of toys and games to engage students during break times. Finally, we have purchased a buddy bench to promote inclusion and develop positive social strategies for students.

To allow for students who have a keen interest in Visual Arts, a group of 12 students nominated themselves to join a once a week lunchtime art group. In Term 1 and 2 the students experimented with creating faux stained glass. There was a high level of engagement for students as they experimented with mediums and techniques they had not previously used. In Term 3 we started a collaborative mosaic to be displayed on the school grounds. 12 students (some different from Term 1 and 2), collaborated to construct a mosaic scene with native flora and fauna. Students were extremely interested in developing their skills in this art form and worked well as a team to construct the piece. In 2019 we entered the Threatened Species Art Competition (hosted by the Humane Society) for the first time. 100% of students completed an artwork and a blurb about an Australian threatened flora or fauna species. 23 artworks were entered into the online competition. All student artworks were then displayed in the school hall and classrooms as part of the Education Week Open Day.

Next Steps

We will continue to strengthen a range of programs and interventions for whole-school and targeted individual students around behaviour and PBL. We will endeavour to track students and respond to data collected to fine tune and inform our planning of wellbeing programs. We will evaluate our policies against the Wellbeing Framework to better evaluate and guide our progress towards our future directions. To reach excelling, we aim to actively undertake effective ways to improve support so 100% of students know that they are supported and cared for. The employment of our new Chaplain will also provide students with another adult to approach when they feel the need. Work with our AEO to refine our PLP proforma. and streamline systems to ensure that PLSP and PLP meetings throughout the year are continually reviewed and updated. We will refine systems to closely monitor our attendance data collection and continue to strengthen our communication around the importance of high attendance with parents and carers. In order to achieve excelling in this area, we will aim to ensure teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

Strategic Direction 2

Teaching

Purpose

The school will proactively build the capabilities of all staff as learners, teachers and leaders, to strengthen and sustain a shared culture of high expectations for success. Every staff member recognises they need to engage with evidence-based, relevant and future focused professional development, to support the ongoing delivery of quality learning practice. This is not only to meet and maintain accreditation with the National Standards, but is our moral responsibility as leaders of learning.

Improvement Measures

Improved student outcomes in literacy and numeracy as evidenced by internal and external assessment data. 80% of students achieving literacy and numeracy benchmarks; NAPLAN (bottom 2 bands down, top 2 bands up 8%, growth); Premier's priorities.

Increased use of evidence based strategies by all teachers as evidenced by observational data and learning engagement tool data.

Improved parent capacity to support student learning as evidenced by TTFM data and parent satisfaction survey data.

Overall summary of progress

Kentlyn Public School has over the past year continued to develop a strong innovative collaborative framework for working with another school to improve student outcomes. This collaboration is now successfully embedded in all of our practices and we are seeing the substantial benefits of this relationship. The collaboration between Kentlyn PS and Ruse PS has been recognised informally and formally across our school region as a model of best practice. **This was officially recognised by our Executive Director, Lynn Irvine in 2019.**

Kentlyn Public School has made significant gains in the area of quality teaching. A strong focus on evidence-based teaching methods has resulted in improved teacher capacity and outcomes for students. All lessons are systematically planned, meet curriculum requirements and provide for student improvement. Lessons are adjusted to reflect the differentiated needs of learners and student feedback informs teaching.

The introduction of PBL and targeted professional learning ensure that teachers are supported to provide effective classroom management. Learning environments are well-managed and there is a consistent, school wide approach in place.

The school leadership team regularly analyses student achievement and progress data. Teachers collect, analyse and discuss student data and use this analysis to inform future teaching. Teachers use a range of formative and summative assessment strategies to monitor student learning progress.

All teachers have Professional Development Plans and the school supports the capacity building of staff. Teachers are supported to identify areas for improvement and instructional leaders provide mentoring and coaching support.

Progress towards achieving improvement measures

Process 1: Literacy and Numeracy

Provide teachers with coaching and mentoring support, professional learning and access to expertise and innovation; Formalised structures to facilitate continual professional learning and development of effective, inclusive instructional strategies in literacy and numeracy; Collaborative learning in Learning Progressions K-6, STEAM, collaborative practice model with Ruse PS and Peer Observations.

Evaluation	Funds Expended (Resources)
Data is collected regularly via PLAN 2 and analysed by the instructional leader at Kentlyn PS and the EAFS instructional leaders at Ruse. Teachers are then able to incorporate this data analysis into their planning for future lessons and identify skills gaps for improvements. ES1 and St1 teachers	Funding Sources: <ul style="list-style-type: none">• English language proficiency (\$10000.00)

Progress towards achieving improvement measures

have been provided with in class support in the form of teacher demonstration lessons by the IL team teaching and have also been supported by external professional learning.

In Stages 2 and 3, teachers undertake professional learning in key areas determined by data analysis. Years 3–6 collect, track, triangulate and analyse numeracy and reading data and develop strategies to support students who are not on track. The instructional leaders teach demonstration lessons in 3–6 and observe teaching practices in numeracy and English. This promotes a consistent approach to instruction and ensures that students with learning needs are receiving adequate support. Professional learning in Literacy is delivered by instructional leaders, having identified areas of need through data analysis. The Spirals of Inquiry process was used to develop a hunch around what inhibits student progress in our cohorts, before developing a set of pedagogical actions designed to support student progress in key aspects of Literacy. Teachers are guided in analysing syllabus content, breaking this content into clearly defined learning goals, and designing learning sequences that provide all students the opportunity to attain those goals. Teachers are supported in developing their capacity to provide evidence-based instruction, with a strong focus on using modelled reading to guide student writing, delivering explicit guided instruction in reading, integrating grammar instruction into modelled reading and writing, and deconstructing texts as part of reading instruction. This professional development is further enhanced by the collective analysis and moderation of student work samples during collaborative sessions.

Clear expectations for classroom programs have been developed and a programming policy is provided to all teachers. We have a consistent set of requirements across the school in terms of programming proformas to ensure consistency. Programs demonstrate clear links to syllabuses with outcomes and content focuses identified. Teachers work collaboratively in stage teams to plan for modelled, guided and independent learning experiences. Professional learning has focused on the need to provide explicit instruction, guided opportunities at identified point of need and finally independent opportunities to demonstrate mastery. Evidence of adjustments to learning and differentiation are included. In addition, over the past two years, we have modified our expectations to ensure programs include formative assessment strategies. Finally, evaluation and registration must be completed. Programs are formally reviewed each term with feedback provided to teachers. Where required, assistant principals work with teachers to make changes.

In 2019 we have been focusing on providing opportunities for students to integrate skills and knowledge across a range of disciplines through a focus on STEAM. We have been exploring ways to educate children in how subjects integrate and work together. When collaboratively planning for our concept-based units, teachers are focused on how to teach students to think critically, evaluate information and apply knowledge, research and skills to problem solve.

Process 2: Evidence Based Practice (Collaboration)

Teachers implement evidence-based, responsive teaching strategies to ensure active student learning across all KLAs.; Facilitate continual collaboration between external partners, executive, teachers and support staff relating to effective changes in Pedagogy.

Evaluation

In Term 1 of 2018, we introduced a collaborative professional learning model which saw the establishment of cross school teams in all stages. These stage teams meet weekly to plan to explicitly unpack the syllabus, plan teaching sequences, moderate student work samples and generally engage in professional dialogue about student learning. In 2019, seeing the benefit of this allocated collaboration time, we provided additional RFF time to teachers to allow for a 2hr collaborative planning session each fortnight, whilst

Funds Expended (Resources)

Funding Sources:
 • Quality Teaching, Successful Students (QTSS) (\$10000.00)

Progress towards achieving improvement measures

continuing with afternoon planning meetings as well. Google Drives were set up by each stage allowing for further collaboration. In addition, stages set up Facebook groups to ensure quick timely communication between all members, minimising the challenges of communication across two school sites.

In 2019, we engaged our joint school leadership team in quality evidence-based professional learning focusing on critical and creative thinking capabilities and quality pedagogy in literacy and numeracy. Revising our scope and sequences, we drafted a conceptual framework to ensure embedded opportunities for students to apply their learning to rich tasks.

Process 3: Evidence-informed teaching (Formative Assessment)

Teachers use a wide range of evidence based strategies to collect, collate, analyse and use student data; Regular evaluation of teaching and learning programs and practices to ensure authentic differentiation is evident and to set future learning directions.

Evaluation	Funds Expended (Resources)
<p>Staff were provided with professional learning on feedback in Term 1. 100% of teachers implemented a feedback strategy, collaboratively planned and executed within each stage. A Community of Schools Formative Assessment Committee was formed across 5 schools for the purpose of sharing resources and strategies.</p> <p>In Term 2, stages presented their feedback projects and their findings. The Community of Schools arranged walkthroughs, in which teachers observed Formative Assessment strategies being used across the community. Kentlyn hosted a walkthrough in Week 6. Data was collected by visiting teachers, which found that 98% of students can articulate either their learning goals or their learning task. 75% of students were found to have a clear understanding of what success looked like for that particular learning goal. Teachers from Kentlyn attended walkthroughs at Mount Annan in Week 8. In Week 6 staff were given professional learning on the SOLO Taxonomy as a means of structuring feedback. Stage 3 and Stage 2 have integrated this into their assessments. In Term 3 two teacher groups attended walkthroughs (at Thomas Acres, Ruse and Minto PS). 100% of Kentlyn teachers indicated that the walkthrough experiences were valuable and, additionally, that they took strategies from these observations and implemented them in their classrooms. Planning was initiated to build conceptual units to support curriculum delivery. Kentlyn now has a curriculum map of conceptual units K-6 that articulate learning across the school over a two-year cycle.</p> <p>In Term 4, Ruse and Kentlyn hosted a TeachMeet in which our Community of Schools shared their Formative Assessment journeys for 2019.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• English language proficiency (\$10000.00)

Next Steps

We will continue implementation of our quality teaching and learning programs through our collaboration with Ruse PS. We recognise that new staff to these stages will require training to ensure effective delivery is continued across the school. We will continue to see that data is an essential element in the teaching and learning cycle with the executive continuing to review NAPLAN writing results/trends to ensure our data reflects student growth and our quality teaching. We will continue to implement PBL across the school. Professional Learning in the area of PBL will continue for new staff that join our school to ensure our consistency is maintained. With future focused practice at the forefront, we will be upskilling our staff in future focussed pedagogy.

Strategic Direction 3

Leading

Purpose

Kentlyn Public School staff will engage with our community to deliver future focused, developmentally appropriate learning experiences that support every student to strive to be a successful, confident, creative learner and positive global contributor. Professional Development opportunities will assist in improving student learning and outcomes in literacy and numeracy using evidence based and informed teaching practices resulting in rich, engaging and differentiated learning.

Improvement Measures

Increased parent participation in school planning and activities as evidenced by participation data trends and parent satisfaction survey responses.

Increased engagement and opportunities for student leaders as evidenced by student forum data and TTFM student survey results.

Improved engagement for teachers in the Performance Development process as evidenced by TTFM data.

Improved administrative processes as evidenced by staff feedback.

Overall summary of progress

Kentlyn Public School has over the past year continued to develop strong links with our school community and active participation in school events. Parent support and participation in school events increased dramatically in 2019 as we introduced our Extravaganza and Spring Fair planning committees.

Kentlyn Public School has also made significant gains in the area of student leadership and this is evidenced in our TTFM data results. Students in 2019 were able to attend leadership camps as well as other leadership programs that were organised within our network of schools.

All teachers have Professional Development Plans and the school supports the capacity building of all staff. Teachers are supported to identify areas for improvement and instructional leaders provide mentoring and coaching support.

Some administrative processes were enhanced in 2019 in order for us as a school to collect and analyse data more efficiently. As a school we analysed the way we collect behaviour data and modified our processes to ensure that it is practical and efficient for all staff members.

Progress towards achieving improvement measures

Process 1: Student Leadership

Provide opportunities for students to organise and run projects which will enhance and build upon their leadership skills. Students will engage in leadership development programs and network with other schools within our school and community. Promote an active student voice in school decision making.

Evaluation	Funds Expended (Resources)
<p>Throughout the year, students were provided with a range of opportunities to build their leadership capacities. Students organised and ran projects across the year, allowing them to feel a strong sense of responsibility and self worth.</p> <p>Students had opportunities to organise and run programs through our Peer Support Program. Students were trained with their group of peers to coordinate and run lessons based on resilience. Students were in charge of approximately 10 students. They were required to plan and implement a lesson each week to develop students skills from Years K–5. Students were able to demonstrate leadership skills, through organising and running each lesson. Students were required to be prepared to assist the younger students of the school to learn new concepts and skills.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$5000.00)

Progress towards achieving improvement measures

Students also had the opportunity to run an ice-block sale throughout the year. They were required to seek donations from local businesses, arrange best possible sales time, create posters and ensure they had products ready to sell to raise money. Students were responsible to ensure these sales ran smoothly and money was counted and collected. They also had meetings to discuss, reflect and change their roster times and ice-block sale times to ensure the highest sales possible. This required the students to show responsibility and leadership skills by ensuring the ice-block stall was a success.

Bear Cottage fundraiser – students ran and raised \$375 – The canteen made cakes which the SRC sold at lunch and recess and everyone dressed as a superhero.

Students attended leadership courses to network with other schools within our school and community.

Student leaders and SRC students were able to attend Wedderburn Christian Campsite to network with other schools. They were able to work together and solve tasks which built relationships between school communities.

Year 6 students were also able to attend Wedderburn Christian Campsite to attend leadership courses to ensure they had the skills to run a peer support program with their younger peers. Students were able to work alongside Ruse Public School where they were able to network with other students within the community.

Throughout the joint Kentlyn and Ruse Public School Twilight Fair and Extravaganza, students were able to attend other schools and work together to prepare and perform a great performance and run stalls at the Fair. Students were able to show leadership within their roles and assist in helping teachers run the stalls at the fair.

School leaders attended NSW Parliament House with other school leaders from the Campbelltown area. Students were able to speak with other student leaders from a variety of local schools.

Year 5 students were able to attend two local Preschools, where they were able to communicate and network with the Preschool centres in the area. They were able to build relationships with other schools in the community and their students. Students were able to demonstrate leadership through running activities and engaging in lessons with the children.

The SRC students were able to meet weekly to discuss what they would like to see achieved at their school during their role as an SRC member. Students were able to come up with a plan to purchase Sport Shirts. Through this plan they collectively agreed on their goal of sport shirts. They raised money, negotiating a timetable to sell ice blocks, make posters, agreed on a design and were able to accomplish a much sort after goal. Students were able to voice their opinions and negotiate ideas.

Through our PBL system students were also given opportunities to voice their opinion regarding PBL Rewards and what was working or not through student surveys.

Year 5 Students participated in an election campaign to determine leadership roles for 2020.

Process 2: Systems Leadership

Developing the capacity of staff through systems leadership and the implementation of mentoring, coaching, targeted feedback, reflective practice and personalised professional learning; Strengthened administrative systems and processes; Promote distributed leadership opportunities for all staff.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>Professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders.</p> <p>At Kentlyn PS we focus on increasing the quality and diversity of future leaders for all school leadership roles. Potential leaders are provided with support to develop pedagogical expertise as well as the skills needed to lift the performance of colleagues. We ensure our aspiring executive are supported in their roles and are provided with opportunities to lead aspects of curriculum and programs within the school. In 2019, our aspiring executive shadowed both the Principal and Deputy Principal (DP) in leading the Learning and Support Team to build their understanding and knowledge around policies and procedures. We gave ownership of whole school organisation such as playground rosters and promoting school and community partnerships through the administration of See Saw. In 2020, our new Assistant Principal (AP) shadowed the DP to learn about Kentlyn's routines and procedures. Our DP mentored our AP to scaffold data conversation meetings and to unpack our scope and sequences/conceptual overviews</p> <p>Being in a small school, with five classes, can be quite isolating. Through our collaboration with Ruse PS, as well as our Community of Schools, we have strengthened and built on teacher capacity through teachers sharing their journeys with formative assessment and the impact it is having in their classrooms. Teach Meets, a style of teacher led professional learning, enable teachers to share their knowledge of what works and perhaps what hasn't. The impact of teachers attending the sessions has meant that teachers are now seeing themselves as leaders within the community and the confidence of teachers is also increasing. Most important is the positive effect on student learning as teachers are returning to Kentlyn PS with a greater depth of knowledge and a wider range of strategies to implement.</p>	

Process 3: Communication

Improved communication processes to ensure effective consultation with the whole school community; Increased community involvement in school activities through the promotion of volunteers, engaging parent consultation forums and community events; Increased opportunities for community use of facilities.

Evaluation	Funds Expended (Resources)
<p>Effective communication between schools, parents, students and the community forms the foundation for developing and maintaining partnerships. At Kentlyn PS we believe that to have a significant impact on student outcomes, communication needs to be focused on student learning and wellbeing. It must also be a genuine exchange of information and ideas between the student, the school, the home and the community. We have a responsibility to help parents understand the 'language of learning' including the terms used by teachers in the classroom with students to communicate learning goals and expectations. This will assist parents to discuss learning with their child at home and to effectively communicate with teachers using a common language.</p> <p>After receiving feedback from staff and students about the need to increase Creative Arts within Kentlyn PS and upon sharing this feedback with colleagues, we were extremely fortunate to be invited to be involved in Ruse PS' Extravaganza. This collaboration was 10 months of communicating, co-planning, across site practices and sharing teacher expertise across both schools which culminated in three performances held at the Event Theatre in Campbelltown. Students at Kentlyn PS, being at such a small school, had never experienced performing at a theatre, in front of such a large audience</p>	

Progress towards achieving improvement measures

which was made up of parents / carers from both schools. The leadership from teachers across both sites resulted in a seamless performance by all students. The relationships built between teachers has strengthened our collaboration and increased teacher capacity in the area of Creative Arts which also now extends into other areas. The opportunities and friendships that this created for Kentlyn PS students is still talked about today.

As outlined in our 2018 – 2020 School Plan, Kentlyn PS staff are continuing to engage with our community to deliver future focused, developmentally appropriate learning experiences that support every student to strive to be a successful, confident, creative learner and positive global contributor. The importance of parental involvement and participating is highlighted in our 2020 Improvement Measures, which are to increase parent participation in school planning and activities, as evidenced by participation data trends and parent satisfaction survey responses. Community partnerships support student development and are strongly aligned with the school's vision, values and priorities

There are high levels of staff, student and community engagement in contributing to learning success. Parents are updated on the learning of their children through mediums such as our fortnightly newsletter, school Facebook page, the Seesaw App and our school website

Next Steps

Seek further opportunities for curriculum leadership with joint school planning structure for 2020.

Continue to strengthen 'Together We Can' project, aligning all directions of school plan in 2020

Investigate ways to improve active student voice across school planning.

Continue to strengthen partnerships with parent community.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$6 000.00) 	Personal Learning Pathways (PLPs) were developed for our Aboriginal students in consultation with students, families and classroom teachers. These PLPs outlined goals for students in a range of areas e.g. academic, social and/or cultural. Each semester, classroom teachers made contact with students and families regarding the goals, making adjustments where necessary. Aboriginal students were further supported through their active involvement in a range of cultural activities including; LARC (Leumeah and Ruse Aboriginal Consultancy Group), Western Sydney University's Heartbeat program and a Dreamtime Experience.
English language proficiency	Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$20 000.00) 	All Staff undertook Professional Learning in the area of scaffolding literacy instruction to support EAL/D students. As a result, all Stages integrated these strategies into their literacy teaching throughout the year. All EAL/D students are now being supported in class to better understand how English language is structured in a variety of texts, and to use these structures in their own speaking and writing. EALD students received regular reading support and were assisted in developing their speaking and listening. Support is either one-on-one support with a teacher, SLSO support in class, or reading withdrawal.
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$25 000.00) 	All identified students have Individual Education Plans (IEPs) developed and reviewed in consultation with classroom teachers and the Learning and Support team. Personalised adjustments were then made to students learning and resource aides. School Learning and Support Officers were timetabled to support programs for identified students in K-6. SLSOs further support students in transitional periods between learning and the playground to model and monitor social/emotional needs. Classroom teachers are required to make further adjustments for students with a disability who are identified as substantial or extensive and record these on the National Consistent Collection of Data (NCCD). NCCD data was collected, analysed and reported via the collection site.
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$24 000.00) 	Quality Teaching, Successful Students (QTSS) time is given to all executive staff, to support classroom teachers in their professional development to achieve best teaching practice. This time facilitates pathways for teaching staff to attain Professional Development Plan (PDP) goals. The Deputy Principal Instructional leader (DPIL) is knowledgeable about evidence-

<p>Quality Teaching, Successful Students (QTSS)</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$24 000.00) 	<p>based teaching, learning and assessment. She demonstrates instructional leadership, promotes and models effective evidence-based practice, holds high expectations of teachers and supports quality professional development. The focus of leadership at this level is to inspire teachers to work towards ambitious goals that lift student results. In order to achieve this, the DP IL developed teachers' understandings of effective teaching strategies with engaging, intellectual stimulation through promoting evidence-based education in whole staff Literacy and Numeracy presentations. The DP IL facilitated professional experience to targeted school priorities and professional learning needs. Collaborative feedback provided to the DP IL from staff is used to promote and generate future learning and</p>
<p>Socio-economic background</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$65 000.00) 	<p>SLSO's provided targeted support for students as identified by analysis of student data. Extra assistance was also provided in the class learning environment and playground with a focus on supporting positive classroom management. This resulted in increased student participation and engagement leading to an improvement in learning outcomes.</p>
<p>Support for beginning teachers</p>		<p>Formal mentoring time was given to beginning teachers through to aspiring leaders in the school, dependent on their professional needs. Time allocation is negotiated between teachers and supervisors and involves classroom observations, professional discussions and teaching demonstrations across stages. The use of time was documented, stored and regularly monitored. Executive staff observed and gave feedback on programming and classroom management to assist beginning teachers to establish strong educational foundations as they work towards gaining accreditation.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	85	88	79	68
Girls	60	72	64	56

Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.2	96.7	94	91.8
1	93.3	92.9	93.7	93.1
2	94.8	93.9	94.2	93.4
3	92.4	94.4	93.5	90.7
4	95.2	94	92.6	91.9
5	92.9	92.3	91.8	93.1
6	97.1	94	92.5	88.2
All Years	94	94	93.1	91.7
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)	1
Classroom Teacher(s)	5.8
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.2
School Administration and Support Staff	1.81

*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.

In Term 1 of 2018, we introduced a collaborative professional learning model which saw the establishment of cross school teams in all stages. These stage teams meet weekly to plan to explicitly unpack the syllabus, plan teaching sequences, moderate student work samples and generally engage in professional dialogue about student learning. In 2019, seeing the benefit of this allocated collaboration time, we provided additional RFF time to teachers to allow for a two hour collaborative planning session each fortnight, whilst continuing with afternoon planning meetings as well. Google Drives were set up by each stage allowing for further collaboration. In addition, stages set up Facebook groups

to ensure quick timely communication between all members, minimising the challenges of communication across two school sites.

In 2019, we also engaged our school leadership team in quality evidence–based professional learning focusing on critical and creative thinking capabilities and quality pedagogy in literacy and numeracy. Revising our scope and sequences, we drafted a conceptual framework to ensure embedded opportunities for students to apply their learning to rich tasks. In 2020, Kentlyn PS and Ruse PS jointly hosted a professional learning conference led by renowned literacy expert Jann Farmer–Hailey for all staff.

Over the past two years, we have had a significant focus on providing professional learning and support for K–2 teachers at Kentlyn PS. They have been trained in Language, Learning and Literacy (L3). This has been implemented as a well–developed program to help identify, address and monitor student learning in all areas of Literacy. Teachers and Instructional Leaders are working shoulder to shoulder in ES1 and St1 classrooms to support a differentiated curriculum that meets the needs of individual students and to reduce the risk of students in low socio–economic communities not achieving expected literacy levels. In K–2 data is collected regularly via PLAN and analysed by the instructional leader at Kentlyn PS and the EAFS instructional leaders at Ruse. Teachers are then able to incorporate this data analysis into their planning for future lessons and identify skills gaps for improvements. ES1 and St1 teachers have been provided with in class support in the form of teacher demonstration lessons by the IL, team teaching and have also been supported by external professional learning. In Stages 2 and 3, teachers undertake professional learning in key areas determined by data analysis. Years 3–6 collect, track, triangulate and analyse numeracy and reading data and develop strategies to support students who are not on track. The instructional leaders teach demonstration lessons in 3–6 and observe teaching practices in numeracy and English. This promotes a consistent approach to instruction and ensures that students with learning needs are receiving adequate support. Professional learning in Literacy is delivered by instructional leaders, having identified areas of need through data analysis. The Spirals of Enquiry process was used to develop a hunch around what inhibits student progress in our cohorts, before developing a set of pedagogical actions designed to support student progress in key aspects of Literacy. Teachers are guided in analysing syllabus content, breaking this content into clearly defined learning goals, and designing learning sequences that provide all students the opportunity to attain those goals. Teachers are supported in developing their capacity to provide evidence–based instruction, with a strong focus on using modelled reading to guide student writing, delivering explicit guided instruction in reading, integrating grammar instruction into modelled reading and writing, and deconstructing texts as part of reading instruction. This professional development is further enhanced by the collective analysis and moderation of student work samples during collaborative sessions.

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	155,311
Revenue	1,584,638
Appropriation	1,478,179
Sale of Goods and Services	123
Grants and contributions	104,892
Investment income	1,444
Expenses	-1,544,768
Employee related	-1,308,220
Operating expenses	-236,548
Surplus / deficit for the year	39,870

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	21,100
Equity Total	166,061
Equity - Aboriginal	7,088
Equity - Socio-economic	65,427
Equity - Language	13,943
Equity - Disability	79,602
Base Total	1,187,888
Base - Per Capita	33,553
Base - Location	0
Base - Other	1,154,335
Other Total	89,772
Grand Total	1,464,821

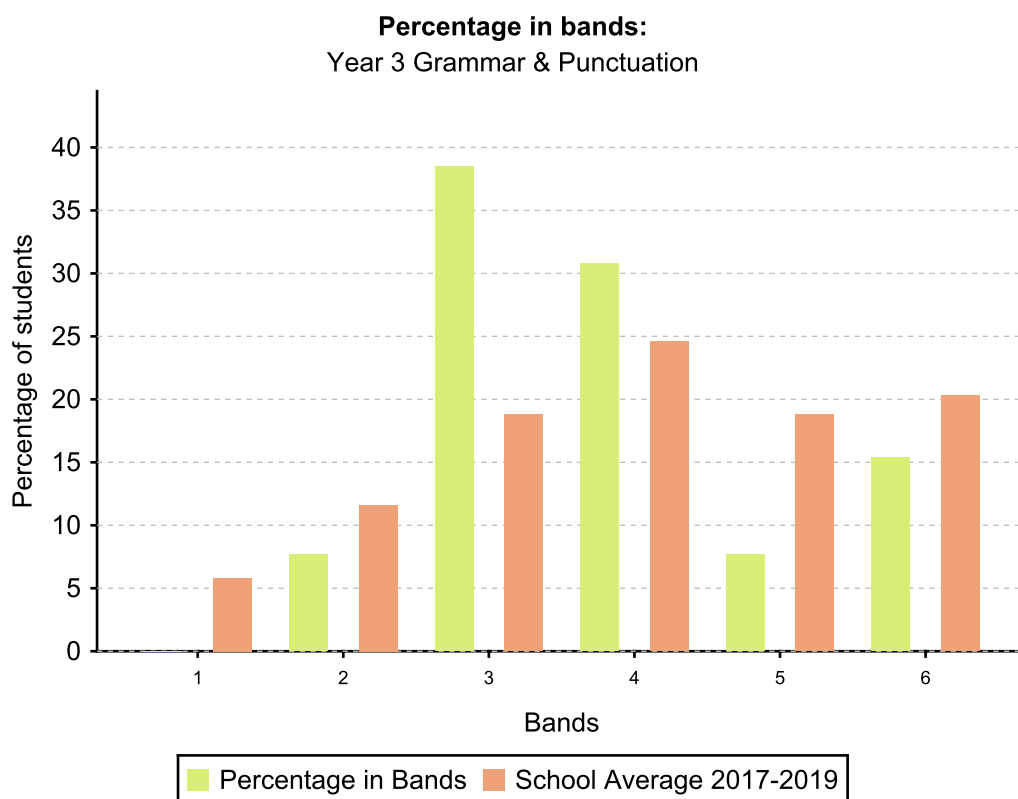
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

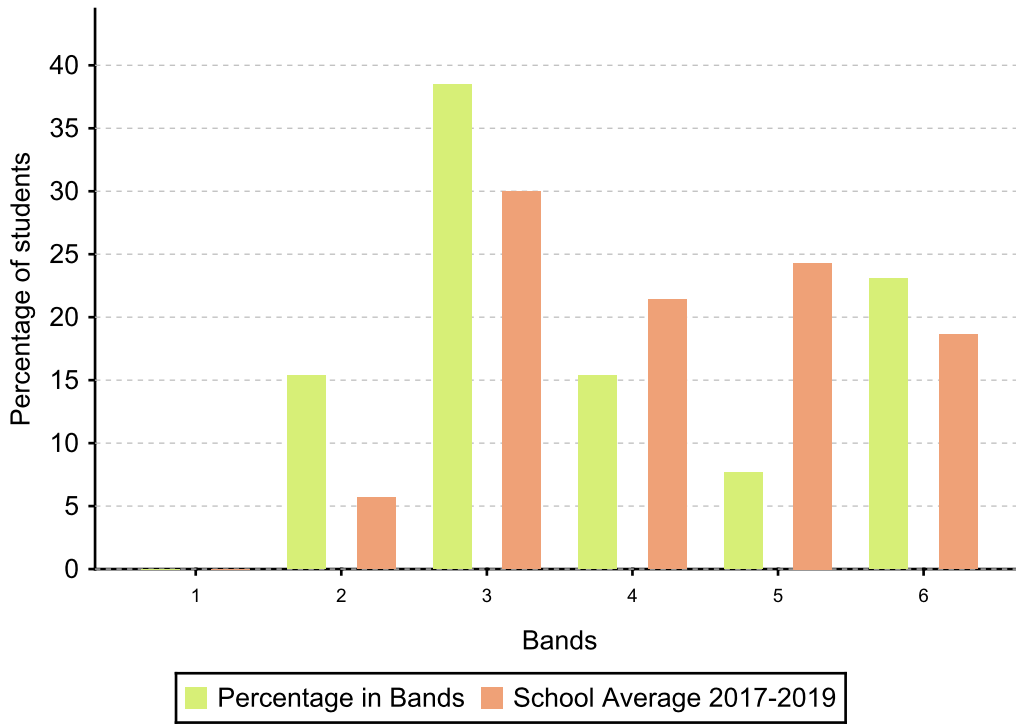
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison 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.

Literacy and Numeracy Graphs



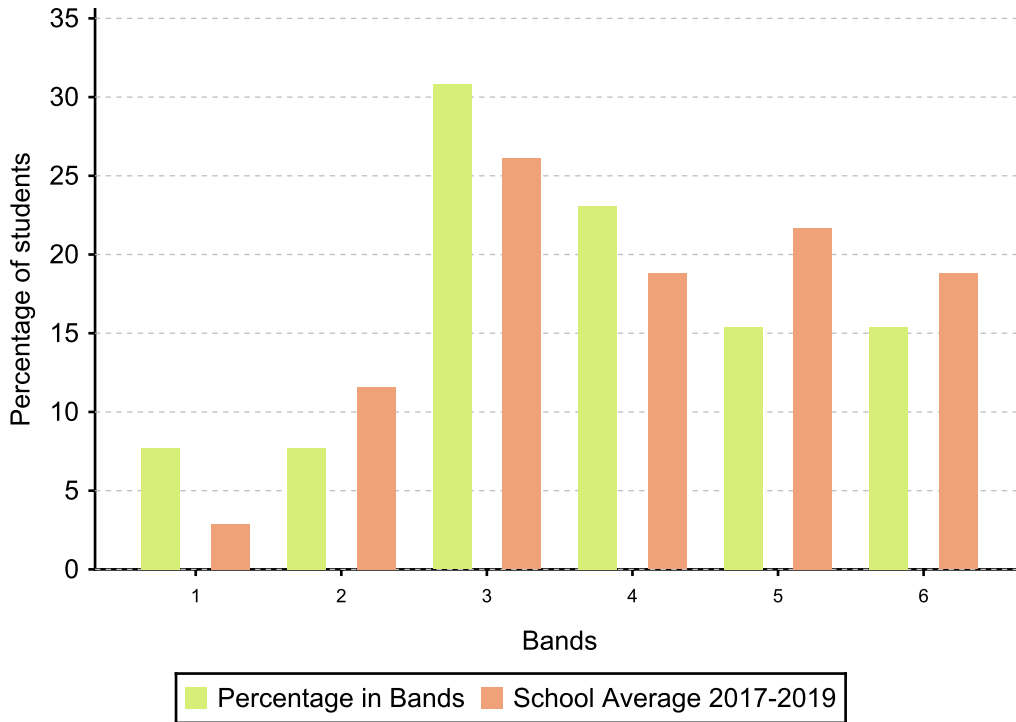
Band	1	2	3	4	5	6
Percentage of students	0.0	7.7	38.5	30.8	7.7	15.4
School avg 2017-2019	5.8	11.6	18.8	24.6	18.8	20.3

Percentage in bands:
Year 3 Reading



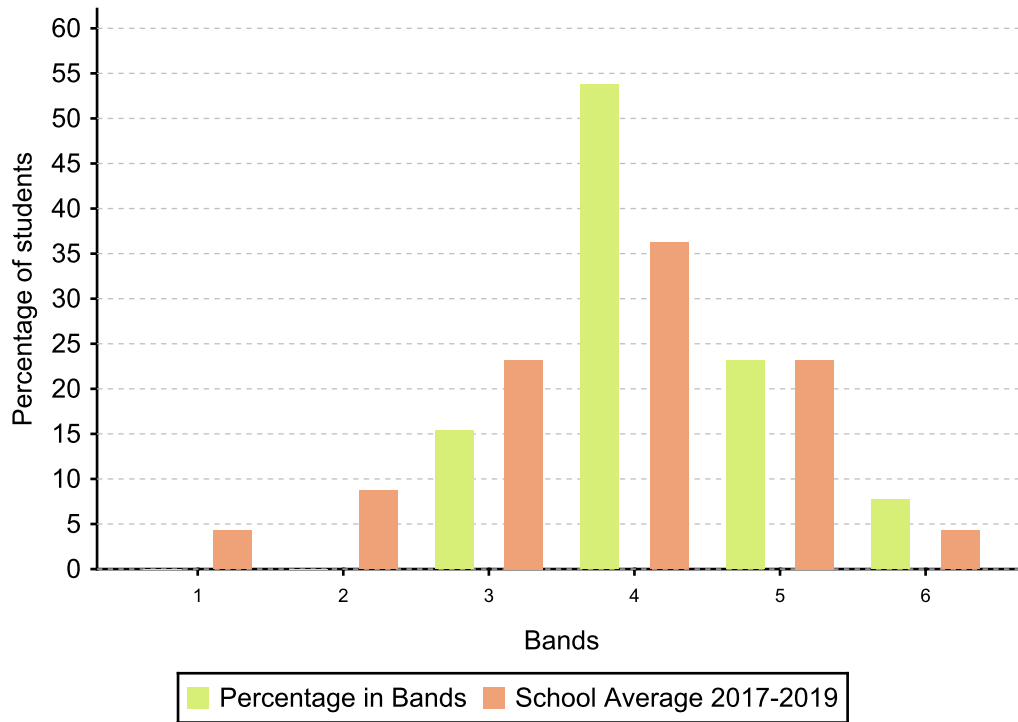
Band	1	2	3	4	5	6
Percentage of students	0.0	15.4	38.5	15.4	7.7	23.1
School avg 2017-2019	0	5.7	30	21.4	24.3	18.6

Percentage in bands:
Year 3 Spelling



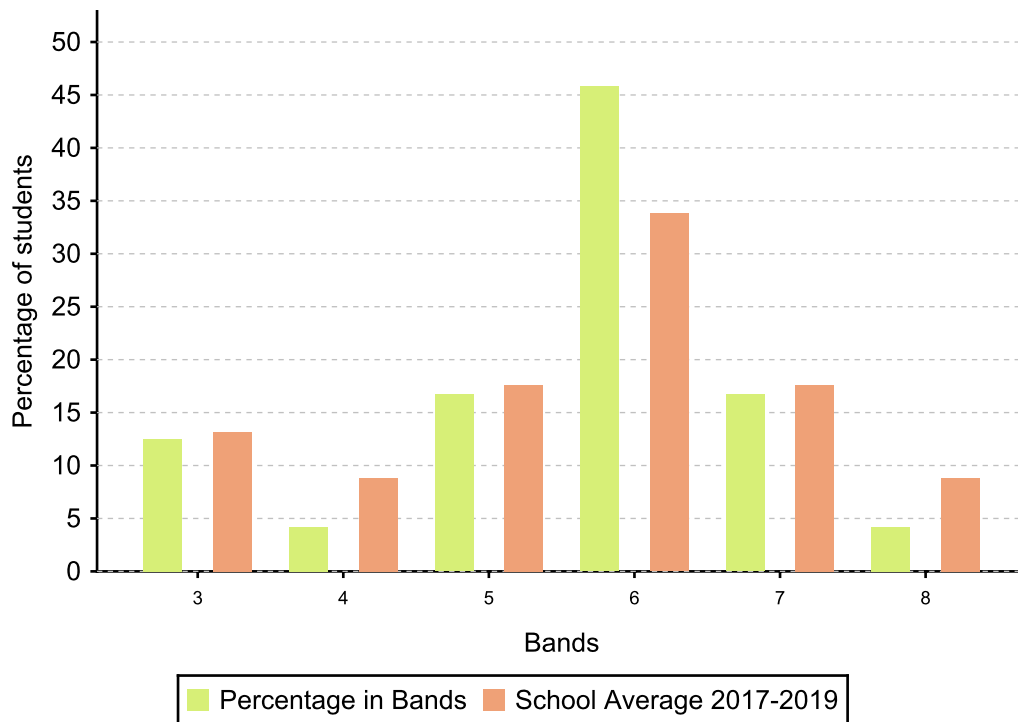
Band	1	2	3	4	5	6
Percentage of students	7.7	7.7	30.8	23.1	15.4	15.4
School avg 2017-2019	2.9	11.6	26.1	18.8	21.7	18.8

Percentage in bands:
Year 3 Writing



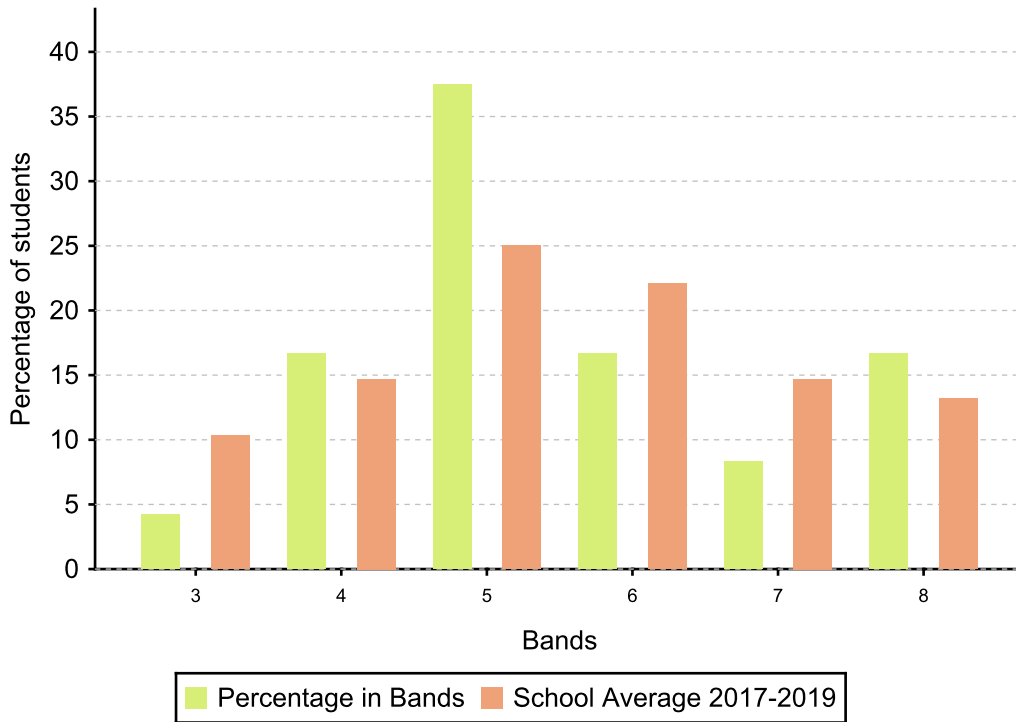
Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	15.4	53.8	23.1	7.7
School avg 2017-2019	4.3	8.7	23.2	36.2	23.2	4.3

Percentage in bands:
Year 5 Grammar & Punctuation



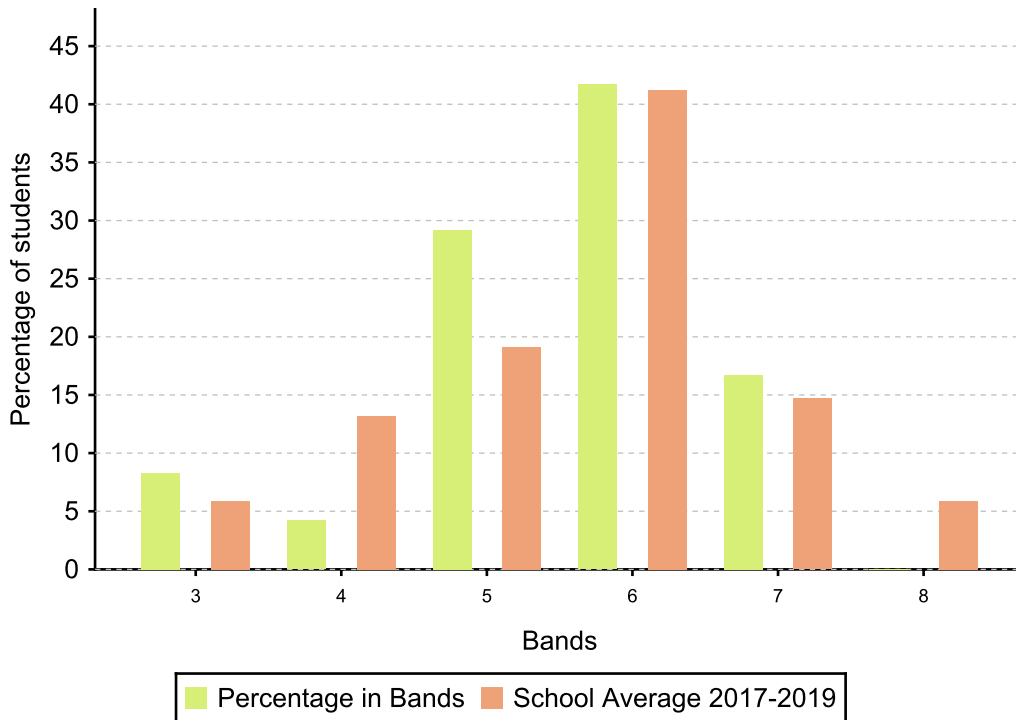
Band	3	4	5	6	7	8
Percentage of students	12.5	4.2	16.7	45.8	16.7	4.2
School avg 2017-2019	13.2	8.8	17.6	33.8	17.6	8.8

**Percentage in bands:
Year 5 Reading**



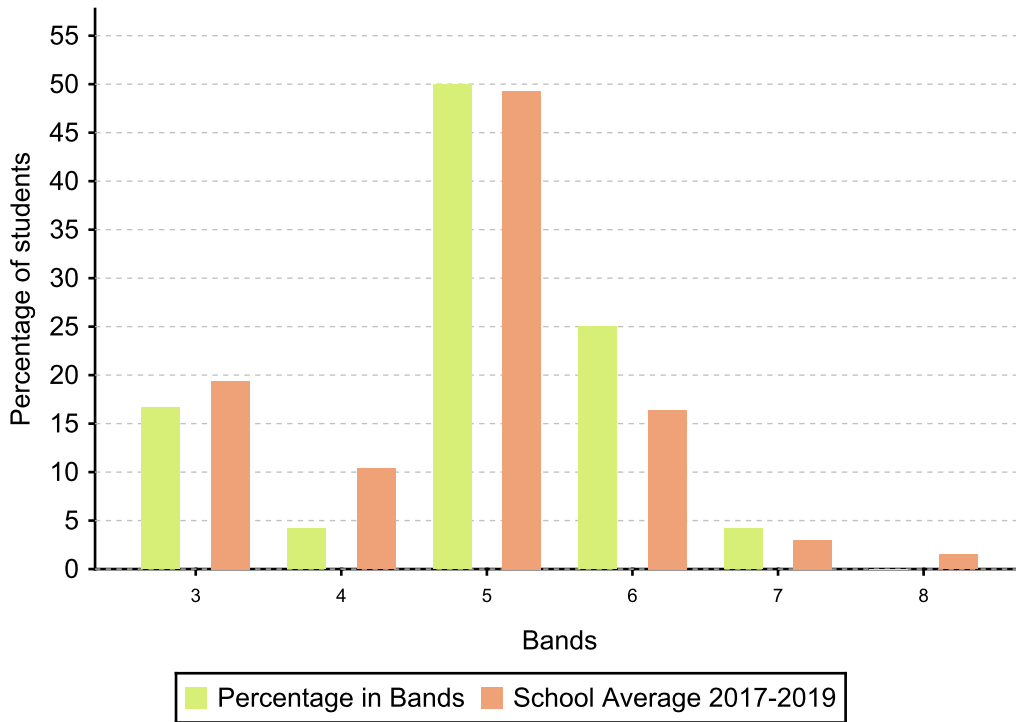
Band	3	4	5	6	7	8
Percentage of students	4.2	16.7	37.5	16.7	8.3	16.7
School avg 2017-2019	10.3	14.7	25	22.1	14.7	13.2

**Percentage in bands:
Year 5 Spelling**



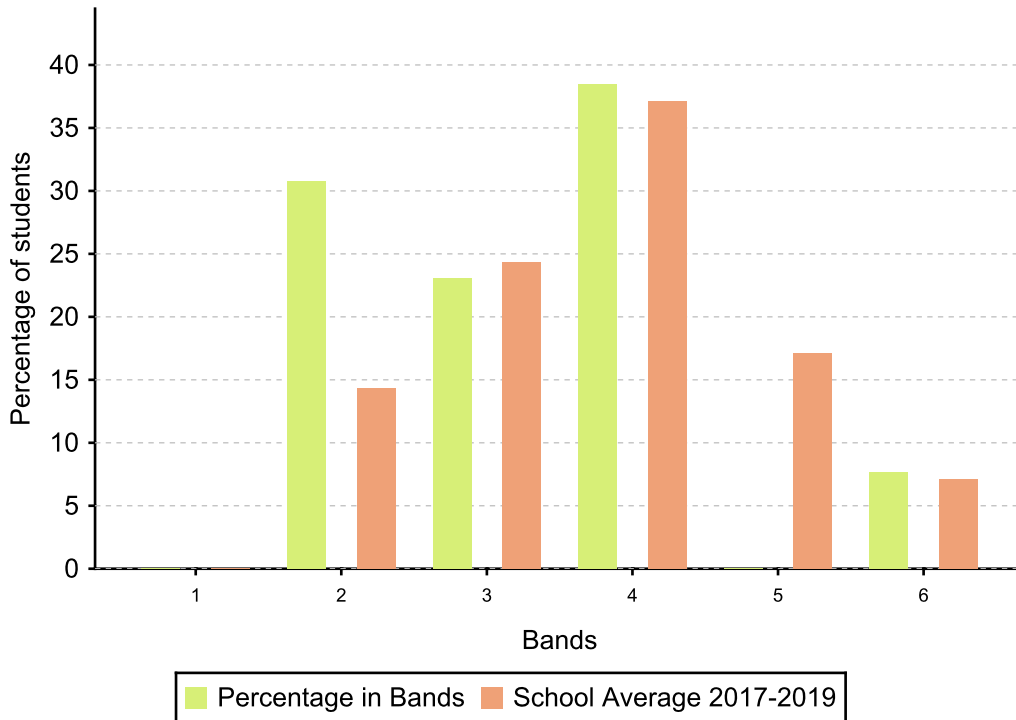
Band	3	4	5	6	7	8
Percentage of students	8.3	4.2	29.2	41.7	16.7	0.0
School avg 2017-2019	5.9	13.2	19.1	41.2	14.7	5.9

Percentage in bands:
Year 5 Writing



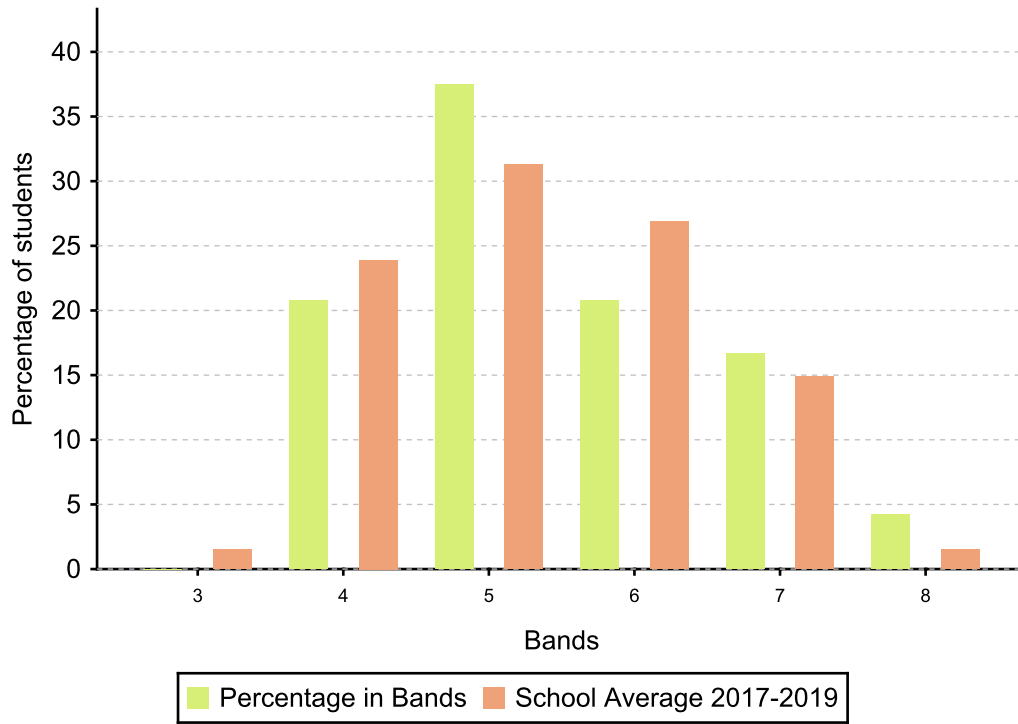
Band	3	4	5	6	7	8
Percentage of students	16.7	4.2	50.0	25.0	4.2	0.0
School avg 2017-2019	19.4	10.4	49.3	16.4	3	1.5

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.0	30.8	23.1	38.5	0.0	7.7
School avg 2017-2019	0	14.3	24.3	37.1	17.1	7.1

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	0.0	20.8	37.5	20.8	16.7	4.2
School avg 2017-2019	1.5	23.9	31.3	26.9	14.9	1.5

Parent/caregiver, student, teacher satisfaction

In 2019, The Tell Them From Me suite of parent, student and staff surveys were used to gain feedback in relation to a range of aspects of school life and learning. All students in Years 4, 5 and 6 completed the Tell Them From Me student survey. All staff completed the "Focus on Learning" Teacher surveys and parents completed the "Partners in Learning" survey. Some of the positive responses include:

85% of students have positive relationships at school.

82% of students try hard to succeed.

98% of parents feel welcome when they visit the school.

80% of parents feel well-informed about their child's progress and behaviour at school.

80% of parents feel the school is an inclusive environment.

90% of teachers share lesson plans, discuss teaching goals and collaborate on learning goals.

90% of teachers believe they use effective strategies to support inclusivity.

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.