Picton Public School

2019 Annual Report

2867

Introduction

The Annual Report for 2019 is provided to the community of Picton 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.

School contact details

Picton Public School
Lumsdaine St
Picton, 2571
www.picton-p.schools.nsw.edu.au
picton-p.school@det.nsw.edu.au
4677 1497

Message from the principal

It is with great pleasure that we present the 2019 Annual Report to our school community. 2019 has been filled with many noteworthy accomplishments, with a range of new and innovative ideas and initiatives introduced to the school. I would like to take this opportunity to acknowledge the hard work and dedication of the entire staff here at Picton Public School, for their tireless efforts and relentless focus on keeping our students at the heart of all that we do. I would also like to thank our school community for your continued support of our school and for engaging in positive partnerships with our teachers and leadership team. We are looking forward to fulfilling the final year of our current school plan in 2020, and are excited to plan for future success at Picton Public School.

Mr Nathan Neilson

Proud Principal

School background

School vision statement

At Picton Public School, we believe by working in partnership with parents and the school community in a strategic, enthusiastic and purposeful way that we will inspire the development of engaged, confident, creative and innovative individuals who feel a strong sense of belonging to their school.

We encourage students to reflect the following characteristics of:

- Respectfulness and developing positive and connected relationships.
- Building positive problem solving strategies and resilience for now and the future.
- Independence as a learner, focusing on achieving personal success.

Our goal is to develop an inclusive, caring, differentiated and successful learning environment for students. The ultimate goal is to promote lifelong learning where students can take their place in the wider community as happy, independent and successful citizens.

School context

Picton Public School is located in a changing rural/urban interface (on the south western edge of Sydney) serving a varied socio–economic context.

There are approximately 383 students with a small percentage of students from different nationalities (5%) and Aboriginal students (2.5%).

There is a strong and traditional sense of community with parents who have very high expectations of excellence, for their children across academic, cultural and sporting programs. Parents work in a genuine partnership with the school and actively support and are involved in their child's learning. This strong parental commitment to supporting their children is reflected by an active P& C which supports the school plan and participates in ongoing consultative processes.

We have a highly experienced staff with continuity of tenure and staff who have strong ties to the community. The school plays an important role in our local community and is a focal point for public education.

Inclusion is a strength and focus of our school with three support classes at Picton Public School.

Picton Public School reflects a calm, settled and focused learning environment for students with very strong parent involvement across a wide diversity of curriculum opportunities with high behavioural and learning expectations.

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

Staff at Picton Public School have thoroughly examined the 2019 School Plan milestones against the School Excellence Framework at a series of executive and staff meetings during Term 4. During these sessions we assessed our practices against the Framework to determine elements of the School Excellence Framework that our plan most strongly addressed. Staff reflected on the evidence of impact and progress being made across the school by mapping these against the School Excellence Framework domains and elements. We determined the degree to which our school was performing against the three stages of expectations in the Framework of Delivering, Sustaining and Growing, and Excelling. This gave us a clear overview of where to focus our improvement efforts to inform our school plan to ensure we continue to pursue excellence.

Strategic Direction 1

Connected Teaching and Learning

Purpose

To ensure teaching and learning is differentiated in all classrooms where teachers use information about individual students' capabilities and engage them in rich learning experiences with formative assessment strategies embedded.

Improvement Measures

- All teaching staff are embedding evidence–based teaching practices in their classrooms. These include using assessment for and of learning, learning intentions, success criteria and feedback to feed forward.
- Individually and collaboratively teachers will evaluate the effectiveness of their teaching practices, analysing student engagement and learning.

To increase the number of students achieving in the top two skill bands.

Progress towards achieving improvement measures

Process 1: Professional Learning Focus

Planned teacher professional learning utilising the Curriculum Connector role, Wellbeing role and leadership team to drive collaborative planning, instruction in literacy and numeracy and analysis of assessment data, through whole staff meetings, collegial visits, team–teaching, mentoring and coaching practices.

Evaluation	Funds Expended (Resources)
• Curriculum Connector role continued to support staff in implementing evidence–based teaching practices, with a focus on early intervention in the K–2 Years. • TPL in the use of the National Literacy and Numeracy Learning Progressions, with a focus on Creating Texts and Quantifying Number. • TPL unpacking the English Syllabus. • Stage 2 and 3 TPL in Getting it Write (writing PL) in stage collaboration days. • Stage 2 and 3 Team Leaders TPL in Writing through NOII. • Number Talks team established and TPL in Number Talks. • Curriculum Connector and Stage 3 Leader TPL in Rich Mathematical Tasks	• Funding an Assistant Principal to be off–class in the Curriculum Connector role. • Teacher relief and course costs for Writing and Mathematics PL.

Process 2: Effective Classroom Practices

Teachers will demonstrate personal responsibility for improving their teaching practice through differentiated quality teaching and learning programs.

Teaching strategies are evidence–based, assessment for learning and feedback practices are embedded in teaching and learning. Continue to embed L3 strategies K–2 to strengthen literacy program.

Teachers will evaluate their teaching practices and set professional goals in accordance with the Australian Standard for Teachers.

Evaluation	Funds Expended (Resources)
• Updated PDP process implemented, including all teachers completing AITSL Reflection on Practice tool. • Establishment of Stage PDP Goals. • Formal lesson observation with written feedback completed twice annually. • Program collection with written feedback completed twice annually.	

Progress towards achieving improvement measures	
• Policy statements developed for each KLA. • Revised end of year handover data process implemented.	

Process 3:   Assessment and Reporting

Assessment & Reporting Policy and Guidelines will be reviewed and updated to ensure transparency and consistency of implementation K–6.

Stage teams plot their students on learning progressions and use PLAN software to inform collective decisions about teaching and learning. Teachers directly and regularly engage with parents to improve their understanding of student learning.

Assessment is used flexibly as an integral part of daily classroom instruction and is key to differentiating student learning.

Evaluation	Funds Expended (Resources)
• Literacy and Numeracy Progressions used to assess and monitor progress in the areas of Quantifying Number and Creating Texts. Data updated termly K–6. • Literacy and numeracy data analysed in fortnightly team meetings. • Parent Teacher Interviews completed at the end of Term One.	

Next Steps

Our next steps and considerations for 2020 include:

- Implementing a consistent approach to teaching writing, using The Writing Cycle K–6.
- Further developing teacher capacity in the teaching of mathematics, implementing Building Mathematics Mindsets and Number Sense.
- Implementing PAT Testing across Years 1–6 in Reading and Numeracy.
- Increased knowledge and understanding of data analysis and interrogation strategies, including the triangulation of data and data stories.
- Introducing Sentral for Academic Reports.
- Increased focus on the authentic use and integration of technology across KLAs, including the use of robotic

Strategic Direction 2

Successful Learners and Leaders

Purpose

To ensure the learning environment is informed by sound, holistic information about each student's wellbeing and learning needs, enabling every student to reach their full potential.

Improvement Measures

- Positive, respectful relationships are evident among students and staff.
- All teaching staff is confident and consistent with the implementation of processes such as ILPs, BLPs, PLPs and Learning Support Team procedures to promote student wellbeing and learning.
- All teaching staff is invested in building and sustaining a culture of inclusivity through quality diverse teaching and learning programs which reflect differentiation, supporting students to becoming self–motivated learners.

Progress towards achieving improvement measures

Process 1:   Whole School Practices

Our school will focus on supporting students to connect, succeed and thrive at each stage of their development and learning.

The Wellbeing Role is committed to following DoE and school policies and processes.

The school will focus on the development of quality teaching, learning and engagement through evidence–based whole school practices.

Evaluation	Funds Expended (Resources)
• Updated LST Referral processes developed and communicated to all staff. • Calm Corners established in all classrooms to improve student wellbeing. • Revised Student Wellbeing Policy developed. • Whole school behaviour expectation matrices developed.	• $7000 spent on Calm Corner resources.

Process 2:   Teaching

Ensure staff has a comprehensive understanding of frameworks for consistent high standard practices in learning support.

Continue to improve teaching practices that focus on continuous improvement in learning and effective social skills development.

Continue to promote inclusivity across the whole school, where all students have the opportunity to engage in extra–curricular activities.

Evaluation	Funds Expended (Resources)
• Updated Student Support Plan processes implemented. TPL for all staff on effectively writing student support plans. • Resources purchased and shared for the Berry Street Education Model. • SCU and funded students review meetings conducted. • Whole school evaluation of Friendly Schools Plus and the Berry Street Education Model.	• Resources purchased to support implementation of Berry Street Education Model. • Teacher relief to complete Review Meetings.

Progress towards achieving improvement measures

Process 3: **Learning**

Continue to develop our student leaders by allowing them the opportunity to be innovative school planners such as playground initiatives and fundraising. Students are encouraged to be creative and confident role models.

Evaluation	Funds Expended (Resources)
• Increased profile and responsibility of Student Leaders. • Student leaders attend GRIP Student Leadership Conference. • Student leaders coordinate playground clubs as alternate activities for students requiring structure and support. • Student Leaders implement a range of fundraising initiatives throughout the school.	

Next Steps

Our next steps and considerations for 2020 include:

Strategic Direction 3

Quality Educational Leadership and Collaborative Culture

Purpose

To build a dynamic culture of high expectations where evaluative practices, professional dialogue,collaboration, classroom observation, the modelling of effective practice,developing teacher and leadership capacity and collegiality are facilitated and enhanced.

Improvement Measures

Students are achieving at or higher than expected growth on in–school and external assessment data as reflected in L3, PLAN and SMART data.

Measurable teacher improvement through lesson observations and feedback.

Staff participation in sharing expertise and leading teacher professional learning.

All teachers demonstrate a sound understanding of Learning Progressions and engage in professional dialogue which reflect a commitment to the pursuit of excellence.

Progress towards achieving improvement measures

Process 1: **Collaborative practice and feedback**

The Curriculum Connector and leadership team will facilitate teachers to evaluate the effectiveness of their teaching practices, analysis of student engagement and learning growth of their students through observations and feedback and professional dialogue in individual, team and whole school meetings.

Evaluation	Funds Expended (Resources)
• Strategic Direction teams formed and meet on a five weekly cycle to milestone and evaluate. • Stage Collaboration Days implemented every term, allowing stage teams to collaboratively analyse student data and engage collaboratively in PL centered around their Stage PDP goal. • 2 Executive Team Collaboration Days implemented to drive whole school practices and improvement. • QTSS time is used to release team leaders to work alongside their teachers to observe practice, team teach, model lessons and collaboratively plan. • Stage Teams implemented online platforms for collaboration and planning. • Combined Staff Development Day with Camden South PS and Tahmoor PS, with a focus on Mathematics and consistent teacher judgement in writing. • Instructional Rounds implemented with Camden South PS and Tahmoor PS, supported by Dr Steve Thornton. Problem of Practice centered around engineering classrooms as sites of thinking and reasoning practices.	• $11,000 used to relieve teachers and executive for Collaboration Days. • All QTSS Funding ($75,341) used within the weekly timetable to release executive staff to work with their teachers. • $1500 used to release teachers for Instructional Rounds. • $2500 used to fund partnership with Dr Steve Thornton for Instructional Rounds project.

Process 2: **Professional Learning**

The leadership team in collaboration with teachers formulate PDPs linked to the Australian Professional Standards. Through individual meetings, teachers identify and monitor specific areas for continual improvement.

Coordinated whole school approach to developing professional practice, informed by research to build capacity in every staff member. All staff will initiate and engage in high quality targeted teaching opportunities to improve practice and educational outcomes of students.

All staff will be proficient in using assessment for learning strategies/tools that focus on differentiated instruction such as SENA, Newman's Analysis, FoR (Focus on Reading– Super Six Strategies) and feedback to feed forward.

Progress towards achieving improvement measures	
Evaluation	**Funds Expended (Resources)**
• Professional readings and research included in all executive meetings to increased knowledge of evidence–based practices. • TPL for all staff in the effective use of student feedback. • Updated PDP process implemented, including all teachers completing AITSL Reflection on Practice tool. • Establishment of Stage PDP Goals.	

Process 3:   Culture of High Expectations

The school regularly addresses feedback on school performance from students, staff, parents and the broader school community.

Evaluation	**Funds Expended (Resources)**
• Parent/Carer Information Afternoon held in Term One. • Parent Teacher Interviews held in Term One. • Parent Perception Interviews conducted to gain feedback on school–wide wellbeing practices. • Community Planning Afternoon Tea held to inform of 2019 achievements and gain feedback and suggestions for 2020 planning.	• $500 catering for Community Planning Afternoon Tea.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	• $5, 500 – Koomurri Group for Indigenous Cultural Celebration Day. • Money carried forward for installation of Yarning Circle in 2020.	• Installation of new flag poles to display Aboriginal and Torres Strait Islander Flags. • PLASPs developed and reviewed for all ATSI students, in collaboration with parents/carers. • Introduction of National Anthem in Dharawal language at all formal assemblies. • Introduction of student–led Acknowledgement of Country at all assemblies. • Visits to local schools to begin planning phase of Yarning Circle. • Consultation with Aboriginal elders on location and design of Yarning Circle. • Participation in the Together Arts Exhibition. • Indigenous Cultural Celebration Day coordinated by Koomurri Group for all students K–6.
English language proficiency	• $528 towards training and resources for Minilit program.	• Training for Taregted staff in Minilit program.
Low level adjustment for disability	• $48,028 – Flexible SLSO 16 hours per week. • 0.9 LaST Teacher ($96,004)	• 0.9 LaST Allocation – LaST teacher commencing role as LST Coordinator. Introduction of Learning Boosts as LaST model. • Flexible SLSO support utilised for 16 hours per week – targeted students supported through LST referral process for academic, social, emotional or behavioural support.
Quality Teaching, Successful Students (QTSS)	• $75,348 on additional RFF staff to release Assistant Principals from face–to–face teacher, enabling QTSS model to be implemented.	• Additional RFF teacher built into weekly timetable to release Assistant Principals. to support team leaders through explicit QTSS model. • QTSS model invovled Assistant Principals support their teachers shoulder–to–shoulder through demonstration lessons, team teaching, observation and feedback.
Socio–economic background	• $76, 420 towards funding a temporary teacher to release AP from class full time to undertake Curriculum Connector role.	• Assistant Principal released from face–to–face teaching full time to undertake Curriculum Connector role consisting of in–class support, professional learning and data analysis. The focus of the Curriculum Connector role is to improve teacher professional practice across the school.
Support for beginning teachers	• $14,130 – Used to release beginning teachers.	• 2 beginning teachers provided with additional time released from face–to–face teaching to work with mentor, complete accreditation and engage in professional learning.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	195	185	182	186
Girls	218	207	191	187

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	94	95	92.7	93.6
1	94.9	94.2	94.1	90.8
2	93.6	95.7	93.1	94.3
3	93.9	94.8	93.1	93.1
4	93.6	93.7	92	93.9
5	93.4	93.7	91.2	92.7
6	93.7	94.1	90.6	90.7
All Years	93.8	94.5	92.3	92.7
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)	4
Classroom Teacher(s)	15.19
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	6.02

*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	402,650
Revenue	3,964,467
Appropriation	3,778,160
Sale of Goods and Services	11,962
Grants and contributions	170,082
Investment income	4,264
Expenses	-4,044,488
Employee related	-3,489,297
Operating expenses	-555,191
Surplus / deficit for the year	-80,021

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	619,990
Equity Total	231,025
Equity - Aboriginal	10,005
Equity - Socio-economic	76,420
Equity - Language	528
Equity - Disability	144,072
Base Total	2,507,308
Base - Per Capita	91,758
Base - Location	4,282
Base - Other	2,411,268
Other Total	320,608
Grand Total	3,678,932

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.
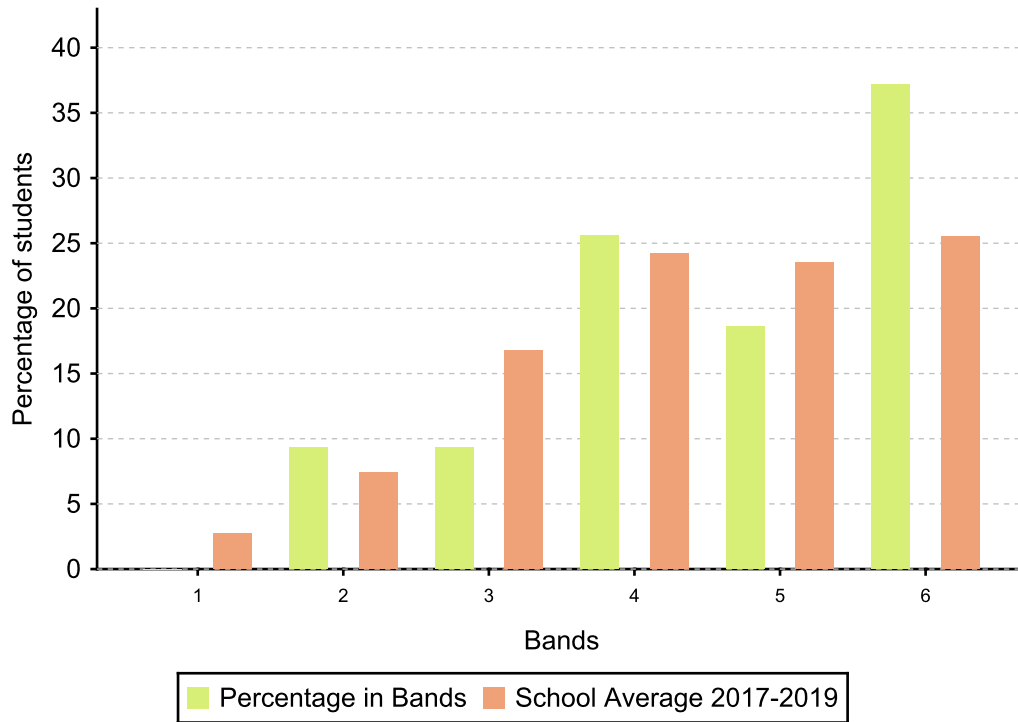
Literacy and Numeracy Graphs

Percentage in bands:
Year 3 Grammar & Punctuation
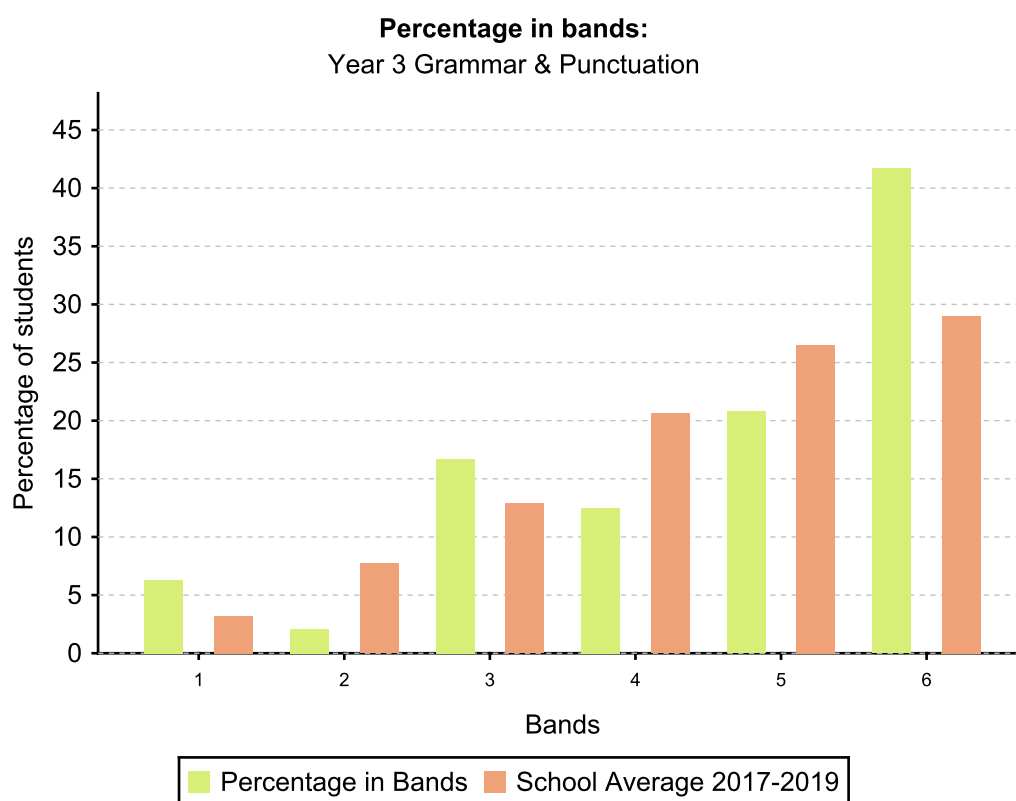
Band	1	2	3	4	5	6
Percentage of students	6.3	2.1	16.7	12.5	20.8	41.7
School avg 2017-2019	3.2	7.7	12.9	20.6	26.5	29

Percentage in bands:
Year 3 Reading

Band	1	2	3	4	5	6
Percentage of students	0.0	9.3	9.3	25.6	18.6	37.2
School avg 2017-2019	2.7	7.4	16.8	24.2	23.5	25.5

Percentage in bands:
Year 3 Spelling
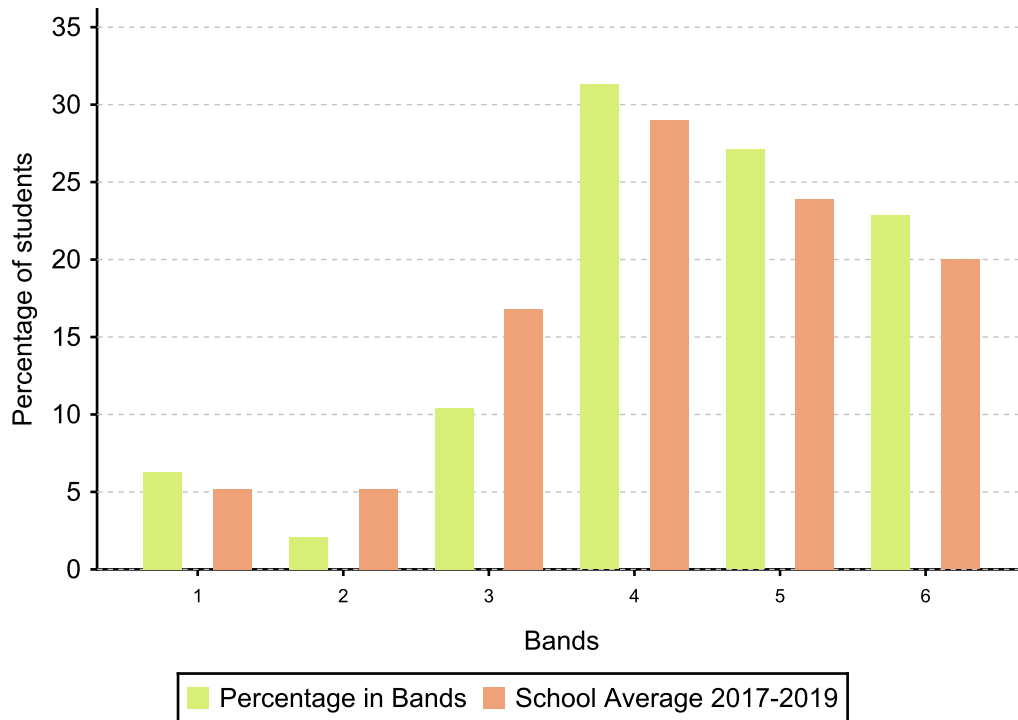
Band	1	2	3	4	5	6
Percentage of students	6.3	2.1	10.4	31.3	27.1	22.9
School avg 2017-2019	5.2	5.2	16.8	29	23.9	20

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Percentage in bands:

Year 3 Writing
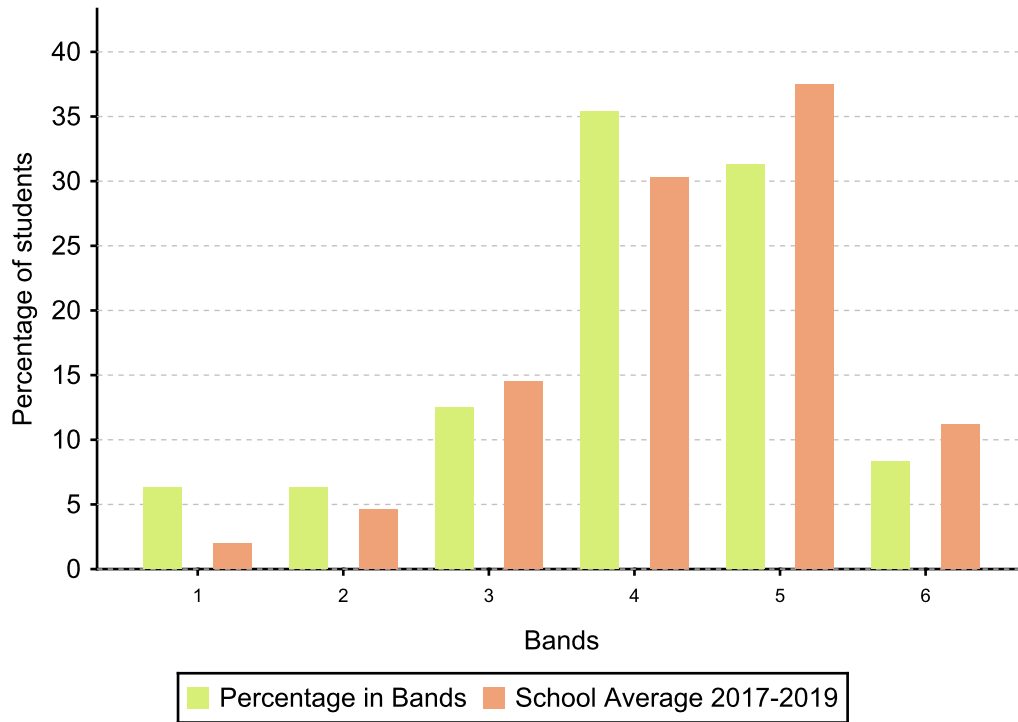
Band	1	2	3	4	5	6
Percentage of students	6.3	6.3	12.5	35.4	31.3	8.3
School avg 2017-2019	2	4.6	14.5	30.3	37.5	11.2

Percentage in bands:

Year 5 Grammar & Punctuation
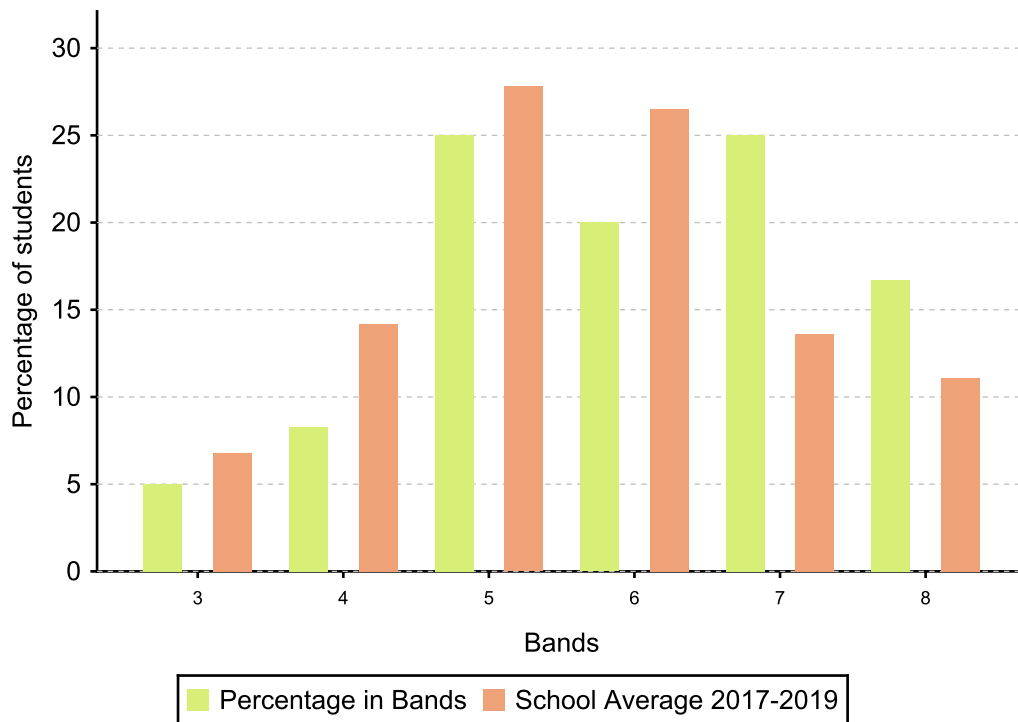
Band	3	4	5	6	7	8
Percentage of students	5.0	8.3	25.0	20.0	25.0	16.7
School avg 2017-2019	6.8	14.2	27.8	26.5	13.6	11.1

Percentage in bands:
Year 5 Reading
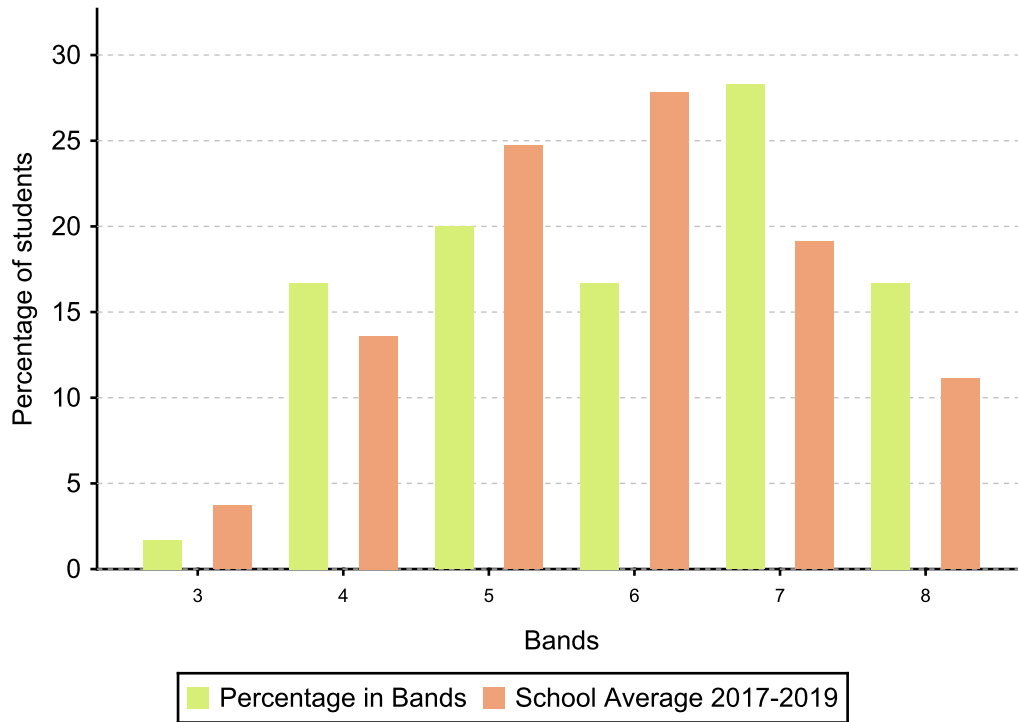
Band	3	4	5	6	7	8
Percentage of students	1.7	16.7	20.0	16.7	28.3	16.7
School avg 2017-2019	3.7	13.6	24.7	27.8	19.1	11.1

Percentage in bands:
Year 5 Spelling
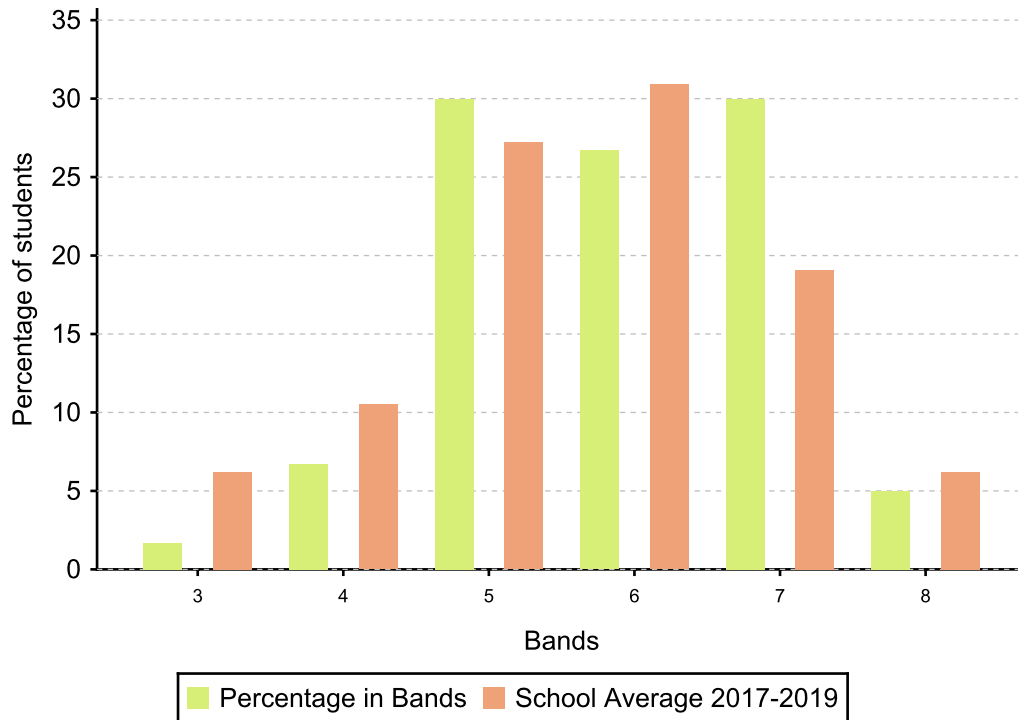
Band	3	4	5	6	7	8
Percentage of students	1.7	6.7	30.0	26.7	30.0	5.0
School avg 2017-2019	6.2	10.5	27.2	30.9	19.1	6.2

Percentage in bands:
Year 5 Writing
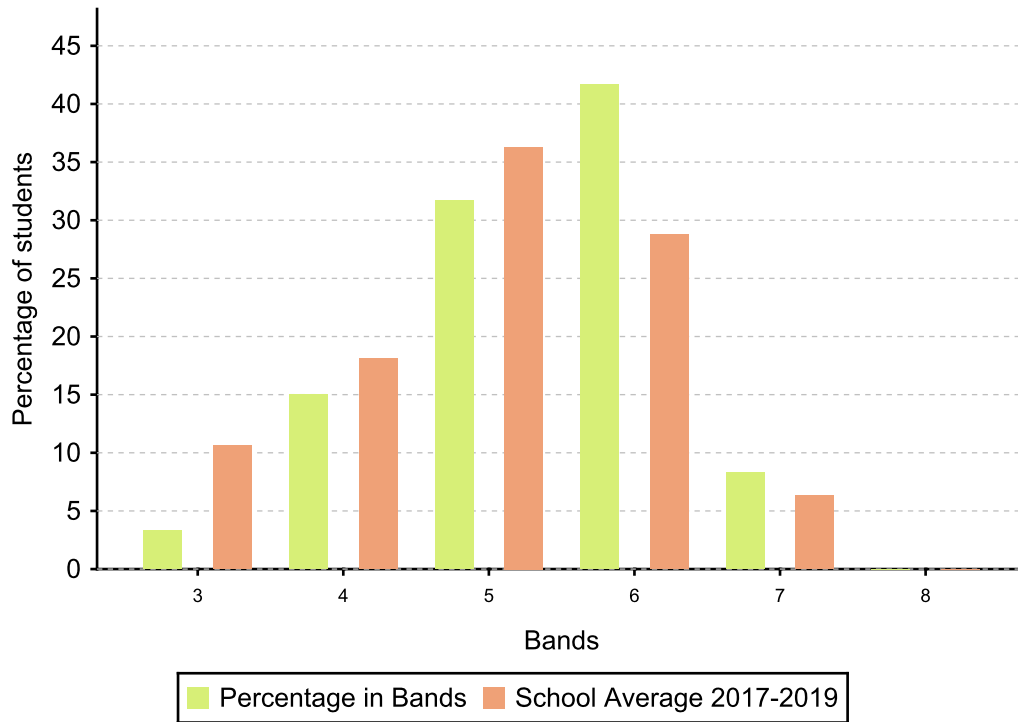
Band	3	4	5	6	7	8
Percentage of students	3.3	15.0	31.7	41.7	8.3	0.0
School avg 2017-2019	10.6	18.1	36.3	28.8	6.3	0

Percentage in bands:
Year 3 Numeracy
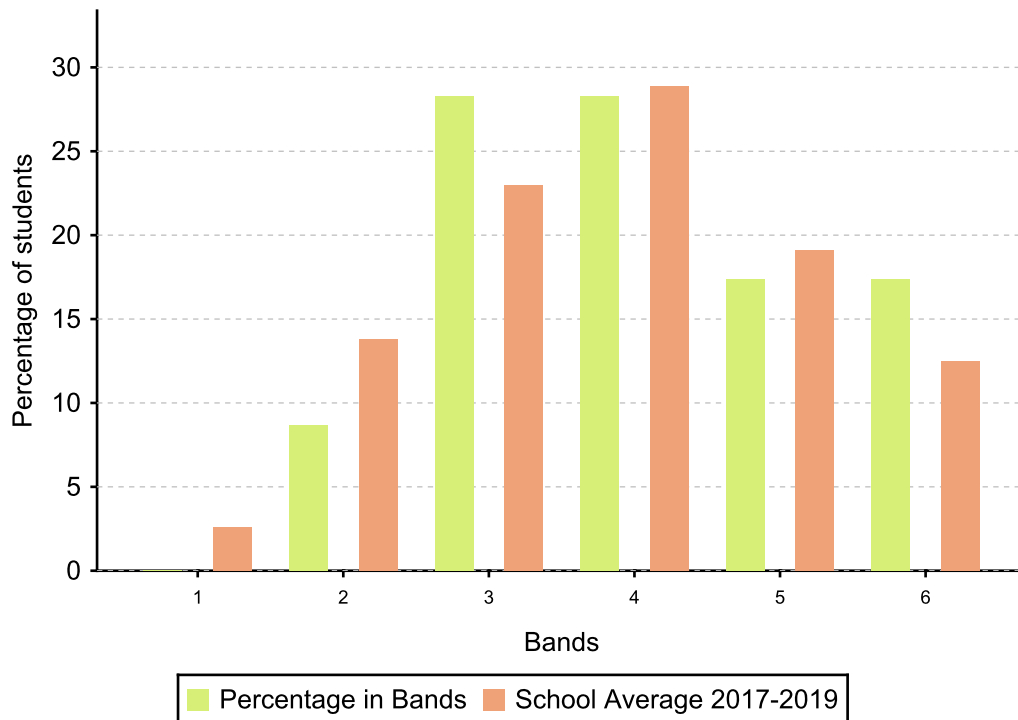
Band	1	2	3	4	5	6
Percentage of students	0.0	8.7	28.3	28.3	17.4	17.4
School avg 2017-2019	2.6	13.8	23	28.9	19.1	12.5

Percentage in bands:
Year 5 Numeracy
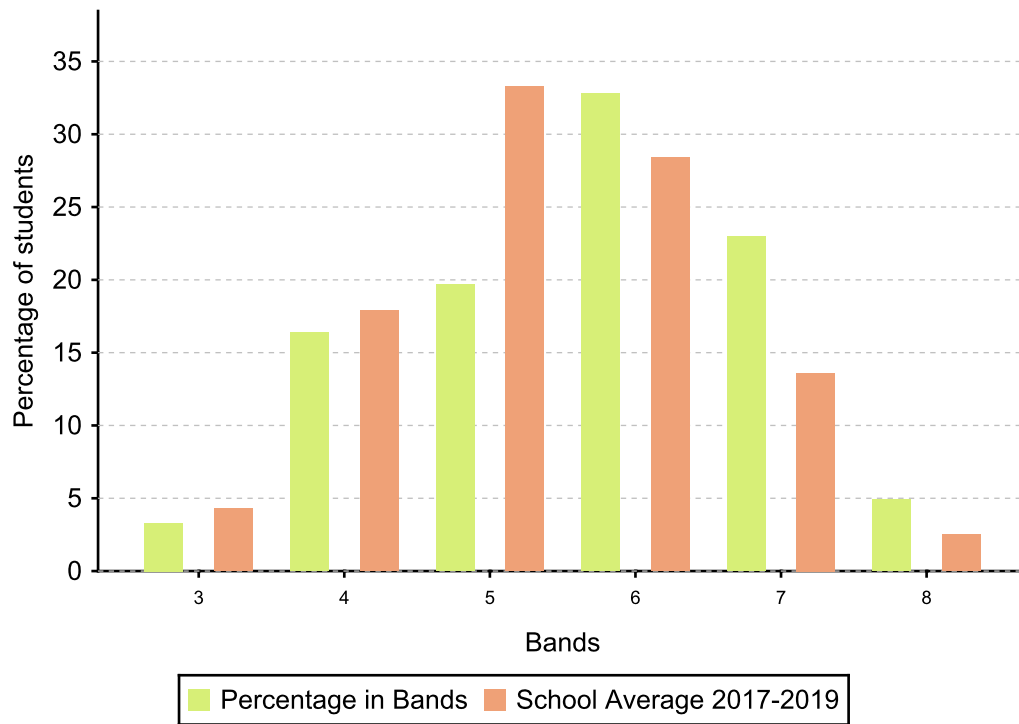
Band	3	4	5	6	7	8
Percentage of students	3.3	16.4	19.7	32.8	23.0	4.9
School avg 2017-2019	4.3	17.9	33.3	28.4	13.6	2.5

Parent/caregiver, student, teacher satisfaction

At the end of 2019, the school community were surveyed to seek their opinions regarding the school. Key findings were as follows:

- 68% of the school community believed Picton Public School meets the individual needs of students.
- 83% of the school community believed teachers at Picton Public School are friendly and approachable.
- 98% of the school community believed administration staff at Picton Picton Public School are helpful and friendly.
- 68% of the school community believed believed teachers and executive staff are responsive to parent/carer enquiries.
- 81% of the school community believed school communication is clear and well advertised to parents/carers.
- 78% of the school community support the direction Picton Public School is moving in.

At the end of 2019, a number of staff members completed the People Matter survey. Key findings were as follows:

- 100% of staff surveyed believe their workplace strives to achieve customer/client satisfaction.
- 90% of staff surveyed believe their job gives them a sense of personal satisfaction.
- 90% of staff surveyed believe their manager communicates effectively and listens to what they have to say.
- 89% of staff surveyed believe senior manages encourage innovation by employees.
- 89% of staff surveyed are proud to tell others they work for their organisation.
- 80% of staff surveyed have confidence in the decisions their manager makes.

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.