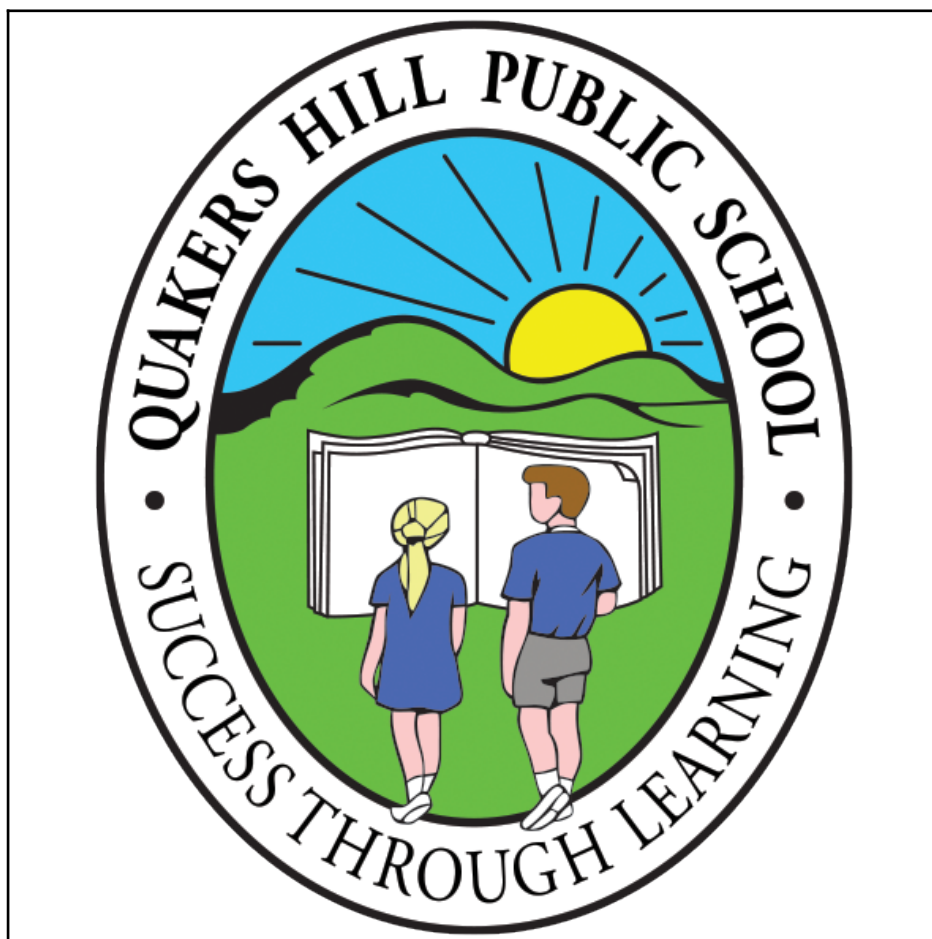# Quakers Hill Public School

2019 Annual Report

2918

Introduction

The Annual Report for 2019 is provided to the community of Quakers Hill 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

The academic achievement of our students and the ongoing success of the strategies/initiatives being implemented by the school to create high quality learning experiences for our students delivered by our exceptional teaching staff is a source of great pride for me as the principal of this wonderful learning environment. Quakers Hill Public School remains an innovative, dynamic and caring learning community, which has been catering for families living in the school's drawing area since 1914 on its current site. The school's banner statement 'innovation–excellence–success', and expectations' safe, responsible, proud, learners', encapsulate what this outstanding place of learning is all about and is reflected in the many programs and activities offered by the school, ensuring that every aspect of school life (academic, social, sporting, leadership and performing arts) are catered for. Our banner statement is the school's reason for being; it is our ethos, our mantra. Our banner statement and our philosophy to Imagine – believe – create form the foundation for all of our decisions.

Quakers Hill Public School not only serves to improve student learning outcomes and academic success, which is always a given and evident through all external assessment measures, this beautiful school is also about providing for the well–being of the whole child. As a staff and a community we are committed to ensuring that each child's emotional intelligence and resilience are also catered for. What this means for our students is, that when things don't always go according to plan our students have the emotional resilience to bounce back and continue to be the happy, altruistic individuals that they are. It means that our kiddies are able to face life's challenges with strength of character and a positive outlook. We are committed to ensuring that our students enjoy coming to school and that they enjoy learning.

Our school's success is underpinned by three strategic directions (excellence in leading, excellence in learning, excellence teaching) these promote quality teaching and deliver learning programs that our students, staff and parents/carers value and appreciate. We have a highly dedicated, professional staff who work together to provide an inclusive environment where all students are nurtured and encouraged to achieve their personal best. Our students are motivated to learn and participate in the range of educational opportunities provided for them at the school. Quakers Hill Public School enjoys tremendous support from our parents and the local community. By all assessment measures and benchmarks, the students of Quakers Hill consistently perform at and above state average as indicated through NAPLAN results, university testing, school based assessment and the learning continuums. The teachers work tirelessly to ensure that this trend continues and that children are provided with high expectations and quality teaching embedded in all classrooms through a differentiated curriculum.

At our annual self–assessment and annual milestone monitoring meeting, staff, the executive of the Parents' and Citizens' Association and student leaders, analysed evidence and identified the key features of our achievements for Quakers Hill Public School in 2019: In 2019, our Years 3 and 5 students sat for the NAPLAN. Our results were simply outstanding with students achieving above average growth in both Literacy and Numeracy and across all measures. Our Year 3 and Year 5 results in reading and numeracy were exceptional, with Quakers Hill Public School continually achieving above state. This indicates that our targeted early intervention strategies, targeted support, gifted and talented programs, differentiated curriculum that are provided to our students in literacy and numeracy continue to have a significant impact for each and every one of our students.

The staff at Quakers Hill Public School is committed to a process of continuous improvement and self–evaluation to meet

the ever changing needs of the school, the community and its students so that as a school we continue to remain at the cutting edge of education and learning. This is an expectation we have and place on ourselves to continually challenge current practices for the betterment of our students. Staff professional learning, the school's targeted, mentoring, performance and development and purpose designed beginning teaching support programs are a critical part of embedding and ensuring that our students are provided with the very best teachers delivering the very best teaching and learning programs. At Quakers Hill Public School, staff deliver Accelerated Literacy to support the implementation of the Australian Curriculum and quality teaching strategies in the classroom. All staff have been trained in elements of Visible Learning, embedding the ideals of learning intentions, success criteria and student feedback in each and every classroom. The Positive Behaviour for Learning (PBL) program continues to improve school–wide processes for student wellbeing and quality learning in all classrooms. This promoted student enthusiasm in the program and encouraged a vibrant school learning culture. School parliament continues to provide our Stage 3 students with relevant, purposeful leadership opportunities through formal structures and process.

The school is at the forefront of future focused education. We are preparing our students for an unknown workplace future, one that is always changing and evolving. Current research indicates there will be a greater need for programmers, creators of content and sequential thinkers, for Quakers Hill Public School coding becomes an even more important component of our future focused learning.

Our teachers continually challenge the status quo and our classrooms and teacher pedagogy are a testament to this philosophy. The school's website lists the changes we have made when thinking about future focused learning. We have been challenging old assumptions and make new assumptions about what we do in our schools in order to truly embed future focused learning.I certify that the information provided in this report is the result of a rigorous school self–assessment and review process undertaken with staff, parent and student leaders and provides a balanced and genuine account of the school's achievements and areas for development.

School background

School vision statement

School Excellence Framework

The focus is on students

All parents want the very best for their children. In education, this means teachers and schools with a commitment to nurture, guide, inspire and challenge students – to find the joy in learning, to build their skills and understanding, and to make sense of their world. In the early years, it means having confidence that each individual child will be known and understood, and their individual potential developed. As students' progress, it means knowing that they are well supported as increasingly self– motivated learners – confident and creative individuals, with the personal resources for future success and wellbeing.

At Quakers Hill Public school, we believe that by working closely with our community (and as a Blacktown Learning Community), in a strategic and purposeful way, that we can as teachers imagine the possibilities, believe in the possibilities and create the possibilities for our students. In this way we can inspire confident, creative, innovative students who are critical in their thinking, engaged in their learning and responsible citizens

School context

Quakers Hill Public School is situated in the Blacktown School Education area. Quakers Hill maintains an enrolment of approximately 1052 (79% NESB) students set on large grounds and surrounded by several other schools both public and private. The school has two opportunity classes (Year 5 and Year 6). Many of our parents are both working, necessitating the need for before and after school care. Literacy and numeracy continue to be the school's focus. School based assessment and external assessment (NAPLAN and University tests) indicate that the school consistently performs extremely well, compared to region and state in literacy and numeracy, matching and exceeding state and regional results in both Year 3 and Year 5. This includes our Year 5 students without the OC cohort.

The school is at the forefront of future focused education. In partnership with the school community, Quakers Hill Public school is well in to its journey to transform classroom learning environments into future focused learning environments based strongly on Professor Stephen Heppell's research.

Our teachers have been challenging the status quo over the past few years and our classrooms are a testament to this philosophy. The school's website lists the changes we have made when thinking about future focused learning. We have been challenging old assumptions and make new assumptions about what we do in our schools in order to truly embed 21 future focused learning.

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	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
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	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Excellence in Learning

Purpose

To enable students to develop foundation skills in literacy and numeracy, strong content knowledge and the ability to learn, adapt and be responsible citizens.

Improvement Measures

Clear and consistent data patterns that reflect an upward trend in the number of positive rewards issued to all students and a downward trend in the number of negative behaviour incidents recorded.

All students, as indicated through LST referrals and NCCD, receive support through Individual Education Programs and Personalised Learning Pathways.

Increased staff confidence and capacity around assessing using consistent evidence based judgements as evidenced by staff survey data.

Overall summary of progress

In 2019, there was a continued focus on Positive Behaviour for Learning (PBL) and implementing strategies to support the learning and wellbeing of all students. The new arrival and dismissal policy was developed in consultation with the school community and implemented to ensure the safety of all students, staff and community members. Various initiatives, including resilience and social skills groups, buddy programs and transition processes were established to support student wellbeing and continuity of learning at transition points for students. Consistent school–wide practices for assessment were refined, with the school and teachers utilising this data to monitor student learning and plan targeted interventions.

Progress towards achieving improvement measures

Process 1:   All staff engage in a planned approach to wellbeing.

Evaluation	Funds Expended (Resources)
Tell Them From Me survey data analysis PBL consultation PBL data collected and analysed	

Process 2:   All staff support student transitions and continuity of learning

Evaluation	Funds Expended (Resources)
Evidence of student data used to drive programming Little Library parent survey Kindergarten Transition program evaluated	$500/year for Little Library resources

Process 3:   Teachers apply consistent formative and summative assessmentpractices

Evaluation	Funds Expended (Resources)
Program supervision/formal lesson observations. Whole school data analysis. Evaluation of assessment procedures.	$28 240 allocated for casual release for reflective planning days

Next Steps

In 2020, the processes from 2019 will be built upon to continue the whole school strategic and planned approach to develop learning and wellbeing processes. The Smiling Mind program will be implemented through the School Plan processes; providing an approach to building healthy minds, engaged classrooms and equipping a generation of young people with the skills they need to thrive.

Strategic Direction 2

Excellence in Leading

Purpose

To develop leadership capacity at all levels to foster a school–wide culture of high expectations and a shared sense of responsibility for whole school improvement.

Improvement Measures

Increase in number of parents actively engaged in and support the school's educational priorities through school partnerships

All cultural groups are represented in a wide range of school–based initiatives.

Increased leadership capacity of aspiring leaders and of current executive through the BLC REACH Program and distributed leadership model.

Increased leadership capacity of current executive through the BLC REACH Program, growth coaching, growth mindset and Franklin Covey and programs

Overall summary of progress

In 2019, there was a focus on leadership skill development to facilitate whole school improvement and support a culture of high expectations and community engagement. The school leadership team implemented growth coaching and reflective practice strategies to support and build the capacity of staff. The Instructional Leader role was established and outlined, providing professional learning and mentoring to develop the teaching practice of targeted teachers. Through Stage and Whole School community events, parents and community members were provided opportunities to engage in a range of school–related activities; enhancing the cohesive educational community.

Progress towards achieving improvement measures

Process 1: The **leadership** team develop their **capacity** through mentoring and distributed leadership.

Evaluation	Funds Expended (Resources)
PDP goals. Review/self–assessment for teachers as part of PDP process. Instructional Leaders reflect and evaluate effectiveness of role in 2019.	Staffing allocation for Instructional Leader role.

Process 2: The leadership team develops a culture of effective evidence based teaching and ongoing improvement through Learning Hubs.

Evaluation	Funds Expended (Resources)
Evaluation of Stage Coordinator EOI submissions. Practice Changing Practice team evaluation process. AITSL School Leader Self–Assessment tool data analysed. Reflection/evaluation on 2019 Phase 1/Phase 2 Stage Coordinator process.	$1200 participation fee for Western Sydney University's Practice Changing Practice program. $13 500 funding for casual relief for attendance at face to face Practice Changing Practice.

Process 3: The community accesses engagement programs which provide leadership and feedback opportunities.

Evaluation	Funds Expended (Resources)
Data collected and analysed from parent surveys.	

Progress towards achieving improvement measures

Stages reflect and evaluate Semester 1 community event to guide Semester 2 event.

Data analysis regarding participation/attendance levels at Stage Community Events.

Stages reflect and evaluate Semester 2 community event.

Next Steps

In 2020, the Leading processes will continue to focus on building the capacity of the whole school community; striving for a self–sustaining and self–improving community that continues to support the highest levels of learning. The leadership team will continue to develop their leadership capacity and the teaching practice of others through ongoing mentoring and the Learning Hubs initiative. Through Learning Hubs, the Assistant Principals will work to develop a culture of effective evidence based teaching and ongoing improvement. Community engagement programs will be multi–faceted and look towards different modes of delivery to maximise reach and parent involvement.

Strategic Direction 3

Excellence in Teaching

Purpose

To ensure that teachers demonstrate responsibility for improving their teaching practice in order to improve student learning. Student learning is underpinned by high quality teaching.

Improvement Measures

Positive growth for all students Years 3 and 5 in all aspects of the value added component of NAPLAN

Increase number of students achieving in the top three bands in literacy and numeracy based on NAPLAN Data

Representation of Aboriginal and ESL students in top three skill bands matches that of the school population.

Tell Them From Me data reflects increased student engagement on previous years.

Overall summary of progress

In 2019, effective evidence–based practices and future focused pedagogy continued to underpin teaching and learning at Quakers Hill Public School. Professional learning for classroom teachers and the leadership team provided opportunities to improve practice and share resources in key areas; Visible Learning, Accelerated Literacy, Balanced English Teaching and Learning and implementation of the new PDHPE syllabus. The leadership team led stage planning days twice a term, focusing on consistent teacher judgement, analysing data and effectively planning balanced English lessons. Stage planning days also provided teachers with the opportunity to engage in purposeful reflective practice.

Progress towards achieving improvement measures

Process 1:   Teaching staff and school leaders demonstrate and share expertise and innovation.

Evaluation	Funds Expended (Resources)
Survey staff on coding TPL requirements to personalise and differentiate professional learning. STEAM Symposium parent feedback surveys completed and data analysed. Evaluation of filmmaking resources and plan for purchase.	$900 casual relief to facilitate STEAM Symposium. STEAM Symposium resources $200. $200 000 technology replacement.

Process 2:   Teachers identify, understand and implement effective classroom practice

Evaluation	Funds Expended (Resources)
Visible Learning walkthroughs. Visible learning review/self assessment as part of PDP process. Program supervision/formal lesson observations. Assistant Principals complete AP Year in Review template reflecting on their stage supervised.	$2700 for casual relief for walkthroughs. $3000 Assessment Capable Learners books. $3150 casual relief for Accelerated Literacy training. $3600 for casual relief for PDHPE committee professional learning and scope and sequence development.

Process 3:   Teachers and school leaders engage in meaningful professional learning experiences through Lesson Study.

Evaluation	Funds Expended

Progress towards achieving improvement measures	
Evaluation	**(Resources)**
Practice Changing Practice team evaluated action research.	

Next Steps

In 2020, the Teaching processes will continue to focus on improving the teaching practice of all staff in order to improve student learning. Teaching staff and school leaders will access professional learning and share innovative future focused practices with an emphasis on STEAM, coding and film making. Professional learning opportunities will build on the knowledge, understanding and skills of teachers to implement effective evidence–based strategies. The Lesson Study initiative will provide teachers with opportunities to collaboratively plan lessons, observe each others' teaching practice and reflect on these experiences; contributing to a transparent learning culture.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Liven Deadly Program $15 000 Aboriginal SLSO to provide cultural program $3430	School programs reflect Aboriginal perspectives embedded across the curriculum. Increase in staff capacity PLPs completed for all ATSI students.
English language proficiency		School based data % staff implementing LST processes
Low level adjustment for disability	Speech Therapy and Occupational Therapy $54000	Student Data LST, welfare, engagement academic, IEP and PLP progress OT / Speech Summaries
Socio–economic background		% staff trained and implementing and embedding program School based data
Support for beginning teachers	$18 00 for extra RFF with mentor. $5400 casuals employed for stand down days.	Beginning Teachers survey. Feedback from ECTs and ECT mentor about 2019 support program. PDP and supervision process.

Key Initiatives	Resources (annual)	Impact achieved this year

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	463	483	522	555
Girls	447	483	499	500

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.1	94.2	95.9	91.5
1	94.1	93.5	94.2	91.8
2	94.7	93.3	94.1	91.9
3	93.6	93.2	94.7	92.7
4	94.2	94.9	94	92.7
5	95.1	94.8	94.5	93.7
6	92.9	93.8	93.8	90.8
All Years	94.3	94	94.5	92.2
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
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	42.18
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	1
Teacher Librarian	1.6
Teacher ESL	4.6
School Counsellor	1
School Administration and Support Staff	6.27

*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	919,557
Revenue	8,958,985
Appropriation	8,565,431
Sale of Goods and Services	41,398
Grants and contributions	343,101
Investment income	8,355
Other revenue	700
Expenses	-8,782,344
Employee related	-7,625,281
Operating expenses	-1,157,064
Surplus / deficit for the year	176,641

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	67,162
Equity Total	804,303
Equity - Aboriginal	28,643
Equity - Socio-economic	40,317
Equity - Language	541,388
Equity - Disability	193,955
Base Total	6,726,031
Base - Per Capita	239,566
Base - Location	0
Base - Other	6,486,465
Other Total	613,100
Grand Total	8,210,597

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.
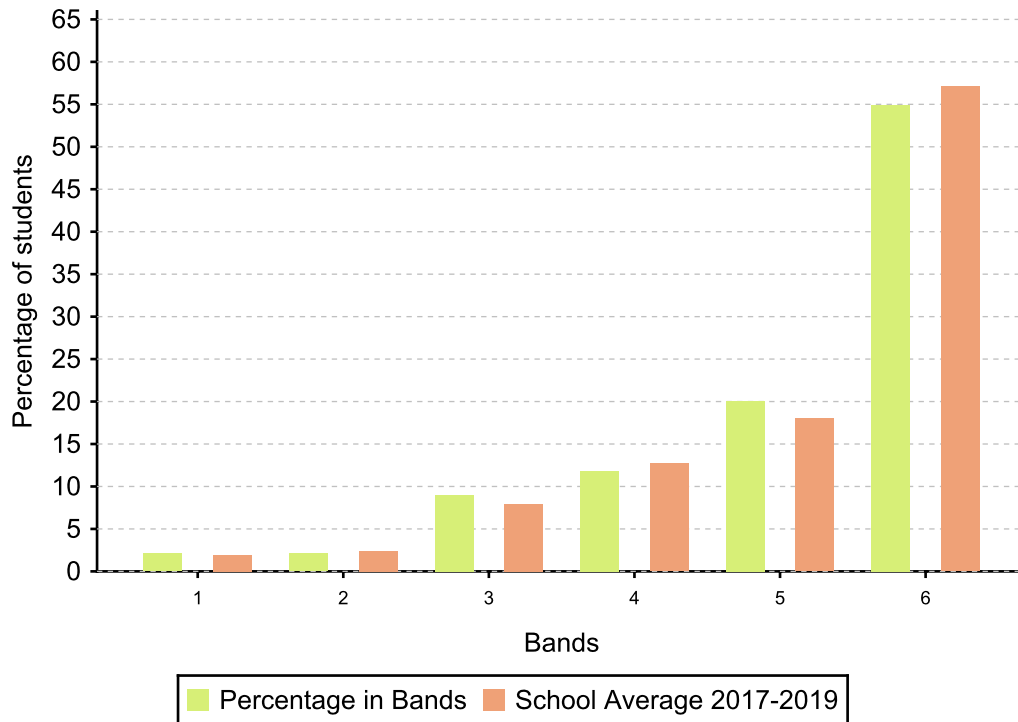
Literacy and Numeracy Graphs

Percentage in bands:

Year 3 Grammar & Punctuation
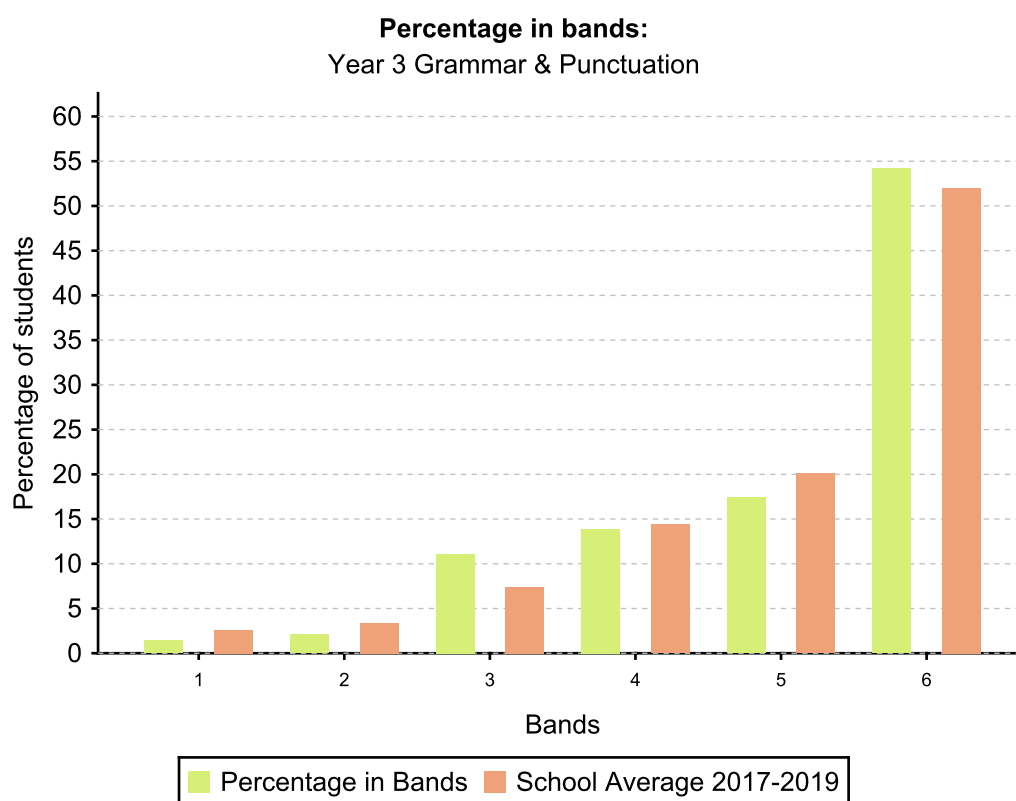
Band	1	2	3	4	5	6
Percentage of students	1.4	2.1	11.1	13.9	17.4	54.2
School avg 2017-2019	2.6	3.4	7.4	14.4	20.1	52

Percentage in bands:
Year 3 Reading
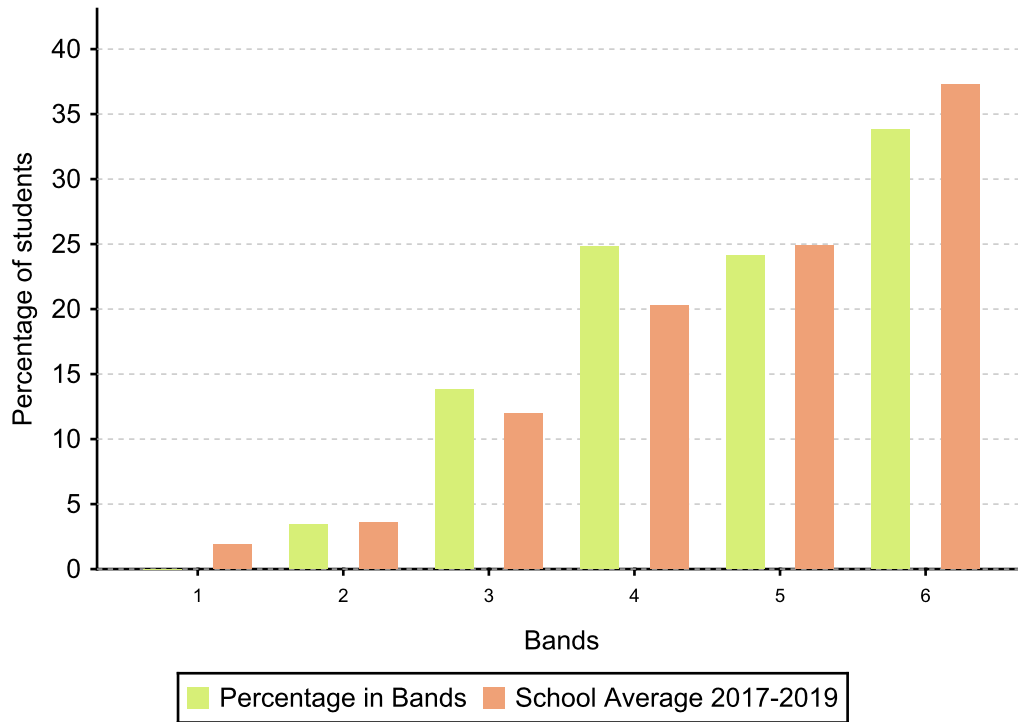
Band	1	2	3	4	5	6
Percentage of students	0.0	3.4	13.8	24.8	24.1	33.8
School avg 2017-2019	1.9	3.6	12	20.3	24.9	37.3

Percentage in bands:
Year 3 Spelling

Band	1	2	3	4	5	6
Percentage of students	2.1	2.1	9.0	11.8	20.1	54.9
School avg 2017-2019	1.9	2.4	7.9	12.7	18	57.1

Percentage in bands:
Year 3 Writing
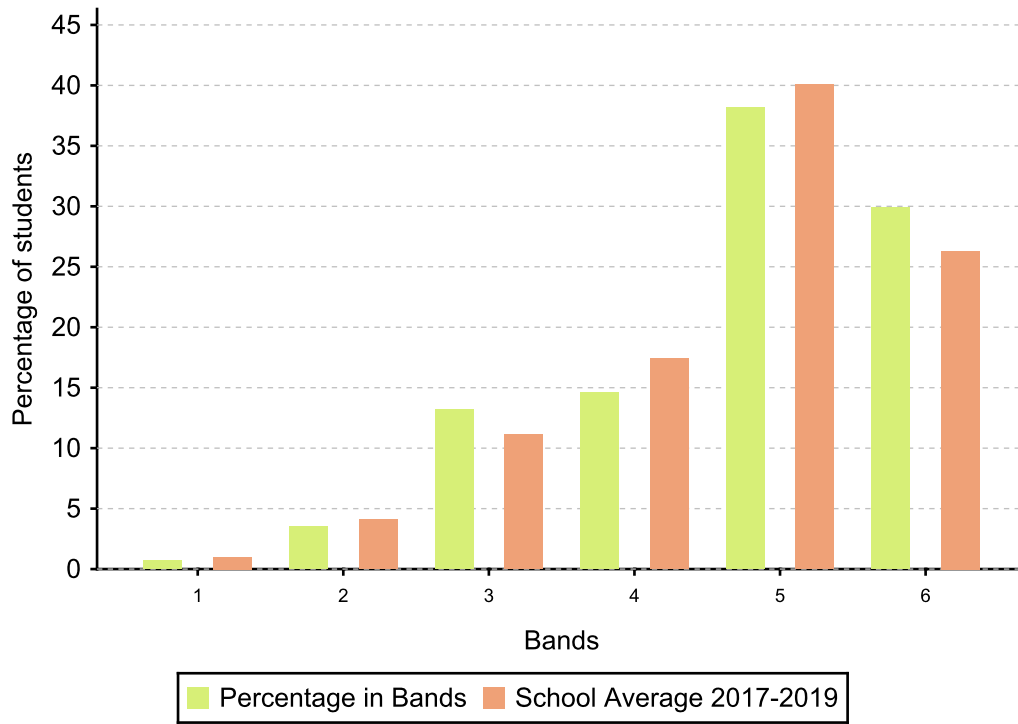
Band	1	2	3	4	5	6
Percentage of students	0.7	3.5	13.2	14.6	38.2	29.9
School avg 2017-2019	1	4.1	11.1	17.4	40.1	26.3

Percentage in bands:
Year 5 Grammar & Punctuation
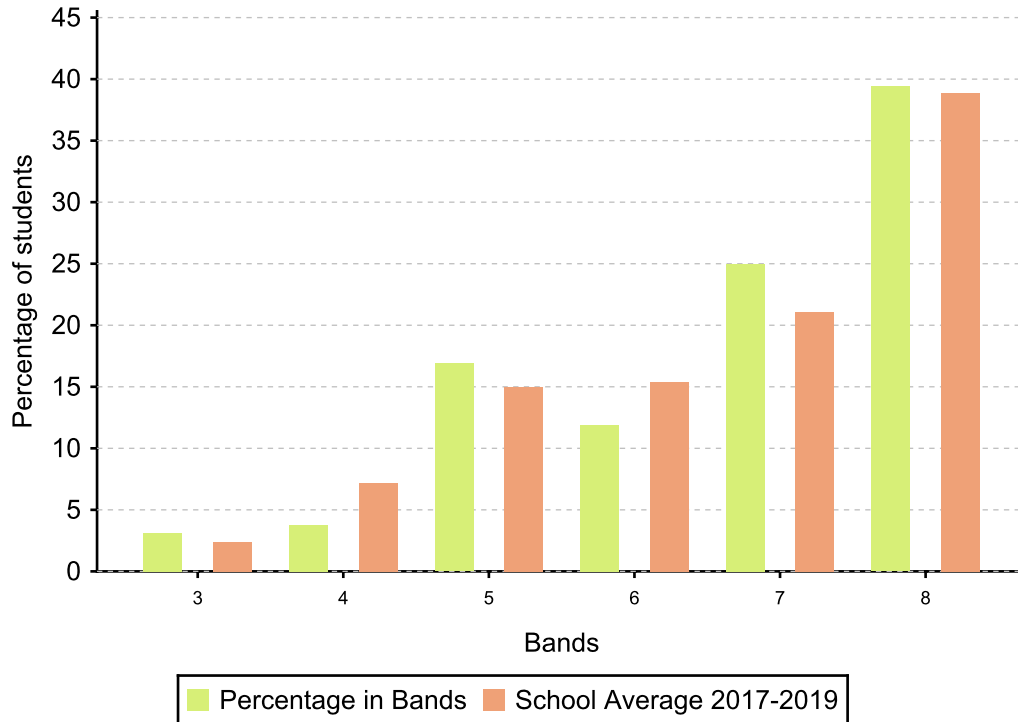
Band	3	4	5	6	7	8
Percentage of students	3.1	3.8	16.9	11.9	25.0	39.4
School avg 2017-2019	2.4	7.2	15	15.4	21.1	38.9

Percentage in bands:
Year 5 Reading
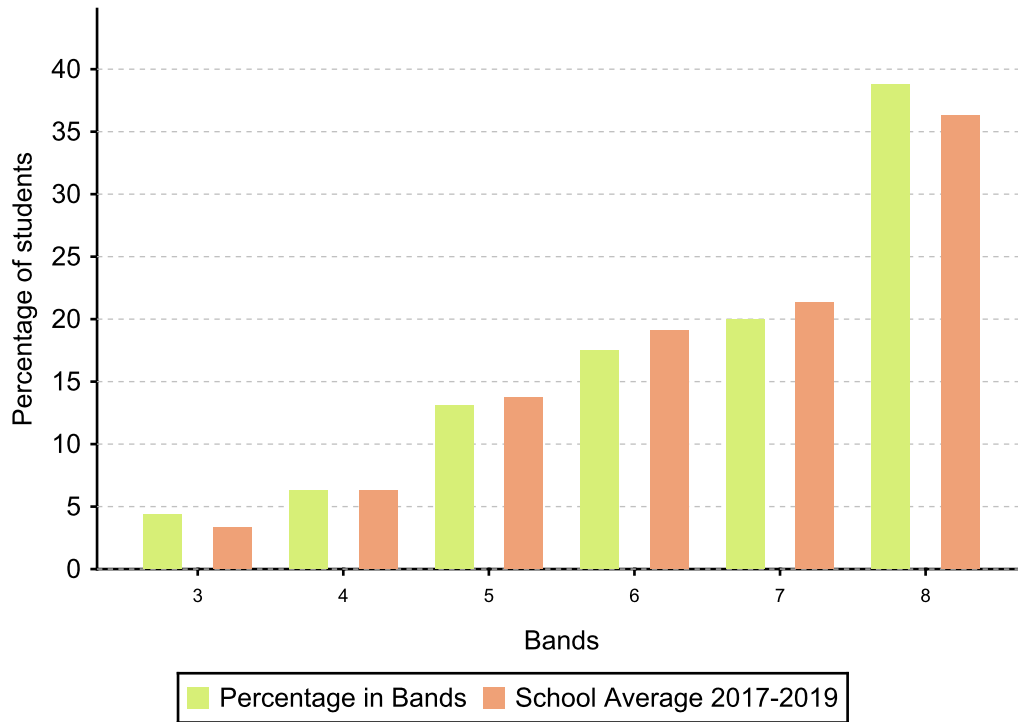
Band	3	4	5	6	7	8
Percentage of students	4.4	6.3	13.1	17.5	20.0	38.8
School avg 2017-2019	3.3	6.3	13.7	19.1	21.3	36.3

Percentage in bands:
Year 5 Spelling
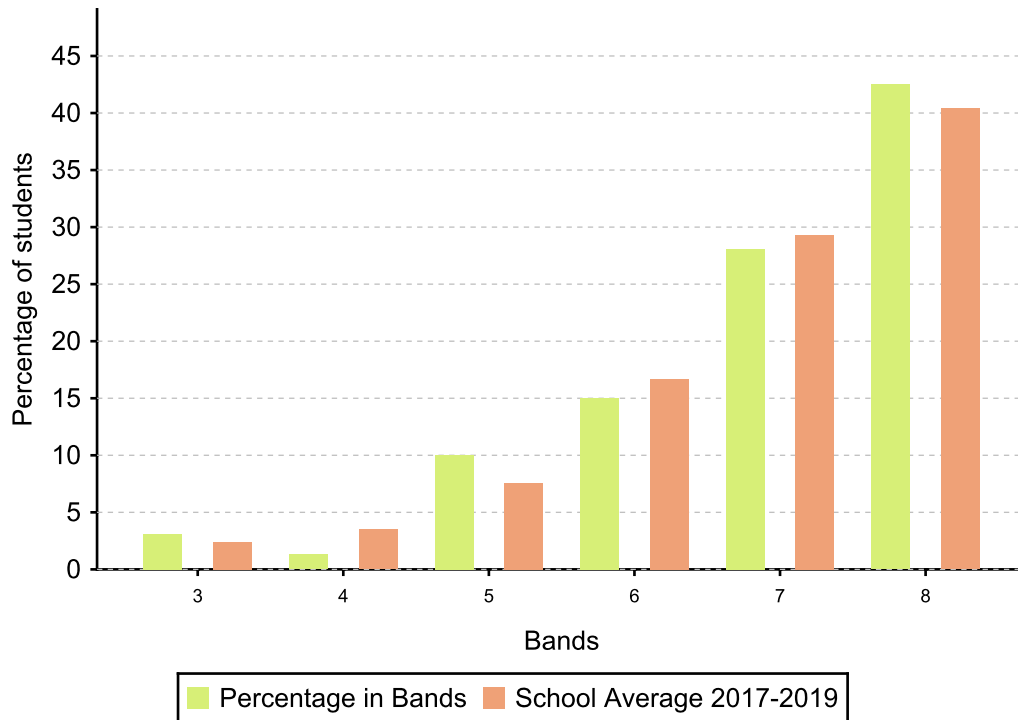
Band	3	4	5	6	7	8
Percentage of students	3.1	1.3	10.0	15.0	28.1	42.5
School avg 2017-2019	2.4	3.5	7.6	16.7	29.3	40.4

Percentage in bands:
Year 5 Writing
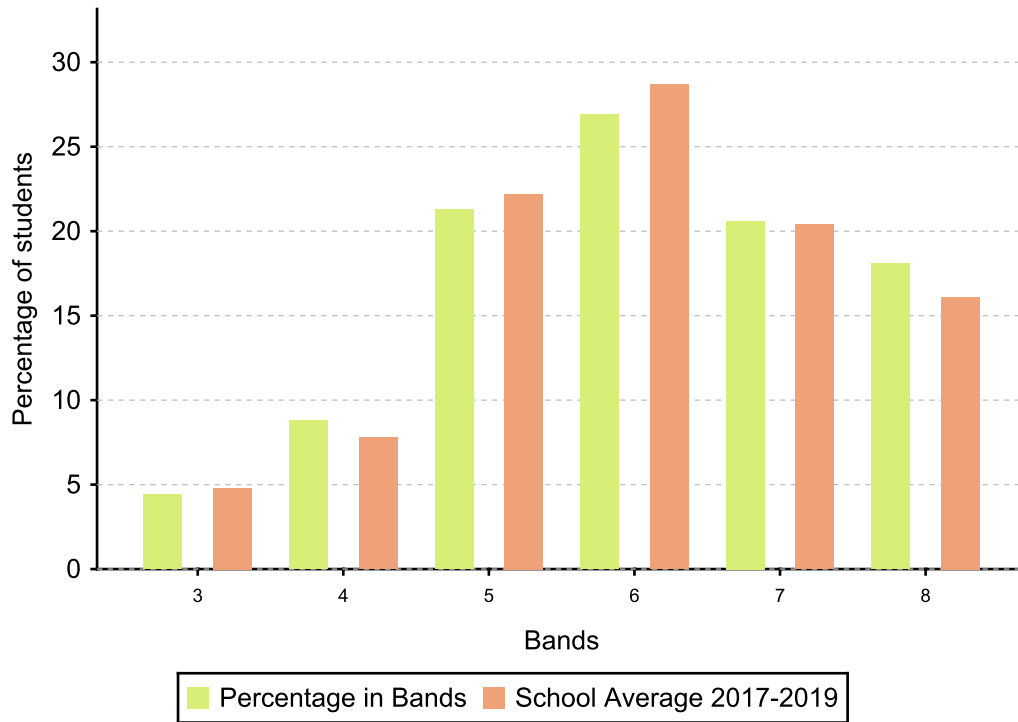
Band	3	4	5	6	7	8
Percentage of students	4.4	8.8	21.3	26.9	20.6	18.1
School avg 2017-2019	4.8	7.8	22.2	28.7	20.4	16.1

Percentage in bands:
Year 3 Numeracy
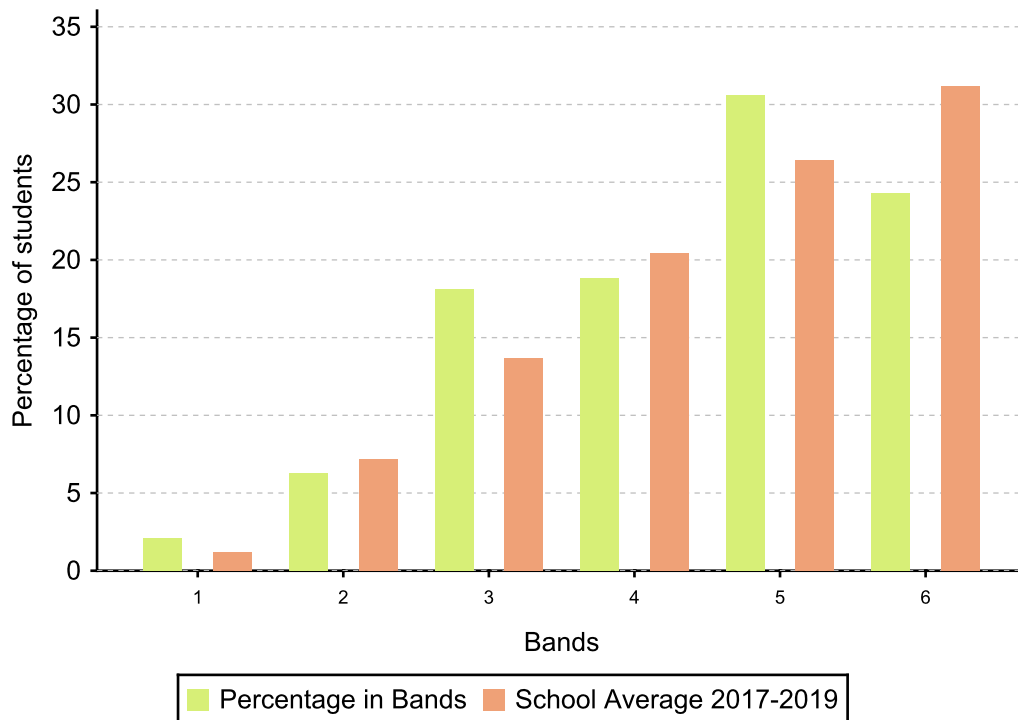
Band	1	2	3	4	5	6
Percentage of students	2.1	6.3	18.1	18.8	30.6	24.3
School avg 2017-2019	1.2	7.2	13.7	20.4	26.4	31.2

Year 5 Numeracy
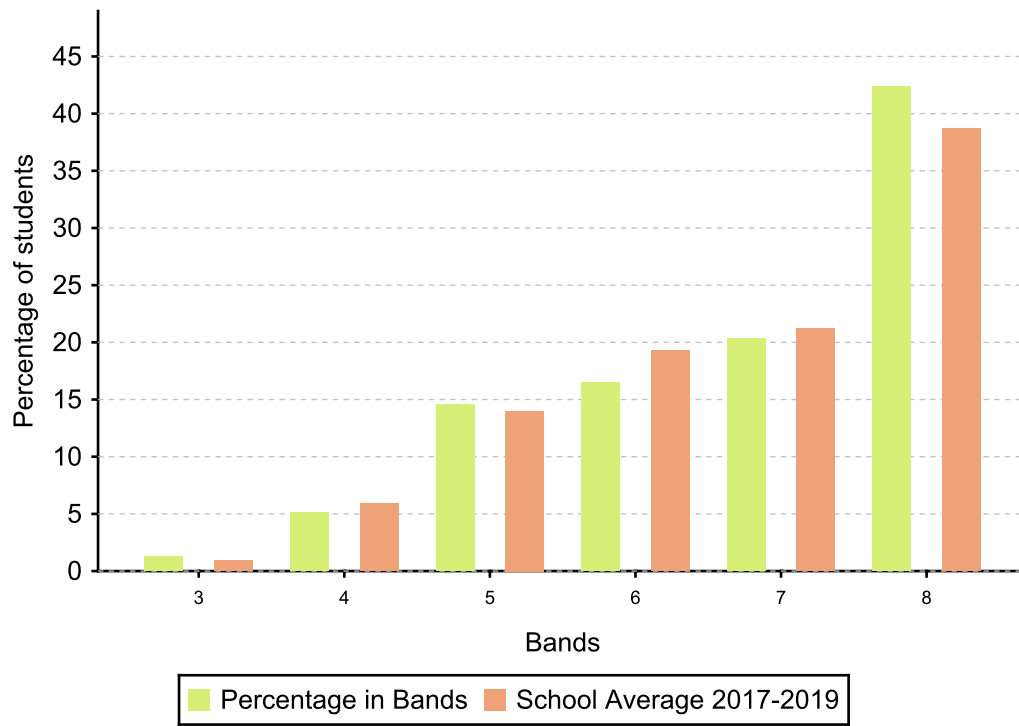
Band	3	4	5	6	7	8
Percentage of students	1.3	5.1	14.6	16.5	20.3	42.4
School avg 2017-2019	0.9	5.9	14	19.3	21.2	38.7

Parent/caregiver, student, teacher satisfaction

Staff, students and parents completed satisfaction surveys as part of the annual Tell Them From Me survey. This information was cross–referenced against other supporting data collected throughout the year. The results of the parent surveys indicated that parents feel welcome, can easily speak to their child's teacher and that information from the school is in clear, plain language. Parents also responded positively in their perception of the school facilities and the majority of parents are happy with the communication in regards to PBL and student behaviour. There was a strong indication that our students' parents would recommend the school to other parents.

Student survey data was positive, with students responding that they feel accepted and valued by their peers and by others at the school. The students also indicated that the school facilities, including their classrooms, are clean and well looked after; supporting good health, ensuring students feel physically safe and optimising learning experiences. The majority of students expressed that they feel proud of the school and they identified the PBL strategies that were most effective.

Teacher survey data indicates that the teaching staff feel supported by the leadership team, who are actively leading improvement and change in the school. The teachers overwhelmingly agreed that the school leadership team clearly communicate their strategic vision and values for the school. In line with student and parent data, the teachers were happy with the parent/teacher communication in regards to PBL and student behaviour.

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.

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