

Chester Hill Public School

2019 Annual Report



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Introduction

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

Welcome to the Chester Hill Public School 2019 Annual School Report. As for every year the information included in this report is only a small example of the wonderful teaching, learning and student welfare that goes on every day in our school. I would like to acknowledge the amazing efforts of our teaching and administrative staff who consistently produce and support learning of the highest standard. A big thank you to our wonderful Parents and Citizens Association for all their efforts this year supporting our wonderful school community.

An effective school is made up of many moving parts working all together. This was demonstrated perfectly throughout 2019 by our learning results, our sporting and cultural achievements and our very strong emphasis on student welfare. As you read through the report you will hopefully begin to understand how complex and rewarding a modern primary school like Chester Hill P.S. can be over a year. As always I am very happy to answer any questions relating to the information contained in our 2019 Annual School Report at one of our monthly Parent and Citizens meeting or make an appointment.

Brent Kunkler

Principal

School background

School vision statement

At Chester Hill Public School we enable the pursuit of excellence and the achievement of every individual's academic potential in literacy and Numeracy through fostering a stimulating, positive and caring learning environment which is committed to the welfare of each individual student.

School context

Learning at Chester Hill Public School is provided through innovative and enriched teaching and learning activities. Grade based learning enables ongoing support and development of social, leadership and mentoring skills. Our early learning strategy provides for flexible delivery of curriculum in the K–2 years, allowing students to progress through stage outcomes at a rate appropriate to their needs and abilities. Years 3–6 are placed in classes that support and enable explicit teaching across all Key Learning Areas. Quality teaching, literacy and numeracy remain the principal areas of focus and these continue to be supported, developed and enhanced through professional learning, purchasing of resources, maths consultancy support and the provision of two Instructional leaders. Learning support programs include Early Action for Success, LAS, EAL/D, Targeted Early Numeracy (TEN), Focus on Reading initiative guided and home reading, Best Start, and Count Me In Too. Chester Hill Public School is completely computer networked with Interactive Whiteboards in all classrooms, the library and specialist teaching areas.

The school has a proud history of success on the sporting field due to its excellent programs in gross motor and skills development. Grades 3–6 participate in Summer and Winter Primary Schools Sports Association (PSSA) competitions as well as Swimming, Cross Country and Athletics carnivals. Students are also able to embrace choir and dance activities through the school's participation in major district and regional concerts and festivals. Students participate in a variety of extracurricular programs including the Tournament of Minds, the Premier's Spelling Bee and Reading Challenge, Debating, Community Mentoring Program and the District Public Speaking Competition. To support and enhance our Parents and Citizens association and our focus of lifelong learning, a Community Hub leader works closely with parents to support increased involvement and learning of all school stakeholders.

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 | Excelling |
| LEARNING: Reporting | Excelling |
| 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 | Sustaining and Growing |
| LEADING: School resources | Sustaining and Growing |
| LEADING: Management practices and processes | Sustaining and Growing |

Strategic Direction 1

Quality teachers and teaching

Purpose

To create productive learning environments underpinned by collaborative learning approaches, dynamic teaching and learning programs and student evidence of learning.

Improvement Measures

Increased teacher collaboration.

Increased student performance measures against syllabus outcomes and literacy and numeracy progressions.

Increased number of teachers achieving PDP goals and higher levels of accreditation.

Overall summary of progress

The school continued to explore the literacy and numeracy progressions and are using them to plan teaching and learning experiences. The goals around mentoring and coaching were difficult to implement due to student behaviour and finding casual teachers to cover classes. The Instructional leaders completed a course on professional conversations and will use this knowledge to enhance practices in 2020. Some teachers started the higher levels of Accreditation process. In 2020, PBL will be implemented to assist in creating classrooms focused on learning.

Progress towards achieving improvement measures

Process 1: Implement National Literacy and Numeracy progressions.

| Evaluation | Funds Expended (Resources) |
|--|---|
| This milestone was partially achieved. K– 3 students had data entered for one literacy and numeracy aspect. In 2020 the school will aim to have to important for all K–6 students. | Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$40000.00) |

Process 2: Implement professional learning communities to enhance instructional leadership where teachers observe evidenced based practices, moderate work samples, analyse assessment records and gain a better understanding of student achievement.

| Evaluation | Funds Expended (Resources) |
|---|--|
| This milestone was not achieved due to constraints such as finding casual teachers and behaviour management. This will continue to be a focus in 2020 | Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$350000.00) |

Process 3: Encourage teachers to continually improve by seeking higher levels of accreditation through support networks and coaching and mentoring and completion of the PDP process.

| Evaluation | Funds Expended (Resources) |
|---|----------------------------|
| All staff members completed the PDP process however the prioritisation of the PDP process didn't occur. | |

Process 4: Create a learning culture where students take risks, learn from mistakes and feel successful by having student learning goals for literacy and numeracy, challenging tasks and classrooms where students learn from one another.

| Evaluation | Funds Expended (Resources) |
|------------|----------------------------|
|------------|----------------------------|

Progress towards achieving improvement measures

This goal was partially achieved. The school created new school wide rules and expectations. In 2020 the school will implement Positive Behaviour for Learning. The implementation of learning goals for literacy and numeracy will be moved to 2020.

Funding Sources:

- Socio-economic background (\$20000.00)

Next Steps

In 2020, coaching and mentoring will continue to be a focus. This will include professional learning for Assistant Principals on professional conversations. There will also be a continued focus on learning goals for literacy and numeracy and giving students effective feedback to achieve goals. The school will be partially implementing Initialit in 2020 as a Tier 1 program to support the teaching of literacy.

Strategic Direction 2

Collaborative learning culture

Purpose

To establish a strong collaborative learning culture through:

- strategic and planned approach to wellbeing through the implementation of PBL
- establish learning centres in a creative learning environment

Improvement Measures

- increased student wellbeing
- increased student engagement

Overall summary of progress

The school is making steady progress towards a robust collaborative learning culture. There are solid procedures and guidelines of implemented to allow for the exploration of strategies that are successful in the context of Chester Hill PS. The difficulty is to fully engage all students in the learning process.

Progress towards achieving improvement measures

Process 1: **WELLBEING**

For all students to receive strategic and planned scaffolded support for their learning and behaviour and develop their ability to build positive and respectful relationships that allow them to reach their full potential.

| Evaluation | Funds Expended (Resources) |
|---|--|
| The school is implementing a range of strategies and supports that creates an environment where every child is known, valued and cared for and allows the whole child to grow. The Learning and Support Team (LST) has developed a strong safety net of support for all identified students through working collaboratively with all relevant agencies as well as implementing targeted and timely interventions through in class and small group support. The school has commenced its Positive Behaviour for Learning (PBL) journey with the school's PBL team attending in-servicing and leading the whole school through developing the school rules and expectations matrix. | Funding Sources: <ul style="list-style-type: none">• Low level adjustment for disability (\$75000.00) |

Process 2: **COLLABORATION**

For students to establish the ability to collaborate through the implementation of innovative and evidence-based future-focused practices

| Evaluation | Funds Expended (Resources) |
|--|--|
| The school has been implementing collaborative structures through the implementation of the new Science Syllabus. This has been supported through the engagement of a Quality Teaching Mentor 3 days a week. Teachers have been trialling using Google Classroom to support student collaboration on rich tasks in stage 2 and 3. Processes have been established to ensure the technology hardware is available to enable online collaboration. | Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$75000.00) |

Next Steps

In 2020, the school will continue the implementation of PBL through establishing sound procedures, guidelines and resources. The LST will maintain and enhance the targeted and timely support for students with the implementation of the InitialLit Program. The school will continue to explore the myriad of strategies and platforms to scaffold a collaborative learning culture and develop an explicit future plan.

Strategic Direction 3

Learning Communities

Purpose

To increase parent, student and community participation in school leadership and create pathways for lifelong learning so that our school community grow into confident, creative and resilient global citizens.

Improvement Measures

Increased parent participation at

- participation level
- engagement level
- strategic level

Improved strategic and holistic school planning and resourcing enabling greater collaboration and community involvement

More targeted evaluation and assessment of impact of all supporting agencies and third party providers

Progress towards achieving improvement measures

Process 1: Increased opportunities to enable all parents to engage with the school at one of the three identified areas. This will be developed through an alignment of identified engagement barriers with professional learning opportunities and increased engagement activities.

| Evaluation | Funds Expended (Resources) |
|---|---|
| All Milestones were achieved. The Community Hubs programs and Community Hub leader continue to engage all cultural groups within the school and greater Chester Hill community. The Community project officer has begun to define the role specific to the engagement of parents and student education | Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$160000.00) |

Process 2: To develop an evaluation matrix of external third party providers and programs which will measure the impact of achieving our purpose. This will include human resource and financial expenditure data. It will also reflect all composite school demographics.

| Evaluation | Funds Expended (Resources) |
|--|--|
| The matrix will need to be further refined in 2020 as several more third party providers have come as a result of the re structuring of Community Hubs Australia and the engagement of a Community Projects officer and the inclusion of all school teaching and administrative personnel. (see above) | Funding Sources: <ul style="list-style-type: none">• (\$40000.00) |

Process 3: Development of specific policies, procedures and programs to enable all school community stakeholders to engage in learning reflective of the strategic purpose.

| Evaluation | Funds Expended (Resources) |
|--|---|
| This will be ongoing through the first semester of 2020 as both positions develop individual and corporate policies and protocols. The P&C will also be completing their policy review process during term One 2020 | Funding Sources: <ul style="list-style-type: none">• Low level adjustment for disability (\$5000.00) |

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|---|--|
| Aboriginal background loading | Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$4 827.00) | <p>Aboriginal students at Chester Hill Public all had individualised learning plans developed in 2019 to ensure that they were given the best possibility support to succeed. Staff continued to use the 8 ways of Aboriginal Learning in their programs as these allowed teachers to include an Aboriginal perspective into their teaching. In 2019 Chester Hill celebrated NAIDOC week and acknowledged National Sorry Day. The indigenous students also interacted with local indigenous groups</p> |
| English language proficiency | <p>Increased specialist teacher time across K–6</p> Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$49 295.00) | <p>Early Intervention is the key to EALD student success at Chester Hill Public School. Explicit language programs target Kindergarten students who receive intensive support from experienced language practitioners. Other stages are supported by a dedicated team member to ensure continuity of delivery. All staff continue to practice EALD pedagogy as promoted and guided by specialist teachers.</p> <p>Student English language proficiency is assessed using the EALD Progression and appropriate support given where needed. The majority of the flexible funding was used to enhance service provision. In 2019 the school subsidised extra teacher time to help support the growing number of students from NESB backgrounds.</p> |
| Low level adjustment for disability | Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$131 060.00) | <p>The majority of the funding was used to support the school's comprehensive interventions through the engagement of SLSOs . It was also used to engage teachers to conduct parent meetings and complete support documents.</p> <p>Added teacher time was funded to support the interventionist approach to early learning as practiced in our Early Action for Success initiative.</p> <p>The majority of support was for student learning needs. Separate funding allocation is given for students with a medically diagnosed disability</p> |
| Quality Teaching, Successful Students (QTSS) | <p>Increased Human resource allocation over the 2018 budget</p> Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$117 921.00) | <p>QTSS funding for 2019 incorporated three major areas:</p> <ol style="list-style-type: none"> 1. Targeted expenditure to give extra release time to all Assistant Principals to work more closely with their stage team to deliver new school and state initiatives in the areas of Literacy, Numeracy, teaching program development and differentiated learning. 2. School developed and regional |

| | | |
|--|--|---|
| <p>Quality Teaching, Successful Students (QTSS)</p> | <p>Increased Human resource allocation over the 2018 budget</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$117 921.00) | <p>professional learning opportunities.</p> <p>3. A percentage was used to support identified learning support programs with SLSO time and resources.</p> |
| <p>Socio–economic background</p> | <p>Increasing need to upgrade aging technology did impact on planned resource expenditure.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio–economic background (\$763 801.00) | <p>By far the largest funding area that supports school initiatives across all three strategic directions. Funding support enabled: (top five funded initiatives)</p> <ol style="list-style-type: none"> 1. Teaching entitlement enhancements for the areas of Learning and Support, EAL/D and Early Action for Success. Coupled with supporting teacher resources 2. Continued funding of our Community Hubs programs, school readiness programs and community interaction initiative 3. Major improvement to school facilities which included our learning Centre 4. Upgraded and enhanced technology hardware and internet connection upgrades <p>Substantial increase to school professional learning budget.</p> |
| <p>Support for beginning teachers</p> | <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$41 975.00) | <p>The majority of the beginning teacher funding was used to provide mentoring days for each beginning teacher and their mentor teacher. Mentoring days were developed collaboratively to develop identified areas of need. Professional learning opportunities were also attended again relevant to identified pedagogy needs of the teacher. All support was aligned to the teacher's performance Development goals. (PDP) and the quality teaching framework.</p> <p>A review at the end of the year was undertaken to better support beginning teacher in 2020.</p> |
| <p>Targeted student support for refugees and new arrivals</p> | <p>Funding Sources:</p> <ul style="list-style-type: none"> • Targeted student support for refugees and new arrivals (\$9 261.00) | <p>The allocation of specific EAL/D teacher support for refugees plus the attendance of all EAL/D staff at professional learning opportunities relating to New Arrivals and refugee student expended the bulk of the funding.</p> <p>Participation in these PL opportunities greatly enhanced the support we could give to these students.</p> |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2016 | 2017 | 2018 | 2019 |
| Boys | 333 | 333 | 334 | 352 |
| Girls | 324 | 327 | 337 | 340 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2016 | 2017 | 2018 | 2019 |
| K | 94.6 | 92.8 | 90.7 | 90.5 |
| 1 | 93.8 | 92.8 | 91.8 | 88.7 |
| 2 | 94 | 92.5 | 91.8 | 91.1 |
| 3 | 93 | 94.4 | 91.8 | 90.1 |
| 4 | 94 | 91.3 | 92.6 | 89.1 |
| 5 | 94.5 | 92.3 | 90.9 | 91.7 |
| 6 | 91.9 | 91.7 | 91.2 | 89.1 |
| All Years | 93.7 | 92.6 | 91.6 | 90.1 |
| 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) | 1 |
| Assistant Principal(s) | 4 |
| Classroom Teacher(s) | 27.32 |
| Teacher of Reading Recovery | 0.42 |
| Learning and Support Teacher(s) | 2.2 |
| Teacher Librarian | 1.2 |
| Teacher ESL | 2.4 |
| School Counsellor | 1 |
| School Administration and Support Staff | 4.26 |
| Other Positions | 1.8 |

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

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

Workforce ATSI

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

Financial information

Financial summary

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

| | 2019 Actual (\$) |
|---------------------------------------|------------------|
| Opening Balance | 1,885,211 |
| Revenue | 7,628,479 |
| Appropriation | 7,460,655 |
| Sale of Goods and Services | 1,132 |
| Grants and contributions | 159,123 |
| Investment income | 6,570 |
| Other revenue | 1,000 |
| Expenses | -7,427,066 |
| Employee related | -6,332,158 |
| Operating expenses | -1,094,908 |
| Surplus / deficit for the year | 201,414 |

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 | 78,051 |
| Equity Total | 1,535,922 |
| Equity - Aboriginal | 4,827 |
| Equity - Socio-economic | 859,845 |
| Equity - Language | 305,413 |
| Equity - Disability | 365,836 |
| Base Total | 4,570,422 |
| Base - Per Capita | 157,442 |
| Base - Location | 0 |
| Base - Other | 4,412,980 |
| Other Total | 1,001,923 |
| Grand Total | 7,186,318 |

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

School performance - NAPLAN

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

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

NAPLAN Online

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

Parent/caregiver, student, teacher satisfaction

Tell Them From Me Surveys

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Their responses are presented below.

In 2019 Chester Hill Public School participated in the 'Tell Them from Me' surveys for teachers, students and parents. These surveys aim to help improve student learning outcomes and measure factors that are known to affect academic achievement and other student outcomes. The focus of the NSW-wide survey was on student well-being, engagement and effective teaching practices. The survey was scored on a ten-point scale. The scores for the questions ranged from strongly agree to strongly disagree. Participating in the survey was entirely voluntary. The survey percentages across all three stakeholder groups have remained basically static from previous years results.

A larger parental cohort for the 2020 survey is a future direction.

The responses from the various surveys are listed below:

Parent Survey

The "Partners in Learning", parent survey focused on aspects of parents' perceptions of their children's experiences at home and school. The survey also provided feedback about the extent to which parents felt the school supported learning and positive behaviour and promoted a safe and inclusive environment.

41 parents completed the survey: *smaller sample group than in 2018

The survey reinforced that parents feel welcome when they come to the school and they are well informed about events at school through the various forms of sharing information. Teachers listen to any concerns that they have and parents are generally well informed about their child's progress. 68% of parents have spoken to their child's teacher more than 2 times in a year and 77% of parents have attended 2 or more school meetings in a year. Parents agreed that teachers devote much of their own time planning extra curricula activities for the students and have high expectations for their learning.

Student Survey

257 students from Years 4 to 6 completed the 'Tell Them from Me' student survey. The survey was designed to measure, assess and report insights at the school and system levels. The focus of the New South Wales survey was on student well-being, engagement and effective teaching practices. *Highlights from the student survey are as follows:*

Well Being:

- 81% of students feel accepted and valued by their peers and by others at their school.
- 80% of students have friends at school they can trust and who encourage them to make positive choices.
- 92% of students believe that education will benefit them personally and economically, and will have a strong bearing on their future
- 86% of students believe the school staff emphasise academic skills and hold high expectations for all students to succeed.
- 75% of students expect to go to high school when they finish high school.

Engagement:

- 78% of students are interested and motivated in their learning.
- 90% of students try hard to succeed in their learning.
- 83% of students feel teachers are responsive to their needs and encourage independence with a democratic approach.
- 82% of students agreed that important concepts are taught well, and class time was used efficiently
- 80% of students found classroom instruction relevant to their everyday lives.
- 83% of students found classroom instruction to be well-organised, with a clear purpose, and with immediate and appropriate feedback that helps them learn.

The Teacher Survey

The teacher survey provided insights into school and classroom effectiveness from the perspective of teachers. 96% of teachers completed the teacher survey in 2017. The survey asked questions related to the following drivers of student outcomes:

Leadership, teaching strategies, selecting challenging and visible goals for students, the use of data to inform practice, teacher collaboration, classroom technology, planned learning opportunities, parent/carer involvement, the learning culture, school inclusiveness, quality feedback to students and helping students overcome obstacles to learning.

Highlights from the teacher survey are as follows:

- 80% of teachers work with school leaders to create a safe and orderly school environment.
- 82% of teachers talk with other teachers about strategies that increase student engagement.
- 76% of teachers feel that students become fully engaged in their class activities.
- 77% of teachers give students written feedback on their work.
- 87% of teachers set high expectations for student learning.
- 84% of teachers discuss the learning goals for each lesson with students.
- 85% of teachers believe students are very clear about what they are expected to learn.
- 92% of teachers establish clear expectations for classroom behaviour.
- 82% of teachers create opportunities for success for students who are learning at a lower pace.

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.