

Pagewood Public School

2019 Annual Report



3905

Introduction

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

Pagewood Public School

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Botany, 2019

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Message from the principal

In my first year of principalship at Pagewood Public School I have felt immense pride to be leading a quality learning environment for both students and staff. It has been wonderful getting to know the school community and work together to consider what we were already doing well and areas for further improvement. Pagewood Public School has beautiful gardens and play spaces which we have enhanced with colour through a whole school art project and the installation of a nature playground jointly funded by the school and P&C.

Learning is at the forefront at Pagewood Public School and I am proud to continue the leadership of such an engaging learning environment. The Pagewood Public School P&C support the school in its endeavours, working closely with the school. 2019 saw a magnificent community event led by the P&C, the Market Carnival. This huge event was orchestrated by a committed team of parents which saw the local community join together with rides, food, market stalls and student led stalls. The financial gains of this endeavour are set to improve our school resources even further.

Students are at the heart of everything we do at Pagewood Public School. From literacy and numeracy, dance, band, film festivals, science and technology, creative arts, leadership opportunities and community focussed events, students lead and participate in wide variety of learning endeavours. The staff are a growing, committed team who work professionally with each other, their students and our parents. It is a privilege to have joined and now lead Pagewood Public School and I look forward to continuing to learn and grow with the school community.

Nicole Mayhew

Principal

Message from the school community

2019 was another extremely busy year for the P&C of Pagewood Public School. The P&C welcomed and supported our new principal Ms Nicole Mayhew, and we were delighted by her enthusiasm and willing assistance for the many extra activities of the year. It was a privilege to serve my fourth year in the role as P&C president, particularly for the opportunity to work closely with Ms Mayhew. It was extremely fortunate for me to have Sharon and Pauline (Vice presidents) Nicky (Treasurer) & Nerida (Secretary) as the other members of the executive team. Also integral to the P&C were the dream team of Kim and Monica running the uniform shop. Our 2019 Market Carnival was by far our biggest and most successful event ever. Juliet was the brave co-ordinator of the spectacular event, the P&C and school community are very grateful for her leadership. It was wonderful to see so many members of the school community helping on the day with amazing class stalls. Kindy 2019 certainly set an incredibly high standard with sideshow alley! As well as Market Carnival, P&C ran Book Club all year (thanks to Emily) a Welcome Disco, two Election Day BBQs as well as Mother's Day and Father's Day stalls, and morning tea events for Tea and Tissues, Book Parade and Presentation Day. The P&C made the decision and completed the steps to become incorporated, allowing us to apply for an array of grants to which we were previously not entitled. We were the fortunate recipients of two grants— a large grant from the Community Building Partnership for solar panels and a smaller grant for Science, Technology, Engineering and Mathematics (STEM) resources from Orica.

I would like to extend my thanks to all the members of the P&C and also to the wider school community for your support and assistance in 2019.

Rebekah Lucas

2019 President Pagewood P&C

School background

School vision statement

Pagewood Public School's vision is to work in active partnership with its community to maintain an inviting and nurturing learning environment. Students will be prepared to take personal responsibility and to embrace future challenges, striving for excellence in all 'endeavours'.

A lifelong interest in learning will be fostered to ensure students become productive, confident, responsible and successful members of Australian society. This vision will be achieved by:

- Sharing responsibility for learning with students, teachers, parents, grandparents, carers and the wider community.
- Maintaining an open and inviting environment that values parental involvement.
- Implementing an engaging curriculum that addresses the academic, emotional, social and physical needs of students.
- Addressing the individual needs of students by incorporating quality teaching standards whilst encouraging them to achieve their personal best.
- Explicit teaching of the core values of the Department of Education.
- Incorporating individual staff expertise into the teaching of the curriculum and the ongoing professional development of staff.
- Providing opportunities for students to represent the school in the wider community, preparing them to become successful members of society.

School context

Pagewood Public School was established in 1950. The school is surrounded by a mix of industry commercial complexes, golf courses and low density housing.

School infrastructure has benefited from a number of building and maintenance programs in the last few years. The school has an extensive grass playing field, shaded areas with seats, trees and gardens.

The current enrolment increased to 316 students in 2019.

There is a strong sense of community identity and there is pride in the friendly, family atmosphere that has developed within our community. The school's index of Family Occupation and Employment (FOEI) is among the lowest 20% of FOEI values across NSW public schools. (Higher FOEI values indicate greater disadvantage.)

Opportunities are provided for students to explore and extend their learning experiences so that they can achieve in a wide range of academic, social, sporting and cultural activities in a safe and tolerant learning environment. Success is celebrated by the school community.

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Pagewood Public School undertook External Validation during 2019.

Strategic Direction 1

Learning and Wellbeing

Purpose

A child-centred approach to learning and wellbeing that is informed and purposeful in order to prepare students for citizenship and learning for a productive future.

Improvement Measures

We aim to achieve an increased proportion of students achieving and demonstrating growth in writing.

We aim to achieve an increased proportion of students achieving and demonstrating growth in number.

We aim to establish a consistent whole school approach to wellbeing.

Progress towards achieving improvement measures

Process 1: Establish a wellbeing system which aims to provide a consistent approach and positive school environment.

Evaluation	Funds Expended (Resources)
<p>The wellbeing system provides a consistent approach and improved school environment.</p> <p>Wellbeing folders updated, folders for Kindergarten and new student goals sheet collated.</p> <p>Extensive time allocated and used on the SDD and additional PL time for team to collect anecdotal data about school wellbeing, routines and procedures.</p> <p>Tell Them From Me survey has been completed and results returned. 87% of students reported that they have positive relationships. 94% of students value schooling outcomes. Areas which require further work are students having a positive sense of belonging which was 81% (the same as NSW Govt Norm).</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• (\$10000.00)

Process 2: A whole school approach to the teaching and learning of specific writing skills and strategies indicated by formative assessment, feedback and data.

Evaluation	Funds Expended (Resources)
<p>Survey of the way teachers incorporate formative assessment, feedback and data to improve student learning leading to evidence of teaching and learning programs with formative assessment built into ongoing assessment of writing outcomes.</p> <p>Stage groups have designed and reviewed writing rubrics.</p> <p>Teachers have spent time in stage meetings using consistent teacher judgement to review student writing.</p> <p>School Development Day focus was on numeracy, assessment and reporting and student wellbeing and behaviour management procedures in the school.</p> <p>Scout NAPLAN data has been used by Year 3 and 5 teachers to review their teaching and learning programs.</p> <p>Further professional learning in this area is needed.</p> <p>Parent workshop to inform as well as P&C presentation.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$25000.00)

Progress towards achieving improvement measures

Process 3: A whole school approach to the teaching and learning of specific numeracy skills and strategies indicated by formative assessment, feedback and data.

Evaluation	Funds Expended (Resources)
<p>Executive teachers are able to report numeracy teaching and learning programs which provide student feedback, use formative assessment and data.</p> <p>Year 3 and 5 teachers have completed online training in ways to support students to access the numeracy component of NAPLAN online.</p> <p>Teachers have reported high levels of engagement with and learning from the SDD mathematics session. Teachers had the opportunity to work with colleagues across the stages to select resources and learn how to use them in effective teaching.</p> <p>School based resources have been utilised. QTSS allocation being used to support numeracy in K–2 classrooms with a focus on all students as well as small groups of identified students.</p> <p>More work to be done with the scope and sequence and linking to assessment practices and then reporting to parents.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$5000.00)

Strategic Direction 2

Teaching and Leading

Purpose

To build and strengthen teacher and leadership capacity across the school through engagement in quality professional learning.

Improvement Measures

Enhanced teacher confidence. Teachers and leaders are engaging regularly (fortnightly) in professional learning with evidence of this knowledge being transferred into classroom and leadership practice.

Collaborative development of scope and sequenced documents and quality teaching programs across the KLAs K–6.

Increased use of formative assessment strategies, learning intentions and success criteria to guide teaching and learning.

Progress towards achieving improvement measures

Process 1: Purposeful data collection processes are effectively utilised to inform teaching and leading. Teachers and leaders use feedback to assess their impact and identify where they will head next.

Evaluation	Funds Expended (Resources)
<p>Teams evaluated the needs of their stage regarding formative and summative assessment. Professional learning put in place for SDD Term 2 in writing for whole staff development.</p> <p>Teaching staff survey about reporting practices showed that teachers feel confident in the process but that they would like more effective ways to report to parents that are also more time effective for them. Team leader and team of assessment and reporting worked with whole staff throughout staff meetings to devise an improved format.</p> <p>Review was completed by the assessment and reporting team looking at expected levels and how the comprehension levels had not been taken into account. Time spent by teachers from all stages to collaborate and modify the reading level expectation for reporting purposes.</p>	

Process 2: Enhanced learning culture amongst staff with engaging professional learning experiences.

Evaluation	Funds Expended (Resources)
<p>Teachers participated in professional learning on the Term 1 SDD, reporting they learnt about the digital technologies syllabus but require further professional learning. Five teachers participated in coding professional learning in preparation for introducing coding across the school.</p> <p>Teacher released from class for 5 whole days to lead implementation of the 3D printer in every classroom K–6. Very positive feedback about teacher learning, teachers and students were able to engage with the technology in a meaningful way.</p> <p>School review of the adjustments made for learning and social expectations and support for students with autism.</p> <p>School Administration Manager and principal attended budget and finance PL both together and individually. School Learning Support Officers and School Administration Officers have completed online professional learning.</p>	\$3000

Process 3: Engaging teaching and learning programs that reflect Scope and Sequence documents and

Progress towards achieving improvement measures

Process 3: professional learning experiences

Evaluation	Funds Expended (Resources)
<p>Teacher provided teacher professional learning in the implementation of the new Science and Technology syllabus.</p> <p>Assessment and review of Term 1 Science and Technology teaching and learning programs conducted by teachers and executive team. Teaching and learning programs developed and reviewed for Term 2–4.</p> <p>Science and Technology team led the planning of the 2020 scope and sequence for Science and Technology implementation.</p> <p>Spelling scope and sequence not completed.</p>	

Strategic Direction 3

Community Engagement

Purpose

Continued improvement of a culture that promotes learning, a high priority is given to building and maintaining positive and caring relationships between staff, students, parents, grandparents, carers and the wider community so that learning and wellbeing outcomes for students are enhanced.

Improvement Measures

Enhanced engagement of parent community in volunteer roles, school events and P&C meetings.

Effective communication practices are consistently used between school and home.

Results from the parent TTFM survey are enhanced in relation to supporting learning at home and parents are informed.

Progress towards achieving improvement measures

Process 1: Use of communication and community engagement to share learning and wellbeing strategies which are consistent with school and home.

Evaluation	Funds Expended (Resources)
<p>Whole school wellbeing policy and awards system is updated and communicated effectively to the school community via the newsletter.</p> <p>Teacher team wrote about the sharing of data and review of the wellbeing policy and its outcomes for the school community.</p> <p>The Learning and Support Teacher provided learning opportunities for parents and carers in termly session.</p> <p>Six BEAR volunteers who help individual students with reading throughout the year.</p> <p>Wellbeing Weeks have been appreciated by students, staff and parents.</p> <p>Grand 'friends' participated in learning experiences at school on a specific day.</p> <p>Market Carnival was a huge community success raising \$35 000 for the P&C.</p> <p>Whole school wellbeing policy and awards system is updated and communicated effectively to the school community.</p>	\$500

Process 2: Implementation of a user-friendly platform to record attendance, wellbeing and financial systems.

Evaluation	Funds Expended (Resources)
<p>Review of level of understanding of the principal and School Admin Manager in managing the school budget and using financial planning tools.</p> <p>Professional learning provided by NSW DoE built confidence and proficiency of the SAM and principal to allocate budgets and payroll costs using the WBS IO Solution.</p> <p>Principal followed up any unsatisfactory student attendance with parents and carers after analysis of SENTRAL incident data.</p>	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Teachers have worked with individual students in their areas of need in literacy and numeracy.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$2 070.00) 	<p>Programs have supported Aboriginal students to achieve and improve their literacy and numeracy outcomes . Teachers have reviewed individual student progress, met with parents for goal selection and updated plans for 2020.</p> <p>Deadly Kids Award acknowledgement for an individual student.</p>
English language proficiency	<p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$60 427.00) 	<p>Students were identified by the EAL/D teachers, classroom teachers and ERN data resulting in student needs being met through individual and group learning experiences . Kindergarten EAL/D students identified by ERN data and family interview with a school executive member as part of the enrolment process. Groupings have been identified as allocation of EAL/D teachers and funding.</p> <p>Two teachers have worked (equivalent to four days per week) with groups of students in K–2 and 3–6 groupings as well as individuals when necessary in response to identified needs through teacher feedback and assessment data. Focus areas were reading and writing. Parent were also consulted about their understanding of their child's English language needs.</p>
Low level adjustment for disability	<p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$60 201.00) Literacy and Numeracy (\$11 994.00) 	<p>The Learning and Support Team is driving learning support as well professional support for teachers in conjunction with the school psychologist. Individual students report they enjoy working with these teachers, and benefit from learning experiences targeted at their needs in an interesting and engaging format. Students have shown growth in their literacy and numeracy skills according to school and group assessment data.</p> <p>One teacher was employed 0.6 to lead the Learning and Support Team, provide professional support to teachers and teach literacy and numeracy two days per week as well as wellbeing one day per week to support students in need. One teacher employed half a day a week to provide individual and pair learning programs.</p>
Quality Teaching, Successful Students (QTSS)	<p>Funding Sources:</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$50 000.00) 	<p>Teachers and executive released to provide professional instruction to other teachers in 3D printing, mathematics instruction and literacy.</p>
Socio–economic background	<p>Funding Sources:</p> <ul style="list-style-type: none"> Socio–economic background (\$8 232.00) 	<p>Provision of school resources for families facing financial difficulties.</p> <p>Resources purchased for wellbeing initiatives in the school.</p>
Support for beginning teachers	<p>Funding Sources:</p> <ul style="list-style-type: none"> Support for beginning teachers (\$13 000.00) 	<p>One teacher had targeted professional learning, release from face to face teaching as well as team teaching situations and time to conduct peer observations. A mentor teacher provided guidance.</p>

Targeted student support for refugees and new arrivals		Not applicable.
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Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	138	119	133	159
Girls	146	134	152	154

Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.9	96.9	95.7	95.1
1	95.7	96.3	96.1	95.6
2	95.4	96.2	96.2	95
3	95.5	96.3	95.7	95.4
4	93.8	94.6	95.1	95.3
5	95.4	94.6	94.3	95.5
6	96	94.1	94.6	94
All Years	95.6	95.8	95.5	95.2
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

Pagewood Public School works with a small number of families to ensure attendance every day at school is a priority. Students with regular partial absences are followed up and families supported to ensure their child is at school on time.

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)	3
Classroom Teacher(s)	11.52
Teacher of Reading Recovery	0.2
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.8
School Administration and Support Staff	2.82

*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	199,639
Revenue	2,906,137
Appropriation	2,674,928
Sale of Goods and Services	4,424
Grants and contributions	223,780
Investment income	2,630
Other revenue	375
Expenses	-2,849,138
Employee related	-2,455,975
Operating expenses	-393,163
Surplus / deficit for the year	56,999

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	66,439
Equity Total	130,930
Equity - Aboriginal	2,070
Equity - Socio-economic	8,232
Equity - Language	60,427
Equity - Disability	60,201
Base Total	2,282,307
Base - Per Capita	66,872
Base - Location	0
Base - Other	2,215,435
Other Total	144,010
Grand Total	2,623,686

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

Parents and Caregivers

Parents and caregivers were surveyed at the end of 2019 in regards to a number of satisfaction areas. The results include:

91% agreed or strongly agreed that Pagewood Public School has a friendly environment.

91% agreed or strongly agreed that the school welcomes parent involvement and encourages parents to contact the school to discuss concerns relating to their child.

87% agreed or strongly agreed that the school maintains a focus on literacy and numeracy.

83% agreed or strongly agreed that the school offers a wide range of extra curricular programs for example dance, choir, band and debating.

75% agreed or strongly agreed that the teaching of languages, French and Mandarin, is a positive aspect of Pagewood Public School.

96% agreed or strongly agreed that the weekly newsletter keeps their family informed about events and school achievements.

92% agreed or strongly agreed that the school has teachers who set high standards of achievement and expect students to do their best.

Students (Years 4–6) Tell Them From Me Survey Results

Students in Years 4–6 completed the Tell Them From Me Survey with the following pleasing feedback. The students at Pagewood Public School believe they have positive relationships with other students, that students display positive behaviour at school and that students try hard to succeed in their learning.

At the end of the year all students were asked how they learn best at school, as well as what they would like to be part of in the school in 2020. The following examples highlight the feedback given:

I learn best when...

'I am in a group in English and Science because I can listen to other people and compare my ideas'; 'When there are more hands on activities because you are more likely to remember it if you do it in real life as opposed to just writing it down'; 'When I work by myself because I can concentrate'.

Next year I would like to...

'Have one day a month where the whole school does something together for example play sports games or another whole school art project'; 'Learn about food technology and hospitality as well as to sew so I can make clothes'; 'Learn how to make more friendships'.

Staff

Staff were surveyed about the professional learning support given in Term 3 mathematics teaching as part of the Quality Teaching, Successful Students role provided by the instructional leader. The following questions were given and responses received:

100% of staff found the sessions 'Very helpful' or 'Extremely helpful'.

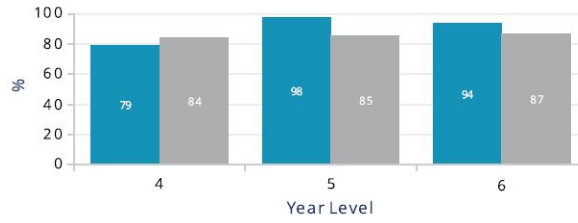
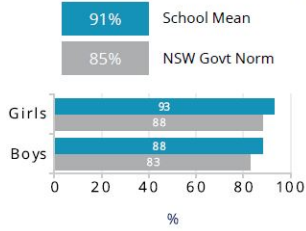
100% of staff wanted the sessions to continue in the following term.

100% of staff wanted the instructional leader to continue team teaching lessons with them and assist with lesson ideas and resources.

100% of staff felt their students were engaged in the mathematics sessions 'a great deal', or 'a lot'.

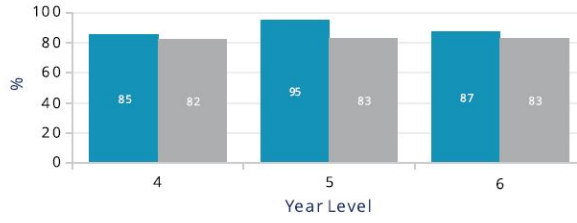
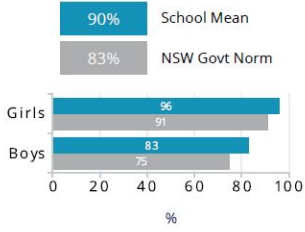
Students with positive relationships

Students have friends at school they can trust and who encourage them to make positive choices.



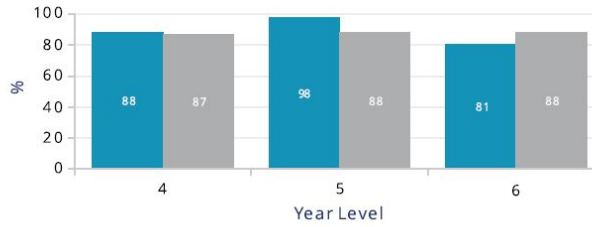
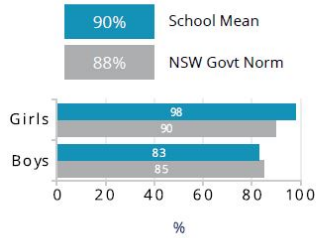
Students with positive behaviour at school

Students that do not get in trouble at school for disruptive or inappropriate behaviour.



Effort

Students try hard to succeed in their learning.



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.