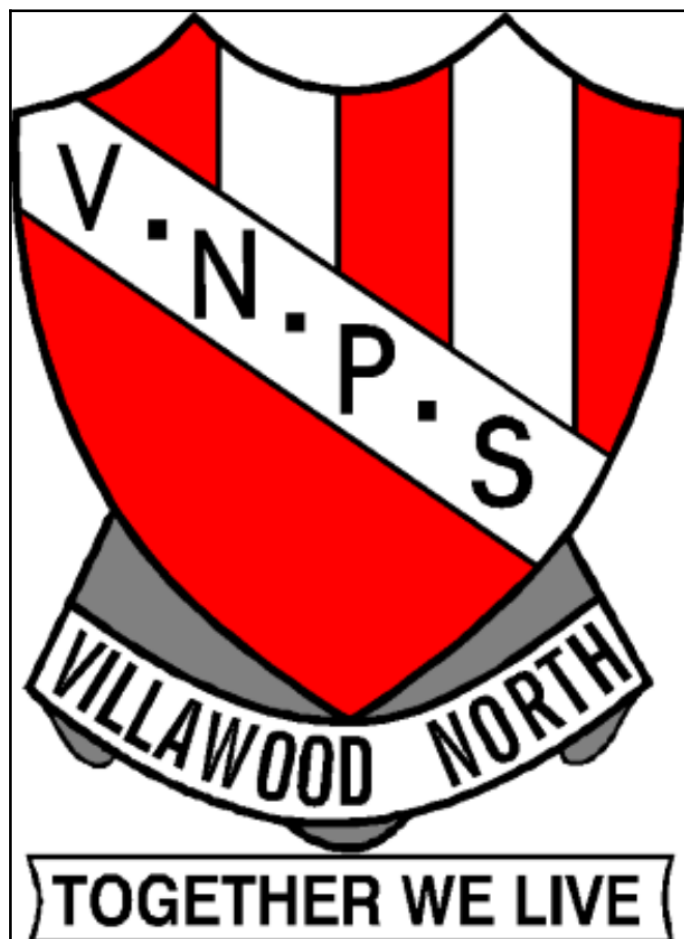


Villawood North Public School

2019 Annual Report



Introduction

The Annual Report for 2019 is provided to the community of Villawood North 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

Villawood North Public School

Bligh St

Fairfield East, 2165

www.villawoodn-p.schools.nsw.edu.au

villawoodn-p.school@det.nsw.edu.au

9724 1423

School background

School vision statement

At Villawood North Public School we are dedicated to the development of independent, confident and successful learners within a nurturing, quality learning environment. We work together as a whole school community to prepare and inspire all students to contribute to an ever changing world.

School context

Villawood North Public School is located in South Western Sydney and provides high quality education for a richly diverse community with 90% of students having a language background other than English. There are 28 different language backgrounds represented in the student population with the larger groups being Arabic, Vietnamese, Chinese and Pacific Islander.

The school supports students from low socio-economic, English as a Second Language and Aboriginal and Torres Strait Islander backgrounds. In response to its' complex student needs, the school is an Early Action For Success school. The school receives an Instructional Leader to support the early development in literacy and numeracy. The Instructional Leader works in collaboration with the Principal, school leadership team and teachers to integrate Early Action for Success initiatives into the school plan and programs. The community supports a focus on learning and a wide range of activities which support the development of the whole child.

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>

Judgements on school performance were made using a range of data sources collected from students, staff, community and school feedback and performance measures.

Strategic Direction 1

Wellbeing and Engagement

Purpose

To ensure that there is a strategic and planned approach to excel in whole school wellbeing and engagement processes that support all students so they can connect, succeed, thrive and learn.

Improvement Measures

1. An increased percentage of students and teachers indicating improved wellbeing.
2. Increase the percentage of learning time in classrooms through the elimination of behavioural disruptions.
3. Improved regular whole day student attendance.
4. Increased parent and carer engagement in all aspects of the school.

Progress towards achieving improvement measures

Process 1: Students, teachers, parents and carers will engage in regular conversations to discuss student goals in curriculum and wellbeing.

Evaluation	Funds Expended (Resources)
Referrals to Learning and Support are informed using formative and summative assessment, and provide a suite of actions implemented by the class teacher before accessing additional support.	Assistant Principal Wellbeing (\$130,000)
All parents/carers contacted by classroom teachers to collaborate on Personalised Learning and Support Plans.	Boardmaker for Visual Supports (\$200 per annum)
16 students from Years 3–6 targeted for Social and Emotional Learning.	Display boards for the playground (\$2,000)
Year 6 students engaged with external providers to build resilience and develop goals to support transitioning to high school.	Teaching resources for SEL (\$2,000)
Decreases in negative playground data demonstrated in PBL Playground monitoring book and on SENTRAL incident register.	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$134200.00)

Process 2: School guidelines and practices will reflect Department of Education policy to ensure early intervention for wellbeing and attendance.

Evaluation	Funds Expended (Resources)
VNPS Attendance Guidelines developed and implemented.	AP Wellbeing
Increase in student whole day attendance, with a decrease of students requiring formal interventions from the Home School Liaison Officer.	Guideline writing release (\$2,000)
Student attendance discussed at Learning and Support meetings, concerns and classroom teacher interventions recorded fortnightly, and AP Wellbeing engaging students and parents/carers in strategy development to improve attendance patterns.	Attendance awards and trophy (\$1,000)
Recognition of individual 100% attendance each term and annually has lifted the expectation of attending school and provided positive student feedback.	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$3000.00)
Tell Them From Me data has shown a 3% increase in Positive Behaviour at School and an 8% increase in Positive Relationships in 2019 demonstrating students are being impacted by the refinement of programs at VNPS in improving student wellbeing.	

Progress towards achieving improvement measures

Process 3: Wellbeing and student engagement programs will be strengthened across all learning environments, underpinned by the Wellbeing Framework.

Evaluation	Funds Expended (Resources)
<p>100% of students engaged in the PBL re-launch day, with explicit teaching of the school rules: Be Safe, Be Respectful and Be a Learner.</p> <p>PBL Peers trained in how to assist students in making friends and solving playground disagreements, and engaging with students who appear to be playing on their own. PBL Peers supporting teachers in the playground by encouraging students to seek support for problem solving from the teacher.</p> <p>Decrease in negative playground incidents with the implementation of sporting equipment available for student use during recess and lunch. K–2 students engaged in gross motor development play such as stilts and frisbees, and 3–6 engaged with equipment that required team sports.</p> <p>Mindfulness activities introduced to every class, embedded in the library and SEL programs. Students were demonstrating an awareness of their emotional state when deescalating from a heightened emotion.</p> <p>Front of school and student toilets have been upgraded in consultation with whole school community. Tangerine Street entry has been planned to have gardens and seating to welcome visitors to the site. This is a project that will be completed in conjunction with Villawood Bunnings.</p>	<p>PBL Peer and staff playground resources (\$2,500)</p> <p>Playground sporting equipment (Premier's Sporting Challenge)</p> <p>Professional Learning costs (\$3,000)</p> <p>School entry enhancements (\$12,000)</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$17500.00)

Strategic Direction 2

Quality Teaching and Learning

Purpose

To ensure the diverse needs of all students are met through exemplary teaching and learning practices.

Improvement Measures

1. Increased proportion of all teachers utilising reliable data to track and inform student learning.
2. Students will achieve or exceed a year's expected growth in Literacy and Numeracy.
3. All teaching and learning programs will be aligned with the NESA registration process and reflect NSW curriculum requirements.

Progress towards achieving improvement measures

Process 1: Through regular teacher analysis of data to inform teaching and learning programs students will be able to articulate their individual learning goals.

Evaluation	Funds Expended (Resources)
<p>K–2 data chats were implemented regularly and assisted teachers in identifying individual learning goals for students. It provided an opportunity for teachers to identify students who required further support through the Learning and Support Team or extending through differentiation.</p> <p>3–6 Teacher Quality Advisor intervention led to 71.4% of staff reporting they had excellent to extensive capacity to use student data to inform teaching of writing. Student data aligned with the Literacy Learning Progressions demonstrated 100% of students showed growth of two or more indicators.</p> <p>Implementation of two data collection points within the year for Years 1–6 using standardised assessments provided teachers with clear indications of students yearly growth in the areas of reading and spelling. All executive were engaged in analysing the data and discussing findings with teams to inform teaching and learning programs and support for 2020.</p> <p>The theory for the implementation of Learning Sprints had a change in focus in 2019, and the focus became Teaching Sprints with an analytical reflection of teacher practice rather than on the student. This approach needs to be developed further in 2020.</p>	<p>Teaching Sprints professional learning and collaboration (\$55,000)</p> <p>Teacher Quality Advisor</p> <p>Instructional Leader</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$55000.00)

Process 2: Teachers will develop appropriate teaching and learning strategies that meet the needs of individual students.

Evaluation	Funds Expended (Resources)
<p>100% of K–2 staff trained in the implementation of Get Reading Right to strengthen phonics programs in the early years.</p> <p>100% of teachers engaging with the Literacy Learning Progressions to inform teaching and learning in the area of writing.</p> <p>K–6 teachers engaging in fortnightly collaborative practices to reflect on student data in the areas of English and Mathematics and inform the teaching and learning programs for the following two week cycle.</p> <p>Review of the collaborative learning cycle and increasing the cycle to five weeks to allow for the development of deep knowledge and practice of new skills being learnt.</p>	<p>Get Reading Right Professional Learning (\$4000)</p> <p>Instructional Rounds (\$3000)</p> <p>Collaboration and Team Teaching (\$24000)</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$31000.00)

Progress towards achieving improvement measures

100% of teachers using clear and explicit Learning Intentions and Success Criteria when teaching students about writing.

Instructional Rounds identified 80% of students could articulate learning intentions and identify what they had to do to succeed, leading to improving student outcomes.

Process 3: Teaching and learning programs reflect NESA requirements and NSW curriculum.

Evaluation	Funds Expended (Resources)
All scope sequences are NESA compliant and address outcomes required in the six Key Learning Areas and the new Community Languages curriculum.	Scope and Sequence Working Party – Teacher Release (4,000)
Teachers implemented the updated scope and sequences during the year and provided ongoing feedback to the working party for future improvements.	Professional Learning (\$3,000)
Adjustments made to the PD/H/PE scope and sequence to align with the new syllabus.	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$7000.00)
Finalised all scope and sequences through evaluation and feedback, communicated to teachers on School Development Day to implement in 2020.	

Strategic Direction 3

Inspiring and Leading

Purpose

To inspire the leadership qualities in all and ensure the school community share a culture of high expectations.

Improvement Measures

1. An increase in teachers leading new or established programs, sharing expertise of teaching and learning experiences.
2. Continue to see an increase in the understanding of high expectations across all staff, students and parents/carers.
3. An increase of opportunities in leadership within the school.

Progress towards achieving improvement measures

Process 1: Opportunities will be developed and sustained to provide a variety of leadership roles for students across the school.

Evaluation	Funds Expended (Resources)
<p>An increase in leadership roles for students to include the traditional leaders with additional Sandpit Monitors, PBL Peers, House Captain Lunch Sports Equipment and Gardening Club.</p> <p>Identification purpose vests and hats for school leaders have provided the easy identification of student leaders within the school.</p> <p>School Captains and Vice Captains attended the GRIP Leadership Conference and recommended to continue engaging in this program for future school leaders.</p> <p>SRC engaged with a Community of Schools to develop knowledge and skills to lead an effective SRC within the school.</p> <p>2019 Tell Them From Me (TTFM) Survey shows an increase of 0.7 since 2017 in student advocacy at school, 0.5 higher than the NSW Government Norm.</p>	<p>GRIP Conference Registration and teacher release (\$700)</p> <p>Leadership Badges (\$500)</p> <p>Induction for new student leadership roles (\$2,000)</p> <p>Identification vests and hats (\$1,000)</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$4200.00)

Process 2: School systems and processes will be embedded into teacher practice to enhance professional learning and sharing of expertise.

Evaluation	Funds Expended (Resources)
<p>Differentiated Professional Learning opportunities provided by expert teachers at Villawood North PS has built capacity in ICT, phonics instruction and explicit teaching.</p> <p>Expert teachers in K-6 classrooms weekly, supported the implementation of quality literacy sessions.</p> <p>Structured 'Sharing of Expertise' time scheduled weekly with the expectation of staff sharing once they have engaged in external professional learning.</p> <p>Use of the Villawood North PS Google Drive to share resources post professional learning has provided a suite of support across a variety of topics.</p>	<p>Teacher release</p> <p>Team teaching opportunities</p> <p>Professional Learning planning and mentoring release</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$49000.00)

Process 3: Expanding the opportunities for parents to engage with the school to develop strong partnerships.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>Tell Them From Me survey had an increase in the number of parents/carers engage in the survey from 2018 by 100%.</p> <p>Parent Forums have provided feedback that communication has improved between school and home with a parent average attendance of 44% at Meet the Teacher in 2019 in comparison to 20% in 2018.</p>	<p>Community Liaison Officer (\$18,000)</p> <p>Parent Caf&eacute; (\$1,000)</p> <p>Translator Services (\$2,000)</p> <p>Multicultural Day (\$1,000)</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$22000.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Consultation with local Elders</p> <p>Smoking Ceremony</p> <p>Bush Tucker Garden plants, soil, and gardening equipment</p> <p>Villawood Bunnings</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$4 000.00) 	<p>Two staff members regularly attending Fairfield Aboriginal Education Consultative Group (AECG) providing advice on all matters relevant to education and training with the mandate that this advice represents the Aboriginal community viewpoint.</p> <p>Connections between VNPS, Villawood Bunnings and Aboriginal Elders have been made and continue to grow in strength with future projects for improving the school grounds and gardening recommendations are developing a strong sense of connection with our community and land.</p> <p>Whole school Acknowledgement of Country prior to the commencement of all assemblies and meetings embedded in day to day school activities.</p>
English language proficiency	<p>EALD Teacher 1.2 FTE (\$129,000)</p> <p>Volunteer teachers for Homework Club</p> <p>Bilingual texts (\$5,000)</p> <p>IPads (\$5,000)</p> <p>Bilingual School Learning and Support Officer 0.4 FTE (\$27,000)</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$166 000.00) 	<p>15% of students regularly accessing Homework Club.</p> <p>Bilingual texts available in the library, EALD and Community Language rooms for students to read and borrow.</p> <p>IPads purchased to support teaching and learning.</p>
Low level adjustment for disability	<p>Teaching staff (\$129,000)</p> <p>School Learning and Support Officer 0.6 FTE (\$40,000)</p> <p>Get Reading Right resources (\$10,000)</p> <p>Toe By Toe resources (\$1,000)</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$180 000.00) 	<p>31 students accessed the Toe By Toe program with 100% of students demonstrating growth in their ability to decode unknown words.</p> <p>All K–2 classes had complete sets of readers and teacher manuals to support explicit phonics instruction.</p> <p>The refinement of assessment processes, Learning and Support Team Guidelines and a tiered approach to student support has provided clear identification for targeted Learning and Support interventions.</p> <p>Learning and Support teachers have collaborated with classroom teachers to develop explicit Personalised Learning and Support Plans (PLaSP's), and supported classroom differentiation to align with the classroom program and outcomes.</p>
Quality Teaching, Successful Students (QTSS)	<p>Instructional Leader</p> <p>Learning and Support Teacher trained in Synthetic Phonics implementation</p>	<p>100% of K–2 teachers engaged in team teaching with expert teachers in phonics, literacy and numeracy on a weekly basis.</p> <p>All K–6 teachers engaged in team teaching with school leaders to develop consistency in high expectations across the school.</p>

Quality Teaching, Successful Students (QTSS)	<p>Assistant Principal Wellbeing trained in Special Education</p> <p>Assistant Principal Learning and Support</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$49 000.00) • Early Action for Success (\$168 000.00) 	<p>Targeted teachers who had challenging students engaged in team teaching with the AP Wellbeing to deliver consistent wellbeing and positive behaviour programs.</p>
Socio-economic background	<p>Employment of an additional teacher (\$110,000)</p> <p>Speech Therapist (\$50,000)</p> <p>Promethean Panels (\$20,000)</p> <p>Student Laptops (\$13,000)</p> <p>Reading Eggs (\$4,000)</p> <p>Mathletics (\$4,000)</p> <p>Uniforms (\$2,000)</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$203 000.00) 	<p>19 students accessed speech assessments providing detailed reports with recommendations to support personalised learning plans, 16 students accessed individualised speech therapy sessions at school. In 2020 the model for in-school speech therapy will include in-class support.</p> <p>100% of students engaging with Reading Eggs and Mathletics to support literacy and numeracy.</p> <p>16 laptops purchased to support learning in Stage 1 classrooms.</p> <p>4 promethean panels installed in Kindergarten and Stage 1 classrooms.</p>
Support for beginning teachers	<p>Beginning Teacher networks</p> <p>Professional Learning</p> <p>Mentor identified by the Beginning Teacher</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$7 000.00) 	<p>2/3 Beginning Teachers submitted documentation for Teacher Accreditation at Proficient</p> <p>100% of Beginning Teachers within their first five years of teaching accessed networks and professional learning regularly to support development in classroom management, assessment and differentiation.</p> <p>100% of Beginning Teachers were supported by the Instructional Leader in their implementation of literacy and numeracy.</p>
Targeted student support for refugees and new arrivals	<p>EALD Consultant</p> <p>Professional Learning</p> <p>IPads and apps</p> <p>Bilingual texts including dictionaries</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Targeted student support for refugees and new arrivals (\$7 000.00) 	<p>New enrolment process for Newly Arrived students including the EALD teacher being present, and information gathered at the meeting is used to inform wellbeing and teaching and learning programs. The delivery of daily explicit teaching and learning for newly arrived students.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	146	133	142	133
Girls	128	128	126	136

Student attendance profile

School				
Year	2016	2017	2018	2019
K	92.9	95.4	91.3	91.2
1	94.7	94.6	93.8	91.2
2	93.4	94.6	93.5	93.6
3	94	93.7	93.2	94.1
4	94.6	94.3	93	91.3
5	95.7	91.8	94.7	92.5
6	95.1	94	87.6	92.7
All Years	94.3	94.1	92.7	92.3
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	9.7
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.6
Teacher ESL	1.2
School Administration and Support Staff	2.61
Other Positions	1.2

*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	353,400
Revenue	3,524,092
Appropriation	3,439,148
Sale of Goods and Services	6,486
Grants and contributions	77,084
Investment income	1,074
Other revenue	300
Expenses	-3,329,584
Employee related	-2,918,744
Operating expenses	-410,840
Surplus / deficit for the year	194,507

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	39,516
Equity Total	865,778
Equity - Aboriginal	4,372
Equity - Socio-economic	505,281
Equity - Language	170,731
Equity - Disability	185,394
Base Total	2,027,578
Base - Per Capita	62,883
Base - Location	0
Base - Other	1,964,695
Other Total	460,650
Grand Total	3,393,523

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 website.

Parent/caregiver, student, teacher satisfaction

Feedback from parents/carers demonstrated satisfaction in the improved Homework Guidelines, implementation and feedback of homework and the establishment of the Homework Club. The partnership with Save the Children to deliver a Playgroup to our families also has had success connecting our families within the community and engaging with external providers to build knowledge and connections about the local community supports. The introduction of the recess and lunch sports equipment has been a great success and strongly supported by the community. Upgrading the appearance of the school has been a strong focus for the parents/carers, and with the refurbishment of student toilets, painting of the external buildings, install of signage at each entry point and in the school hall and new roofing has started the school environment improvements. Future directions as recommended by our community include water bottle refill stations, purchase of additional laptops in the classrooms, development of the quiet area to include playground equipment and the establishment of a P&C.

Student feedback collected from forums and Tell Them From Me have indicated an increase in student satisfaction at school with teaching and learning and wellbeing. 80% of students reported they enjoyed being able to articulate their own learning intentions and identify what they had to do next to succeed. Students have identified the school environment and access to iPad and laptops as being top priorities for 2020.

There has been a 37% increase in staff feedback on school planning and processes when working towards school improvement. 100% of staff were involved in the School Self Evaluation process and provided recommendations for considerations in 2020 planning. High priorities for 2020 identified by staff were to broaden the speech therapy program to address the high number of students referred to the Learning and Support Team with language delay, continue to provide opportunities for teachers to collaborate and implement a structured mentoring program to engage in targeted professional 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.