

Elanora Heights Public School

2019 Annual Report



Elanora Heights Public School

RESPECT

ACHIEVEMENT

RESPONSIBILITY

Introduction

The Annual Report for 2019 is provided to the community of Elanora Heights 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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School background

School vision statement

An effective, creative, collaborative and engaged learning community that ensures all members achieve academic, physical, cultural and emotional growth.

School context

Elanora Heights Public School (EHPS) is an inclusive, co-educational school with an enrolment of approx. 590 students, situated in a unique bushland setting on the Northern Beaches.

The school enjoys a strong tradition of excellence across its academic, sporting, cultural and wellbeing initiatives, with a diverse range of curriculum and extracurricular programs on offer to cater for students with a full range of abilities and interests.

Our students come from a range of ethnic and socio-economic backgrounds and are supported by an active and supportive parent community.

Elanora Heights Public School is a proud member of the Peninsula Community of Schools.

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>

Strategic Direction 1

Growing Together in Teaching

Purpose

Our teaching practice reflects what works best and why. It incorporates critical and creative thinking, and inquiry processes to ensure all members of our learning community flourish in their academic, physical, cultural, social and emotional wellbeing.

Improvement Measures

- All staff increasingly articulate the What Works Best themes and show evidence of their implementation through lesson observations, grade meeting minutes and attainment of PDP goals.

- Formative assessment measures are evident in all teaching and learning programs.
- Teacher self-reported survey data indicates an improvement in teacher knowledge, application and confidence in using formative assessment in English and Maths.

- 24 teachers have completed the Quality Teaching in Maths inquiry learning project.

Tell Them From Me (TTFM) survey data:

- **Teachers have given me helpful feedback about my teaching** increases annually from 6.0 in 2017.
- **School leaders have provided guidance for monitoring student progress** increases annually from 5.4 in 2017.

* Baseline data from Sentral indicates a decrease in classroom and playground 'white card' incidents each year.

Analysis of student learning outcomes data in reading, writing and numeracy indicates positive student growth each semester.

Overall summary of progress

Overall we are making positive progress with regard to our improvement measures. All staff can articulate the What Works Best themes, with evidence in their teaching and learning programs and classrooms. Formative assessments form the core of our assessment practices, with collaborative practices existing to improve teacher confidence in this form of assessment.

The Quality Teaching in Maths project was suspended half way through 2019 when we established an Instructional Leader – Mathematics position in the school.

Our TTFM survey data shows improvement, with **Teachers have given me helpful feedback about my teaching** increasing slightly to 6.1 in 2019 and **School leaders have provided guidance for monitoring student progress** increasing significantly to 7.7, an excellent achievement for our leadership team.

Our classroom and behaviour white card incident data has continued to decrease, with a 30% decrease being recorded in 2019.

In 2019 the school moved to the online delivery of NAPLAN for years 3 and 5, with significant issues being experienced due to poor connectivity during the assessment. This has significantly impacted our results this year, so progress has been difficult to substantiate through that one assessment.

Progress towards achieving improvement measures

Process 1: Teachers engage in spirals of inquiry and professional learning on productive pedagogies, based on the most effective teaching **strategies in literacy and numeracy as identified by the Centre for Statistics and Evaluation (CESE).**

Staff will engage in:

Targets:

1. **2018 – Explicit Teaching and Feedback** processes which are specific and timely
2. **2018, 2019 & 2020 – Collaborative** practices to ensure **High Expectations** and improve student learning in English and Maths
3. **2019 & 2020 – Data** generation and analysis to inform teaching

Process 1: 4. 2019 & 2020 – Wellbeing practices to promotes positive Classroom Management (Second Step Program implemented)

Evaluation	Funds Expended (Resources)
<p>1. Explicit teaching</p> <p>Evidence of impact:</p> <p>Writing goals evident through the use of literacy progressions (Creating Texts) with learning goals for writing delivered specifically for imaginative writing. Students developing peer and personal goals through explicit feedback opportunities.</p> <p>2. Collaboration</p> <p>Are staff using Collaboration Meeting time effectively to engage in rich conversation about students and plan effective teaching and learning programs together?</p> <p>Evidence of activity</p> <ul style="list-style-type: none"> • Weekly timetabled 1 hour sessions in grade teams to promote and build collaborative capacity within grade teams. • Admin meeting activity with staff re Collaboration Meetings becoming more admin than collaborative programming • Staff identified a desire to remove admin from these sessions and make them solely for purpose of planning and programming in a collaborative environment <p>Evidence of impact</p> <ul style="list-style-type: none"> • 5–week cycle (25 lessons per unit) with culminating tasks • Nimble, responsive programming • Staff feeling comfortable in their own professional judgement re: direction of the teaching and learning experience • Commitment to increasing in the level of text complexity in literacy study • Greater confidence in planning programs, teaching English/writing, choosing texts appropriate • Improving integration opportunities across KLAs <p>3. Data</p> <p>Evidence of activity</p> <p>Each grade has been responsible for the generation of data related to a specific grade/school goal.</p> <ul style="list-style-type: none"> • ES1 + S1 – Vocabulary data, SENA data and Benchmarking • S2 – SENA data and Torch testing • S3 – Maths formative and summative data, Torch testing, writing progressions (Year 6) <p>Evidence of impact</p> <ul style="list-style-type: none"> • Grades developed efficient methods of data collection and used their data to track student learning. • Torch assessments generated rich discussions on 3–6 regarding removing the ceiling for high performing students and practices established across 3–6 to track individual student progress. • The HPGE policy release prompted rich discussion around the triangulation of data to confirm student achievement with trial assessments determined for 	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$40000.00) • School funding – Wellbeing (\$10000.00)

Progress towards achieving improvement measures

2020.

- New processes in place to commence 2020 for each grade to generate and evaluate student performance data in reading, and numeracy.
- Assessment processes refined to allow accurate levels of achievement to be determined with no ceiling effect.

4. Wellbeing

Evidence of activity

- All staff trained in Emotion Coaching strategies through the GOT IT program.
- GOT IT program implemented K–2 with students/parents.
- Parent workshops on Emotionally Intelligent Parenting and Transition to School implemented for the school community.
- Second Step training completed for all staff K–6.
- Second Step program implemented across K–6.

Evidence of impact

- Common language around emotion coaching is evident from students, staff and parents.
- Second Step program is visible in school playground.
- Year 6 Wellbeing Ambassadors, trained in the Second Step processes, have been established with students offering support to students in the playground in 2020.
- Emotional Health survey conducted by the PCS through Macquarie University indicated very positive data results with only 28 participating students identified across Years 4–6 experiencing higher than average responses to questions relating to anxiety (21) and bullying (7). This was very low in comparison to other schools in the survey pool (15 schools).
- A Wellbeing team was established, with a review of the school's Wellbeing Policy conducted – draft ready for 2020 with a complete review of the school's award system. This is in response to research from William Glasser regarding building student resilience, self–concept and choice theory.
- Processes to manage student behaviour are being implemented with greater consistency across the school, with a 30% decrease in student incidents across 2019.

Process 2: Teachers engage in professional learning to enhance their understanding of quality teaching.

Targets:

- **2018 – 2020** – Working with an Instructional Leader in English
- **2018 – 2020** – Quality Teaching in Mathematics project and engaging with an Instructional Leader in Mathematics
- **2019** – Quality Teaching Rounds with Newcastle Uni (2020 opt in on grades)
- **2019 – 2020** – Linking PDPs to strategic plans and the Australian Professional Standards for Teachers
- **2018 and 2019** – Gifted and Talented professional learning

Evaluation	Funds Expended (Resources)
<p>1. English</p> <p>Evidence of activity:</p> <ul style="list-style-type: none"> • Jann Farmer–Hailey was employed as an Instructional Leader – English to work with the school for 3 half day sessions each term, with grades rotating through the sessions to determine an area of their literacy programming to develop. Sessions involved collaborative planning of a lesson which was then delivered as a modelled lesson (and filmed), with reflection occurring following the session. 	<ol style="list-style-type: none"> 1. Approx \$10,000 school professional learning funds were used to engage the Instructional Leader – English . 2. Approx \$40,000 of school funds were used to release and backfill the Deputy Principal to work as an Instructional Leader for semester 2. 3. The QTR project was fully funded

Evidence of impact:

- Rich discussions regarding quality texts and setting high expectations for writing tasks were evident through session observations and video recordings. Staff requested further time with the IL to deepen their understandings and to provide ongoing support.
- In response to staff requests, the IL– English was employed on the two staff development days at the end of 2019 to launch a school-wide approach to the first 20 days of teaching in the new year.
- Improved quality of literacy activities with greater differentiation and monitoring of student progress through 5 weekly cycles and culminating tasks was evident through program supervision processes each term, conducted by the Principal.
- Literature resources have been reviewed, with lists of quality texts being identified in consultation with the IL– English.
- Student achievement data was available to hand over to 2020 teachers on each grade, with more granular information available for each student.

2. Mathematics

Evidence of activity:

- In the second semester of 2019, we deployed our Deputy Principal to work as an Instructional Leader – Mathematics as a trial. In this role she worked with staff at EHPS, along with supporting staff in two other schools in the Pittwater Network.
- Within our school, a project to improve early numeracy skills using the Rekenrek resource was implemented with Kindergarten staff, along with Grades 3 and 4 participating in workshops to enhance critical thinking and problem solving skills in mathematics.

Evidence of impact:

- Surveys were conducted to determine teacher satisfaction and impact on mathematics teaching practices, with positive self-reported data received from participating staff.
- Staff had the opportunity to work with Prof. Doug Clarke, a world leader in mathematics education, to deepen their understandings around quality mathematics teaching strategies and differentiation. These workshops were recorded for future learning for staff.
- The Kindergarten team from EHPS were invited to present their Rekenrek project at the MANSW conference in Term 4 2019 due to its outstanding success.
- Kindergarten numeracy data collated indicated a significant improvement in students' ability to subitise and represent number combinations to 10 and beyond.
- Our Deputy Principal will be initiating a Primary Maths Specialist Initiative across 7 schools as a pilot for the Department of Education in 2020.

3. QTR – Quality Teaching Rounds

Evidence of activity:

- 4 school staff were selected to participate in QTR training with Newcastle Uni.
- Baseline data in literacy and numeracy was generated. (PAT Maths and Reading).
- Quality Teaching Rounds were implemented in the school, with lesson observations, coding and feedback occurring.

by the University of Newcastle.

4. No funding was required for this process.

5. Approx \$3,000 Professional learning funds were used to train staff in COGE.

Evidence of impact:

- Teachers participating in the program demonstrated improved understanding of the quality teaching framework and its various components.
- Lesson observations included rich discussions regarding quality processes and practices.
- Student post assessments indicated improved performance due to the quality teaching strategies.
- Staff participating in the project are enthusiastic to engage other teachers in the program for 2020.

4. Performance and Development Plans (PDP)

Evidence of activity:

- Staff trained in PDP process with emphasis on linking to key strategic plans and teaching standards.
- All staff completed a PDP in consultation with their supervisor.
- Mid-year and end of year reviews were conducted, however there was little re-engagement with the PDP throughout the year. This will need reviewing for 2020.

Evidence of impact:

- Staff have a clearer understanding of the strategic directions of the department and the Australian Professional Standards for Teachers.
- The school's Strategic Plan was utilised throughout the year to determine grade goals, with progress towards those goals occurring on a data wall in the staff meeting room – greater accountability was evident towards targets.

5. GATS

Evidence of activity:

- Staff with GATS clusters attended mini COGE course in January.
- GATS committee met throughout the year to discuss teaching and learning initiatives to differentiate learning for identified students.
- The High Potential Gifted Education policy was released during the year, with the committee conducting a review to determine future directions.

Evidence of impact:

- With the release of the High Potential Gifted Education policy throughout the year, the committee reviewed our current identification and student performance data monitoring processes. As a result, a trial of peer, parent and staff identification checklists were implemented in Term 4, with data tracking sheets established.
- NAPLAN data added to identification processes with the new online format, prompting a re-evaluation of our current identification methods.
- A standardised assessment will be trialed in 2020 to triangulate our data to ensure students are correctly identified and appropriately catered for as they progress through their schooling.
- Teaching and learning programs are beginning to show evidence of greater differentiation for high potential students at the planning level.

Strategic Direction 2

Growing Together in Leading

Purpose

Leadership skills are fostered at all levels within our school community, with instructional leadership practices developed and implemented to ensure the effective leadership, support and growth of our learning community.

Improvement Measures

- **Tell Them From Me (TTFM) data** – School leaders have provided me with useful feedback about my teaching – increases annually from 5.2 in 2017.
- **TTFM** – School Mean for Leadership increases from 6.0 in 2017, towards the NSW Govt Norm.
- **Parent input** increases annually from 2017 baseline data with regard to:
 - School planning – 26%
 - Development or review of school policies – 17%
 - Teaching practices – 8%
 - Curriculum – 7%
- The number of parents responding to school-wide surveys such as TTFM and Survey Monkey increases annually from 48 parents in 2017.
- The number of staff seeking promotion or accreditation at higher levels increases annually.
- The number of lesson observations for the purpose of reflective practice increases in number and diversity across the school per teacher per year.
- Executive staff are able to nominate effective management strategies utilised following their participation in the Art of Leadership program and report improved confidence in managing their teams via self-reported survey data.
- Minutes from grade meetings indicate evidence of instructional leadership and collaborative practices.
- PCS emotional health survey data indicates an improvement in student self-reported mental health issues per year from 2019.

Overall summary of progress

Progress towards our improvement measures has been steady. School leaders have provided me with useful feedback about my teaching increasing to 5.8 in 2019. There is still work to be done in this area and this may increase with our instructional leader position in 2020.

Our school mean for Leadership was 6.9 in 2019 which was an improvement, but still under the NSW norm of 7.1. Further support for our staff through effective leadership teams will be a focus for 2020.

Our TTFM parent survey data was impacted this year as it coincided with another survey being implemented at the same time. We will seek to greatly improve our participation rate for 2020 to provide a more reliable data set.

Executive staff are continuing to implement effective management strategies to support colleagues and students. School initiatives are evident in meeting minutes from all grades. In 2020 all meeting minutes will be centralised to facilitate further cohesion in our practices, with a trail of grade leader positions to improve communication and collaborative practices further.

Progress towards achieving improvement measures

Process 1: Staff leadership skills are developed to enhance instructional and transformational leadership.

Targets:

2018 – Collaboration meetings are used to support staff learning

2019 – Executive staff attend Art of Leadership

2020 –

QTR is implemented on an opt-in basis

Instructional leaders in English and Mathematics work with grade teams

Process 1: Committee team leaders are supported to lead and manage school programs

Evaluation	Funds Expended (Resources)
<p>1. Executive Staff Attend Art Of Leadership</p> <p>Evidence of activity:</p> <ul style="list-style-type: none"> • Phase one of the AOL course is completed by 4 executive staff in January. • Principal attended AOL Masterclass in May. • Chairing of executive and admin meetings is shared amongst key executive staff. <p>Evidence of impact:</p> <ul style="list-style-type: none"> • Roles and responsibilities are presented on the SDD to allow staff opportunities to nominate themselves for various tasks. • Meeting protocols are established for admin and exec meetings, with protocols published. • Executive staff share the chairing of admin and exec meetings to develop leadership skills. • Executive staff utilise positive outcome process with staff, students and parents to resolve issues. • Executive team display improved confidence when managing complex situations and team dynamics. • Strategic planning is streamlined to allow for easier mile stoning practices. 	<p>Approx \$6,000 of professional learning funds were allocated for executive staff to attend the Art of Leadership program and masterclass.</p>

Process 2: Student leadership skills are fostered K–6.

Targets:

2018 – Student leadership election policy reviewed and confirmed

2019 – Student leadership opportunities are expanded

2019 – Second step student leaders established in the playground

2020

– Student leadership role statements reviewed

– School Chaplain to mentor student leaders

Evaluation	Funds Expended (Resources)
<p>1. Student leadership opportunities are expanded</p> <p>Evidence of activity:</p> <ul style="list-style-type: none"> • New creative arts captain positions established to include: Dance, Choir, Band and Strings • Role statements with specific selection criteria developed for all positions, with students submitting an expression of interest for each position • Selection process completed by conductors/group organisers and announced to the community. • Students in Year 5 and Year 3 receive leadership training throughout the year. <p>Evidence of impact:</p> <ul style="list-style-type: none"> • Leadership positions now include: SRC reps across all classes, school captains and prefects, sports house captains, library, technology, canteen monitors, creative arts captains as listed above and Wellbeing Ambassadors – see details below. • Students applying for leadership positions increased significantly in 2019, 	<ul style="list-style-type: none"> • Approx \$1,000 of school funds were used to purchase additional resources for the various student leadership positions and wellbeing ambassadors – eg badges, lanyards, training materials for leadership training days.

Progress towards achieving improvement measures

with approx 50 students from Year 5 nominating for positions from a grade of 72.

- Parents were very supportive of selection processes as a result of clearly defined role statements and selection guidelines.
- A buddy program is established with the following structure: K–4, 1–5, 2–6, with Year 3 as buddies in training for the following year.

Second Step Leaders Established in the Playground

Evidence of activity:

- Second Step lessons delivered K–6 throughout the year.
- Year 5 students received additional training in the problem solving strategies from Second Step.
- Students nominated themselves to become an ambassador.
- Year 5 students designed Wellbeing Ambassador badges for students to wear in the playground.
- Additional resources were purchased (Second Step lanyards) for students to wear.

Evidence of impact:

- We were overwhelmed with the number of students volunteering to be a Wellbeing Ambassador in the playground, with 38 students being selected by the end of Term 4. Students demonstrate great positivity towards the program.
- Students will be supported by a year 6 teacher and a soon-to-be appointed Youth Worker in 2020.
- Further impact will be evident once the program commences in 2020.

Process 3: Parents engage in decision making processes within the school, leading to improved outcomes for students.

Targets:

- **2018** – Community Liaison Officer established to facilitate communication processes
- **2019** – Community grants utilized to provide enhancements to school facilities
- **2019** – OOSH tender process completed
- **2019** – Parent forums established to provide information and feedback
- **2020** – Parents engage in Strategic planning review

Evaluation	Funds Expended (Resources)
<p>1. Community Grants</p> <p>Evidence of activity:</p> <ul style="list-style-type: none"> • Building Community Partnerships grant application for new goal posts was submitted by our Community Liaison Officer – successful. • Local School Community Fund grant application was submitted by our STEM teacher for new robotics equipment – successful • Eco Schools Grant was submitted by our Community Liaison Officer for the establishment of an indigenous garden – unsuccessful. <p>Evidence of impact:</p> <ul style="list-style-type: none"> • New multi-purpose goal posts with netting have been installed on two sporting fields within the school, allowing for greater sports training opportunities and activities for students during break periods. The community are also able to access these resources during school holiday periods. • Robotics kits have been purchased for our science program to enrich curriculum understandings and experiences for students K–6. <p>2. OOSH tender</p> <p>This process has been put on hold by the department in 2019, with re–</p>	<ul style="list-style-type: none"> • Building Community Partnerships grant – \$10,000 • Local School Community Fund – \$20,000. • Parent workshops and information evenings at no cost due to time donated by Northern Sydney Health and teaching staff.

engagement in 2020.

3. Parent forums

Evidence of activity:

- Class parents established for all classes K–6 and managed by Community Liaison Officer. Meetings held every term in week 6.
- 2 Maths information and reading sessions held for K–2 and 3–6 parents.
- GOT IT emotion coaching program implemented in Term 1.
- Transition to School program implemented by GOT IT team in term 4 as part of kindergarten orientation program.
- P & C meetings held twice per term.

Evidence of impact:

- Feedback provided through Class Parent meetings and P & C meetings has determined changes to our Meet the Teacher evenings, school awards system, school reporting processes, school communication processes, fees payment processes and fundraising initiatives.
- Parent workshops and information evenings were very well attended, with future events requested for 2020.
- Consistent approaches to student behaviour management is evident, with evidence of parents using the language of emotion coaching observable in parent/child interactions.

Strategic Direction 3

Growing Together in Learning

Purpose

Our learning involves critical and creative thinking and incorporates strategies to make learning visible so that we can recognize, encourage and monitor personal growth, ensuring all students connect, succeed and thrive.

Improvement Measures

- The number of students participating in external competitions and events increases each year, along with the level of achievement attained.

NAPLAN

- The percentage of Year 5 students achieving greater than or equal to expected growth in NAPLAN data increases by 5% annually from the 2017 baseline of:

Reading – 72.2%

Writing – 59.0%

Numeracy – 65.8%

- The number of students gaining entry into academically selective programs such as Opportunity Classes, Selective High School and Extension Year 7 Classes increases over the 3 years from 2018 – 2020.

Tell Them From Me (TTFM) data:

- ***Students who are interested and motivated*** increases annually to meet the state average of 78%.
- ***The percentage of students in the high skills and high challenge quadrant*** increases annually from 35% in 2017 to meet the state average of 53%.
- ***The percentage of students who were confident of their skills but did not find classes challenging*** decreases annually from 39% in 2017, to meet the state norm of 26%.
- ***The percentage of parents who report they feel informed about their child's social and emotional development*** increases annually from 5.3% in 2017.
- ***The percentage of parents who report they are well informed about their child's progress in school subjects*** increases annually from 6.2% in 2017.

Value Added (VA) data from SCOUT:

- K–3 maintains Delivering and moves towards a positive VA score.
- 3–5 maintains Delivering and moves towards a positive VA score
- 5–7 improves to Delivering and towards a positive VA score.

- Baseline data from Sentral indicates a decrease in classroom and playground 'white card' incidents each year.

- Analysis of student learning outcomes data in reading, writing and numeracy indicates positive student growth each semester.

Overall summary of progress

Positive outcomes in line with our improvement measures have been evident, with greater participation rates of students engaging in external competitions and gaining entry into selective programs (1 into opportunity class, 3 into selective high school and 12 into extension classes for Year 7). As mentioned previously, our NAPLAN data for 2019 was unreliable due to test implementation difficulties.

Out TTFM data has remained stable or slightly improved, with *Students who are interested and motivated* maintaining at 77%. There has been an increase in the number of students in the High skills and high challenge quadrant, with 42% self-reporting in 2019. There is still work to be done in this area to meet the state average.

The data for *students who are confident of their skills but do not find classes challenging* has decreased from 39% to 33%, moving towards the state norm.

As previously mentioned, our parent data was unreliable in 2020 due to the timing of the survey.

Progress towards achieving improvement measures

Process 1: Students are provided opportunity to learn and demonstrate their growth.

Targets:

- **2018 – 2020** – Utilization of visible learning strategies to promote high engagement
- **2018**– Innovative classroom structures and processes established (STEM room)
- **2019** – Extra-curricular opportunities are expanded to meet student need
- **2019 and 2020** – Transition programs are strengthened between the school and pre-schools/high schools to support student learning
- **2020** – 3 way parent/teacher/student interviews established

Evaluation	Funds Expended (Resources)
<p>1. Visible learning</p> <p>Evidence of activity:</p> <ul style="list-style-type: none"> • Grades have determined ways to generate baseline data to enable them to set learning goals for their students <p>Evidence of impact:</p> <ul style="list-style-type: none"> • – ES1: Visible in some classrooms (classroom displays). Visible in concept unit used by whole stage. – Year 1: Visible in classrooms and programming – Year 2: Not yet visible in all classrooms. However is a part of professional dialogue. Goals are set, but language of visible thinking not present. – Stage 2: In Notebooks across stage as a part of planning process. Inconsistent evidence if whether it is being referred to in lessons. – Stage 3: Evidence in programming across stage. Year 6 in every lesson plan. Visible in classrooms, but not 100% consistency. <p>2. Extra Curricular activities</p> <p>Evidence of activity:</p> <ul style="list-style-type: none"> • All extra-curricular programs are established with staff willing to coordinate. • Transparent selection processes are established for all activities. • Opportunities to cater for gifted students were explored. • 3D printing club established. • Coding club established. • Northern Sydney rep team application process promoted widely throughout the school. <p>Evidence of impact:</p> <ul style="list-style-type: none"> • 4 students attended an enrichment Art Camp in 2019 for the first time. • 8 students attended Maths Camp in 2019. • 4 students were successful in their selection for Northern Sydney rep teams in Rugby Union (1), Touch Football (1), and Basketball (2). • One student was selected for the Sydney North Ballet Ensemble. • One student represented the school in the regional choir. • 2 students gained entry into selective high school and one student into the Opportunity Class for Year 5. • 15 students were offered places at academic extension programs in local high schools. • The debating teams won the Zone competition of the Premier's Debating Challenge. 	<p>\$15,000 of school funds were used to support creative arts programs in 2019 including the production of a school musical and the support of our school band program.</p>

Progress towards achieving improvement measures

3. Transition programs

Evidence of activity

- All students (apart from Year 3) were allocated a buddy, with twice termly buddy morning teas established to foster relationships.
- Grades organise activities to strengthen buddy relationships throughout the term.
- Year 6 high school application process is completed and contact made with local high schools to begin conversations regarding student transitions.
- A teaching and learning unit, "Program for Transition" was developed and implemented during Term 4 to prepare students for life at high school.

Evidence of impact:

- Contact has been established with Narrabeen Sports HS, Mater Maria HS, and MacKellar Girls HS, with information about students enrolled for 2020 shared and discussed at meetings.
- Year 6 staff finalised and updated any NCCD information in preparation for handover meetings with NSHS.
- Students reported feeling better prepared for high school after participating in the transition program throughout Term 4.

Process 2: Students apply the principles of emotional self-regulation in problem solving situations.

Targets:

- **2019** – GOT IT program introduced and implemented in conjunction with Department of Health and Uni of Sydney
- **2019** – Second Step program introduced to all staff, students and community K–6
- **2020** – Second Step Ambassadors established in the playground

Evaluation	Funds Expended (Resources)
<p>1. GOT IT</p> <p>Evidence of activity:</p> <ul style="list-style-type: none"> • Emotion coaching training implemented by GOT IT team for all staff and parents. • Teachers K–2 complete student surveys to identify target students and families. • Parents of identified students interviewed to determine suitability in the program. • Final list of target families developed. • Target families program implemented throughout Term 2. <p>Evidence of impact:</p> <ul style="list-style-type: none"> • 6 out of 7 parents reported an increase in their level of satisfaction of their child's behaviour. The 7th parent's score remained the same pre and post group. • 6 out of 7 parents reported an increase in their satisfaction with themselves as a parent. The 7th parent showed a one point reduction. • 6 out of 7 parents reported an increase in their satisfaction in their relationship with their child. The 7th parent's score remained the same pre and post group. • Universal strategies and language used in the playground and classrooms is evident post program implementation. <p>2. Second Step</p>	<p>\$8,000 of school funds were used to source teaching resources for the Second Step program.</p>

Progress towards achieving improvement measures

Evidence of activity:

- All staff trained in the Second Step program.
- Lessons delivered at a consistent time throughout the school
- Posters displaying second step principles purchased for display in playground
- Strategies reinforced through weekly newsletter and school assemblies.

Evidence of impact:

A report was developed by Northern Sydney Health to determine the effectiveness of the program with the following outcomes:

- 32% of the time, students 'often' or 'always' used the skills they learned from Second Step on their own.
- 80% of the time, students 'often' or 'always' used the skills they learned from Second Step when prompted.
- Teachers reported that they were beginning to see students using the hand signals independently in the playground.
- Playground 'incidents' decreased by 30% during the year.

Key Initiatives	Resources (annual)	Impact achieved this year
<p>Aboriginal background loading</p>	<ol style="list-style-type: none"> 1. Release time was given to staff to meet with parents and write the PLPs. 2. Costs for this experience were covered through the Aboriginal background funding provided through RAM. 3. There was no cost for this art workshop. 4. No cost for this experience with Denis Foley. 5. Release time was provided for staff to attend this cultural immersion. 6. Costs associated with the event were covered from the RAM funds provided. <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$4 134.00) 	<p>Evidence of activity:</p> <ol style="list-style-type: none"> 1. PLPs written for Aboriginal students in consultation with parents to develop appropriate learning goals for students. 2. Year 4 students participated in an Indigenous Australia Virtual Reality Incursion at school. Students were provided with their own virtual reality (VR) headset and took a virtual tour of the rain forests of northern Queensland. The students learnt the songs, dances and legends of the Pamigirri people to bring Indigenous Australia to life. 3. An Aboriginal Art Workshop was provided for staff, designed to share appropriate ways to teach Aboriginal Art. Organised by Clarence Bruinsma. 4. Stage 2 students were visited by Dennis Foley PhD. Dennis is a professor specialising in Indigenous Business and Entrepreneurship but primarily identifies as an elder of the Gai-marriagal people, the local language group that inhabited the place upon which our school is located. His talk discussed the importance of Country and Place to Aboriginal and/or Torres Strait Islander peoples in the local area. During this talk he identified the special relationship that Aboriginal and/or Torres Strait Islander peoples have to Country and Place. He shared and responded to Aboriginal stories 5. Walk on Country provided for staff across the Pittwater Network.. 6. The annual PCS NAIDOC sleepout was held in Term 3 at Bilgola Plateau Public School. <p>Evidence of impact:</p> <ul style="list-style-type: none"> • Students with PLPs were monitored to ensure learning goals were met through assessment data, anecdotal records and other formative assessments. • Extremely positive feedback was given for this experience from students and staff alike. Students created pieces of writing based on their incursion and were able to discuss the impact of their learning with regard to the historical outcomes covered. • Staff attending this workshop were then able to present their learning to our staff at EHPS, leading to culturally appropriate responses being created for the NAIDOC art show held in Term 2. • Denis Foley engaging with our students through anecdotes and stories gave our students the chance to engage with a person of Aboriginal descent, of which very few of our students had previously had the opportunity. This enhanced their understandings associated with key concepts from the history syllabus, with evidence of their understandings shown in assessment tasks and responses to class activities.

<p>Aboriginal background loading</p>	<ol style="list-style-type: none"> 1. Release time was given to staff to meet with parents and write the PLPs. 2. Costs for this experience were covered through the Aboriginal background funding provided through RAM. 3. There was no cost for this art workshop. 4. No cost for this experience with Denis Foley. 5. Release time was provided for staff to attend this cultural immersion. 6. Costs associated with the event were covered from the RAM funds provided. <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$4 134.00) 	<ul style="list-style-type: none"> • Staff attending the Walk on Country found the experience invaluable in that they enhanced their own understanding of aboriginal perspectives, leading to better teaching of these concepts in the classroom. This group of 4 staff have now formed a committee to continue the promotion of these concepts with our staff, leading to the development of an indigenous garden for 2020. • The NAIDOC sleepout provided an excellent opportunity for students identifying as aboriginal to network and share experiences. Non-indigenous students attending the event also had opportunities to participate in culturally specific and appropriate activities to enhance their understandings of indigenous culture.
<p>Low level adjustment for disability</p>	<ul style="list-style-type: none"> • SBAR funding provided by the department • \$40,000 school funds used to release the Deputy Principal to be and Instructional Leader – Mathematics. <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$53 358.00) • Low level adjustment for disability (\$35 019.00) 	<p>Evidence of activity:</p> <ul style="list-style-type: none"> • Employment of Learning Support Teaching staff for 8 days – topped up by school funds. • Employment of SLSOs to support student learning and behaviour across the year. • Reading support program "STELLAR Reading", involving several community members, run over 4 mornings per week to support students in their reading development • The training of SLSO staff in Minilit to administer phonics program to students requiring support in K–2. • The establishment of a phonics support group for students in Year 2 • The provision of additional learning support for students in Years 3–6 • The establishment of the GOT IT emotion coaching program, supported by the Learning Support Teacher. <p>Evidence of impact:</p> <ul style="list-style-type: none"> • NAPLAN data indicates the effectiveness of these programs with minimal numbers of students in the lowest two bands in years 3 and 5. 7% of students in Year 5 were in the lowest two bands for reading and numeracy, with 6% of Year 3 students in the lowest two bands for reading and 21% for numeracy. Numeracy will be a target area for 2020, with the employment of an Instructional Leader – Mathematics commencing in Term 4 2019, into 2020. • Increased numbers of community members involved in our learning support programs.
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>QTSS release as provided in the SBAR for 2019.</p> <p>Allocation – 0.982</p> <ol style="list-style-type: none"> 1. Release time was given to staff to meet with English Instructional Leader for each session. 	<p>Evidence of activity:</p> <ol style="list-style-type: none"> 1. Each grade was given the opportunity to work with an Instructional Leader in English for two sessions over the course of the year (once in each semester). This was an opportunity for grades to work closer with an expert in English to plan and devise effective literacy programs and lessons, devise lessons

Quality Teaching, Successful Students (QTSS)

2. Release time was given to staff to meet with Mathematics Instructional Leader for each session. Deputy Principal was relieved to work in this capacity through the mathematics curriculum budget for 2019.

3. Release time was given to Stage Supervisors to meet with grade teams for each collaboration session each week.

Funding Sources:

- Quality Teaching, Successful Students (QTSS) (\$100 000.00)

to be delivered by the IL and observed by the team and engage in rich discussions about students and teacher observations to plan more effectively the delivery of literacy in the classroom setting.

2. Kindergarten, Year 3, Year 4 and Year 6 teachers and students were able to work with our Deputy Principal who was working in the capacity of an Instructional Leader in Mathematics throughout the course of Semester 2. This provided teachers the opportunities to engage in discussions and planning to deepen their pedagogical content knowledge in mathematics. they also worked closely with grade team members and the IL–M to develop and deliver lessons in a reflective environment whilst being observed to further deepen their knowledge and understanding of the mathematics curriculum.

3. Stage Supervisors were released from teaching face–to–face to work with grades within their supervision to attend weekly 1 hour collaboration sessions. The purpose of these sessions is to allow the team to collaborate on teacher practice, programs, student wellbeing and to collated and analyse student formal and informal assessment data.

Evidence of impact:

1. Each teacher reported positive feedback to sessions with the IL–English consultant. Each session was developed and designed out of specific needs of teachers with each grades and as such strengthened teachers perceived opportunities to improve their quality teaching practice within the literacy framework. This impact flowed right throughout the collaborative process of planning, designing and delivering high quality literacy programs to engage students and improve their literacy learning outcomes. Staff were all asked to complete a survey to reflect on their learning in 2019 and give feedback about possible directions for 2020. Staff overwhelmingly supported the continuation of utilising the expertise of the IL–English and felt that they had had a positive impact on their delivery of high quality literacy programs resulting in positive outcomes for students.

2. Kindergarten, Year 3 and Year 4 teachers thoroughly enjoyed working with our IL–Mathematics consulted and reported positive feedback to the impact that the sessions throughout Semester 2 had on their learning. Kindergarten teachers and students, in particular, who took on a project working closely with the IL–M known as 'Rekenrek' which develops and supports students natural development of number sense. It allows students to make mental images of numbers. Students were provided with opportunities to use 5 and 10 as anchors for counting, adding and subtracting and moving towards a more efficient strategy than one–by–one counting.

<p>Quality Teaching, Successful Students (QTSS)</p>	<p>QTSS release as provided in the SBAR for 2019.</p> <p>Allocation – 0.982</p> <ol style="list-style-type: none"> 1. Release time was given to staff to meet with English Instructional Leader for each session. 2. Release time was given to staff to meet with Mathematics Instructional Leader for each session. Deputy Principal was relieved to work in this capacity through the mathematics curriculum budget for 2019. 3. Release time was given to Stage Supervisors to meet with grade teams for each collaboration session each week. <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$100 000.00) 	<p>Teachers gave positive feedback to the opportunity to use the rekenrek and engage in rich discussions throughout the planning, delivery and evaluation process. The impact on students in kindergarten where that it provided learners with the visual models they need to discover number relationships and develop a variety of addition and subtraction strategies, including doubles plus or minus one, making tens, and compensation, thereby leading to automaticity of basic number facts. As the Kindergarten team grow in confidence and became experts in this area the IL–M invited other schools across multiple networks to come to EHPS to observe and discuss the impact on student learning outcomes through the rekenrek. The IL–M and Kindergarten team also presented their work and findings at the Mathematical Association of NSW Conference (MANSW) in Gosford in later in the year. Teachers in Year 3, 4 and 6 also engaged through reflective teacher practice with the IL–M by completing a 'Learning from Lessons' project in consultation with the University of Melbourne. This project provided teachers with the opportunity to deliver a selected lesson then reflect on the lesson by providing annotations then plan and deliver the follow up lesson by using their knowledge of where students were and the where they needed to go in their learning by catering for their needs through differentiation. The impact of this project allowed teachers to deepen their understanding of mathematical content at, below and above their stage of delivery to create engaging, meaningful lessons in mathematics for their students.</p> <p>3. Stage supervisors with grade teams were able to engage in rich collaborative discussions regarding teaching and learning programs, delivery, student data analysis and student wellbeing in these 1 hour sessions. The impact of these sessions lead to more creative, engaging and high quality lessons that were collaboratively planned by the grade team for delivery. As a result, students were provided with high quality learning experience which strengthened student outcomes. Stage supervisors also found this opportunity to keep a pulse on the strategic direction of the school and to gather evidence of how each grade team was working towards achieving the process and practices within each of the strategic directions. Stage supervisors also found this time beneficial to work with teachers around PDPs and to take the opportunity to observe lesson or be observed by team members or to engage in learning walks as a whole team.</p>
<p>Socio–economic background</p>	<p>SBAR funding</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio–economic background (\$13 968.00) 	<p>Evidence of activity:</p> <ul style="list-style-type: none"> • In addition to supporting families with financial difficulties, funds were utilised to engage a School Community Liaison Officer to improve communication channels between the school and our community. <p>Evidence of impact:</p>

<p>Socio-economic background</p>	<p>SBAR funding</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$13 968.00) 	<ul style="list-style-type: none"> • Parent surveys indicated improved communication and knowledge of school events throughout the year (TTFM). • A new school app was initiated to support communication, attendance and finance. • A Class Parents group was established who met each term to discuss school issues and provide feedback to the school. • Attendance at working bees was increased from 2018. • The CLO was trained in the management of the school website and as a result our online information is now current and relevant to the current context.
<p>Support for beginning teachers</p>	<p>Grade supervisors were ongoing contacts. The Deputy Principal acted as the main contact across the school.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$60 000.00) 	<p>Evidence of activity:</p> <ul style="list-style-type: none"> • Beginning Teachers were offered support via their grade collaboration meetings each week. This dedicated hour meant that these early career teachers had time off class to discuss curriculum, their teaching strategies and ways to cater for a range of students. • Beginning teachers met with the Deputy Principal and other beginning teachers throughout the year to orientate them to school policies and procedures, location of resources, and pathways of support. • These teachers were also given the opportunity to attend a regional meeting of early career teachers once per term. These meetings addressed a range of curriculum and student management topics. They were a great way for beginning teachers to ask questions and have discussions with teachers at a similar time in their career. <p>Evidence of impact:</p> <ul style="list-style-type: none"> • Ongoing advice at school was provided in relation to accumulating evidence for accreditation. Beginning teachers were given opportunities to have time off class, especially around peak preparation times like teacher interviews and school report writing. Extra assistance was offered at these times. • Continuous observation by way of in-class support and collaboration (meetings with grades and the Deputy Principal) showed an increase confidence in addressing the demands of the curriculum and managing a class. • All the beginning teachers have begun to generate evidence for their accreditation.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	276	289	301	307
Girls	302	290	283	266

Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.5	95.8	94.3	94.8
1	95.1	94.9	94.1	94.9
2	94.4	95.2	93.4	94.4
3	95.6	94.7	94.8	94
4	93.9	94.5	94	93.9
5	94.2	95.1	94.1	94.3
6	94.1	93	93.8	92.8
All Years	94.8	94.8	94.1	94.2
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	20.89
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	1
School Administration and Support Staff	4.06

*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	596,959
Revenue	4,825,565
Appropriation	4,319,794
Sale of Goods and Services	33,121
Grants and contributions	466,053
Investment income	6,398
Other revenue	200
Expenses	-4,892,692
Employee related	-4,097,343
Operating expenses	-795,349
Surplus / deficit for the year	-67,127

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	19,446
Equity Total	106,480
Equity - Aboriginal	4,134
Equity - Socio-economic	13,968
Equity - Language	0
Equity - Disability	88,377
Base Total	3,847,348
Base - Per Capita	137,029
Base - Location	0
Base - Other	3,710,319
Other Total	268,973
Grand Total	4,242,247

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

The Tell Them From Me surveys were completed again in 2019 by students, parents and staff.

Parents

The following results were obtained from our Parent survey, with 24 respondents, a significant decrease from 2018 with 92 respondents. The survey was conducted in October, at the same time as an Emotional Health Survey conducted by our community of schools. It is possible that this impacted the number of parents completing the survey this year.

(Results are out of 10 as a maximum, with the NSW Govt Norm in brackets, with bolded numbers indicating an improvement from 2018 data)

- * Parents feel welcome – **8.8** (7.4)
- * Parents are informed – **6.6** (6.6)
- * **28%** of parent respondents are involved in school committees
- * Parents support learning at home – 5.3 (6.3)
- * The school supports learning – 7.0 (7.3)
- * The school supports positive behaviour – 7.8 (7.7)
- * Safety at school – 7.2 (7.4)
- * The school is inclusive – **6.7** (6.7)
- * 9% of respondents had provided input to school planning, 7% into the development or review of school policies
- * The majority of volunteer work was assisting the school (**64%** on a weekly basis)
- * 92% of respondents expect their child to complete Year 12, with **64%** expecting their child to go on to University and 12% expect their child to attend TAFE..In response to these results, the school will continue to employ a Community Liaison Officer in 2019, to further engage parents in the life of the school.

Students

Our students in Years 4, 5 and 6 completed the Tell Them From Me survey in May and October in 2019, with the following results expressed as a percentage of the cohort of 215 respondents: (NSW Govt Norms in brackets and Improved data in bold)

- * Students participate in extracurricular activities –**71%** (55%)
- * Students with a positive sense of belonging –78% (81%)
- * Students with positive relationships – 91% (85%)
- * Students with positive behaviour at school – 89% (83%)
- * Students who are interested and motivated –**77%** (78%)
- * 42% of student in the school had scores that placed them in the desirable quadrant with high skill and high challenge. The NSW Govt norm for this category is 53%, so this will continue to be a target for improvement in 2020.
- * Students who are victims of bullying – 22% (36%)

Staff have celebrated their success in improving many areas. In 2020 and we will continue to develop curriculum offerings to ensure students are engaged in their learning and feel challenged. The introduction of the GOT IT and Second Step positive wellbeing programs in 2019 has ensured we remain well under the state norm for bullying and maintain our positive behaviour.

Teachers

In October our teachers completed the Tell Them From Me survey, with 22 teachers responding to questions within 8

different domains which drive student learning. The results obtained for each domain are out of a maximum of 10, with the NSW Govt Norm expressed in brackets and improved data in bold.

* Leadership – 6.9 (7.1)

* Collaboration – 7.8 (7.8)

* Learning Culture – **8.4** (8.0)

* Data Informs Practice – **8.1** (7.8)

* Teaching Strategies – **8.3** (7.9)

* Technology – **6.8** (6.7)

* Inclusive School – **8.6** (8.2)

* Parent Involvement – **8.0** (6.8)

Collaborative teaching practices and the use of data to inform practice were our primary focus areas for 2019 and this is reflected in our positive survey data. The consolidation of our collaborative practices and data usage will be a focus for 2020.

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.