

Banksia Road Public School

2019 Annual Report



4217

Introduction

The Annual Report for 2019 is provided to the community of Banksia Road Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the principal

Outstanding academic results in the Early Action for Success initiative. The percentage of students achieving in the top two skill bands (proficient) in Year 3 for reading has increased from 17% in 2015 to 27% in 2016 to 37% in 2017 and sustained at 37% in 2018 and 2019. There are similar trends in other areas, in fact, Year 3 writing increased from 28% in 2015 to 49% in 2016 to 59% in 2017 and is now stable at 47% in 2018 and 2019.

We have continued the concept of Instructional Leadership (IL) with fortnightly data conversations and collaboration between teams facilitated by our 5 Instructional Leaders. Collaboration has established a culture of psychological safety and trust, which has empowered aspiring and current leaders to collectively learn, problem-solve and contribute at all levels. This team approach has instilled a mutual accountability where teachers share their knowledge and expertise. The 'Come Along Way', cross stage collaboration where teachers celebrate success at the end of term demonstrated the journey of challenges, surprises and success and ultimately building collective capacity.

The biannual musical 'Beauty and the Beast Jnr' was a highlight of the year. An audience of nearly 500 people were mesmerised by our talented students. Not only did our students achieve many syllabus outcomes in reading, speaking and listening and the performing arts, it is most notable that they have grown in confidence and self-esteem. A huge congratulations and thank you to the organisers of the 2019 School Musical, Mrs Arabi, Mrs Naser, Mrs Saad and Mrs Geary.

Hamish
Woudsma Principal

School background

School vision statement

To provide students with opportunities to pursue academic and personal excellence in a nurturing, community environment. We aim to inspire excellence in teaching and learning, enabling all our students to reach their potential, so they become respectful, resilient and successful citizens.

School context

Banksia Road Public School, established in 1959, is located in Greenacre and is part of the Chullora Network. It serves a diverse population with a FOEI of 130 (Family Occupation Education Index – 100 is the average across the state). There are currently 564 students who attend the school representing 24 nationalities. The school's population is 95% NESB (Non English Speaking Background).

Our school is staffed by a Principal, a Deputy Principal, five Instructional Leaders, four Assistant Principals a Student Wellbeing Officer and a Business Manager. There are 45 teachers who deliver programs to 23 classes in either full-time or part-time capacity. Seventeen of our teachers are currently employed in temporary engagement positions.

The school is part of the Early Action for Success Phase 1 and 2. The school receives equity funding to support students from:

Low Socio Economic Backgrounds as well as an Additional Language or Dialect and students requiring Low Level Adjustments to support learning. We currently have four New Arrivals.

The school has a Community Hub Coordinator who works cooperatively with staff, students and the greater school community to build parents capacity to support student learning. The school has a close collegial and professional working relationship with Mt. Lewis Infants Public School.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Student learning & wellbeing.

Purpose

To maximise success for all students through the development of programs to meet their academic, social and welfare needs.

Improvement Measures

Students are engaged, happy and advocate for the school measured through the Tell Them From Me survey regarding Advocacy, High Expectations and Belonging. The baseline is 91.2% with the lower bound at 93.9% and the upper bound at 98.9%

Welfare data indicates an increase in the percentage of students achieving Gold Level (ie; Safe, respectful learner) with a baseline of 156 students (which is 27.5% of the student population).

Overall summary of progress

Our continued school-wide focus on Positive Behaviour for Learning (PBL) has enabled us to achieve significant progress in this strategic direction through a proactive approach to student wellbeing. Working in partnership with Mission Australia (Star 4 Kids) twelve students from year Four were supported in achieving resilience and building relationships. The employment of a Wellbeing officer for one and a half days a week has supported vulnerable or disengaged students.

The RESPECT program for eleven boys in Year 5 and 6 was also a positive initiative sending important messages around violence against women. They performed their wrap song / dance at the local shopping centre.

The increased number of teachers on the playground and a time out area for students who need it has lead to 'teachable moments' where PBL values and strategies are reinforced. The Good as Gold reward days has also motivated students to make positive choices. Consultation with parents is favoured over punitive measures where all parties negotiate proactive solutions based around the students strength and interests.

Progress towards achieving improvement measures

Process 1: Student Wellbeing

Evaluate, modify and strengthen processes to ensure students are respectful resilient students.

Evaluation	Funds Expended (Resources)
Students reported high levels of teacher advocacy as well as the understanding that their teacher has high expectations for learning as per the Tell Them From Me survey. Students decreased sense of belonging is an area we will address.	\$260 000 (SLSO Teachers) \$30 000 (Wellbeing Officer)
There were 395 Thinking rooms which is an increase of 9 from 2018. There was also an increase in suspensions from 6 to 10 although this is much less than 2014 when we recorded 42 suspensions and 2015 when we recorded 21 suspensions.	\$110 000 (Funding an extra class above allocation to reduce class sizes) \$60 000 (Laptops)

Process 2: Future-Focused

Research, trial and refine practices which embed student collaboration, creativity, critical thinking and communication.

Evaluation	Funds Expended (Resources)
Evidence of the general capabilities embedded in all key Learning Areas	Anchor charts.

Progress towards achieving improvement measures

represented in programs and learning activities.

Process 3: Plan and implement for the delivery of the Science syllabus which incorporates Digital Technology.

Evaluation	Funds Expended (Resources)
Line of sight in Science syllabus use with a direct link from the scope and sequence – to teachers programs – to student workbooks – to teacher assessment.	Update the science equipment to support learning. \$2 000

Process 4: Research pedagogy and visit other schools in preparation for the new open classrooms.

Evaluation	Funds Expended (Resources)
Teachers are prepared for the move to a flexible learning environment from the beginning of Semester 2 2020.	Casuals \$3 000

Next Steps

Employ a full time Student Wellbeing Executive.

Revamp of PBL with an emphasis on the fortnightly value and focus rule.

Address students sense of belonging through raising the profile of the various leadership positions such as, house captains, SRC leaders, captains and prefects.

Strategic Direction 2

Building capacity of teachers and leaders

Purpose

Building capacity of teachers and leaders through collaborative practices. Leaders model Instructional leadership and support a culture of high expectations

Improvement Measures

An increase in the percentage of students attaining proficient in Numeracy (baseline 19.4% – lower bound 25.7% and the upper bound 30.7%).

An increase in the percentage of students attaining proficient in Reading (baseline 27.9% – lower bound 34.2% and the upper bound 39.2%).

The percentage of students achieving expected growth in Numeracy, baseline 60.5% (lower bound 64.7% and the upper bound 69.7%).

The percentage of students achieving expected growth in Reading, baseline 62.5% (lower bound 66.7% and the upper bound 71.7%).

Overall summary of progress

We have embraced the concept of Instructional Leadership across the school with K/1, a 2/3, a Year 4, Year 5 and Year 6 Instructional Leader who support their team through fortnightly data conversation, half a day collaboration sessions every 3 weeks and in class shoulder to shoulder support.

As part of the Early Action for Success Phase 2, all K–2 teachers are involved in the professional learning, L3 (Language, Learning and Literacy).

We have embarked on a whole school numeracy focus underpinned by the research of Professor Dianne Siemon. This involves a move away from the procedural teaching of mathematics to a deeper conceptual understanding.

Progress towards achieving improvement measures

Process 1: Mentoring & Coaching

All staff participate in professional learning, mentoring and coaching to build capacity so there is an understanding of and support for **improving leadership**.

Evaluation	Funds Expended (Resources)
A collaborative leadership team and the creation of an Aspiring Leaders group has enabled teachers to attain promotions in substantive or temporary positions.	\$60 000 – Collaboration time for teachers \$60 000 – Data conversations

Process 2: Instructional Leadership

Amplify Agile Instructional Leadership across the school.

Evaluation	Funds Expended (Resources)
Numeracy outcomes have not accelerated the same as literacy although we are in the 2nd year of our whole school numeracy focus, positive impact on learning outcomes will take time.	\$30 000 – L3 professional learning for K–2 staff \$60 000 – Bump it Up teacher to work with Year 3 and 5 students \$115 000 – Higher duties for

Progress towards achieving improvement measures

Numeracy outcomes have not accelerated the same as literacy although we are in the 2nd year of our whole school numeracy focus, positive impact on learning outcomes will take time.

Instructional Leader model

Next Steps

* In addition to the collaboration professional learning, we will provision for; data entering days, planning days and teachers sharing their learning journey.

* Instructional Leaders coordinate 'catch up' PL sessions for teachers new to a particular grade or stage.

* Include interventionists in data conversations where appropriate.

* Regular scheduled meetings with the senior executive to share progressions data and share readings/research.

* Embed numeracy practices such as number talks and open ended questioning across the school with a focus on student dialogue and a conceptual understanding.

* A raft of parent workshops to build parent capacity and redirect dialogue about student learning.

* Differentiated PL for an expanding leadership team

Strategic Direction 3

Productive partnerships.

Purpose

To maximise student success through building strong, supportive, collaborative partnerships with parents, and engaging outside agencies.

Improvement Measures

An increase in participation and parent engagement through the hub from a baseline of 181 families.

An increase in average P & C attendance from a baseline of 28. We also have a P & C auxiliary morning meeting with an average attendance of 9 parents.

As per the Partners in Learning survey an increased rating regarding the statement: I feel welcome when I visit the school baseline 7.8/10.

An improvement in the percentage of students above 90% attendance, the baseline 79.1%, lower bound 81.9% and the upper bound 86.9%.

An increase in participation at the Step Up preschool from an average attendance of 22 students each week.

Overall summary of progress

Our Community Hub Coordinator engaged 181 families on a regular basis throughout the year. Children accessed playgroup and early education programs. The greatest success of 2019 is the establishment of a school readiness playgroup coordinated by Uniting. Towards the end of 2019, we averaged 28 students attending all of whom are of school age to begin at Banksia Road in 2020 and residing in our catchment. Parents were also engaged through the various programs coordinated by the hub with activities ranging from swimming classes, barbering, English conversations and cooking.

We coordinated a series of parent workshops underpinned by the research of Harvard lecturer, Karen Mapp and the APTT (Academic Parent Teacher Teams). After parent consultation, it was decided in 2019 our focus was numeracy. The parent engagement occurs in two phases for each stage, starting with Early Stage 1. The first phase involves a parent workshop for each stage where the teachers provide practical, everyday examples of how parents may support their child's learning at home. Teachers also provided hands-on resource packs for K to 2 learners. After a period of approximately 6 weeks, parents are invited into the classroom to work alongside their child. This is an opportunity for parents to apply their learning over the last 6 weeks whilst also seeing their child's teacher model their expertise. Parent attendance at these APTT sessions surpassed anything we have tried before. The average attendance for Phase 1 was 30 parents for each session in ES1 & Stage 1 and 25 parents for each session in Stage 2 & 3. When parents were invited to work alongside their child in the classroom, attendance skyrocketed. In ES1 & Stage 1 there was an average of 10 parents per class, so 40 parents in the 4 x ES1 classes and 60 parents in the 6 x Stage 1 classes. The trend continued in primary with an average of 5 parents per class, so 35 parents in the 7 x Stage 2 classes and 30 parents in the 6 x Stage 3 classes. Overall, the total attendance was a staggering 275 parents (160 Infants & 115 Primary). This worked because we consulted with parents regarding the KLA to focus and teachers delivered the learning in an open and transparent forum.

Parents are also invited to our PBL (Positive Behaviour for Learning) meetings held twice a term. We averaged three parents per meeting throughout the year and the discussion was collaborative and productive all based around identified problems of practice.

Progress towards achieving improvement measures

Process 1: Productive Community Partnerships

In partnership with SSI (Settlement Services International), develop systems to enhance parent involvement in student learning.

Employment of a Student Wellbeing Officer who works specifically with disengaged students and their families.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
An average of 28 students attending the Step Up by Term 4 which complements our Kindergarten Orientation	\$8 000 to set up Preschool \$25 000 Community Hub Coordinator (Community Hubs Australia fund the remainder)

Process 2: Communication & Consultation

Review and design a range of platforms to enhance communication between school and home.

Evaluation	Funds Expended (Resources)
As the school grows, it is critical to ensure consistent communication and consultation across the school. The partners in learning survey shows a 2% increase from 76% to 78% over 12 months regarding the question, I feel welcome when I visit the school. The partners in learning survey shows a 4% increase from 78% to 82% over 12 months regarding the question, I am well informed about school activities	Skoolbag app \$2 835 School bytes \$5 000 (email notifications to parents) Sentral \$12 000 Class Do Jo Facebook Newsletter

Next Steps

Parent workshops (using the Academic Parent Teacher Teams approach) in literacy and continue to build parent capacity to help their child(ren) learn at home

Continue to promote and expand the Step Up preschool to strengthen transition to Kindergarten

Strengthen the partnership with Playgroups NSW to consolidate and expand the 0 to 3 years old Playgroup

Further consolidate the Student Wellbeing Executive role in the 2nd year of operation

Share the learning occurring in the classroom through on line platforms which highlight the learning intentions and success criteria

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	FTE 3.6 Flexible funding \$45 411	<p>Employment of a speech therapist to support students' with expressive and receptive language and vocabulary development.</p> <p>Our two community language teachers interpret for parents and invite them to meetings such as case conferences to develop personalised educational and behaviour plans and at parent teacher interviews. The newsletter is also translated in Arabic.</p> <p>EAL/D support teachers attended EAL/D Network meetings throughout the year and shared information during collaboration/ stage meetings.</p>
Low level adjustment for disability	\$3 000 PL costs	<p>The 127 students requiring social, academic, emotional or physical adjustments each have an individual plan. This is an increase from 111 in 2018 which demonstrates teachers are thorough in their analysis of student need.</p> <p>Classroom support programs restructured to ensure seamless and strategic interventions in every classroom including the employment of SLSOs.</p> <p>The Wellbeing Officer assisted students with self regulating their behaviour.. As well as an outside organisation Mission Australia to address resilience and building peer relations.</p> <p>Two teachers and two SLSOs attended a course on Health Care Procedures.</p>
Quality Teaching, Successful Students (QTSS)	FTE 0.931	<p>The focus in learning teacher survey shows a 13% increase from 74% to 87% over 12 months regarding the question, School Leaders have helped me establish challenging and visible learning goals for students.</p> <p>The focus in learning teacher survey shows an 8% increase from 79% to 87% over 12 months regarding the question, School leaders have provided guidance for monitoring student progress.</p> <p>The focus in learning teacher survey shows an 10% increase from 73% to 83% over 12 months regarding the question, School leaders have taken time to observe my teaching.</p>
Socio-economic background	\$471 000 \$270 000 Employment of SLSOs. \$60 000 Purchase computers \$200 000 Instructional Leader Model	<p>Our SLSOs are involved in Professional Learning and are a vital cog in the learning sprints. They are each aligned to a specific grade where they work with a target group of students.</p>

<p>Support for beginning teachers</p>	<p>\$45 000</p>	<p>Greater opportunities for mentoring and coaching support</p> <p>Extra release from face to face</p> <p>Time with a mentor to plan, teach and reflect</p> <p>School based professional learning such as fortnightly data conversation and three times a term stage and cross stage collaboration</p> <p>External professional learning for teachers such as, strategies for assisting students with behaviour needs.</p>
<p>Targeted student support for refugees and new arrivals</p>		<p>Targeted in class support from teachers and SLSOs. Financial assistance provided to meet the costs of schooling.</p> <p>Trauma counselling for identified students.</p>
<p>Early Action for Success</p>	<p>FTE 1.4 (\$228 556)</p>	<p>NAPLAN results indicate the Early Action for Success is having a positive impact on student learning outcomes over the duration of Phase 2.</p> <p>Effectiveness of collaboration and data conversation in current IL structure (survey)</p> <p>All K–2 teachers trained in L3 practices.</p> <p>Teacher confidence with Learning Progressions has increased largely due to the collaborative processes and time – EAfS Google Survey (Instructional Leadership)</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	279	299	289	289
Girls	203	237	260	275

Student attendance profile

School				
Year	2016	2017	2018	2019
K	92.1	93.1	95.1	89.2
1	93.3	94	94	89.9
2	93.6	94.5	94	91.3
3	92.4	93.7	94.6	89.6
4	91.2	93.8	93.8	91.4
5	92.8	91.2	94.1	89.7
6	92.6	93	92.8	89.6
All Years	92.5	93.4	94.1	90.1
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	22.45
Teacher of Reading Recovery	0.74
Learning and Support Teacher(s)	1.4
Teacher Librarian	1
Teacher ESL	3.2
School Administration and Support Staff	4.06
Other Positions	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.

Instructional Leadership across the school with a K/1 and a 2/3 IL. We have a part time Year 4, 5 and 6 IL.. Each of them facilitate data conversations and collaboration.

L3 (Language , Literacy Learning continues to be a pedagogy with K–2 teachers embrace).

We have embarked on numeracy focus which highlights the importance of students developing a perceptual understanding of mathematics as opposed to procedural. The research is underpinned by professor Dianne Siemon and the 'Big Ideas' in number. Our teaching is also underpinned by the research of Jo Boaler and number talks. We will continue with this teaching practice into next year.

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	998,807
Revenue	6,312,978
Appropriation	6,067,164
Sale of Goods and Services	11,533
Grants and contributions	226,294
Investment income	7,787
Other revenue	200
Expenses	-6,302,333
Employee related	-5,659,889
Operating expenses	-642,444
Surplus / deficit for the year	10,645

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	77,266
Equity Total	1,143,417
Equity - Aboriginal	2,020
Equity - Socio-economic	525,111
Equity - Language	386,902
Equity - Disability	229,384
Base Total	3,841,906
Base - Per Capita	128,816
Base - Location	0
Base - Other	3,713,089
Other Total	889,134
Grand Total	5,951,723

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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.

Literacy

Academic growth is evident in the steady increase in the percentage of students achieving proficient (top two skill bands) in Year 3 NAPLAN for reading which has increased from 17% in 2015 to 27% in 2016 and 37% in 2017 and sustained at 36% in 2018 and 2019.

There are similar trends in other areas, in fact, Year 3 **writing** has increased from 28% in 2015 to 49% in 2016 and 59% in 2017 and now stable at 47% in 2018 and 2019.

Parent/caregiver, student, teacher satisfaction

As per the Partners in learning survey:

Positive feedback:

- 78% agreed with statement, 'I feel welcome when I visit the school' compared to 76% the year before.
- 77% agreed with the statement, 'I am well informed about my child's progress in school subject.' compared to 74% the year before.
- 82% agreed with statement, 'I am well informed about school activities,' compared to 78% the year before.
- 71% agreed with statement, 'Does someone in your family talk about the importance of schoolwork,' compared to 68% the year before.
- 84% agreed with statement, 'I can easily speak with the school principal,' compared to 83% the year before.
- 88% agreed with statement, 'The office are helpful when I have a question or problem,' compared to 86% the year before.

Constructive feedback:

- 75% agreed with statement, 'Teachers maintain control of their classes,' compared to 77% the year before. As a result, we have employed a full time wellbeing officer.
- 77% agreed with statement, 'Teachers devote their time to extra curricula activities,' compared to 80% the year before. Maybe there were less lunch time groups because the Musical and Shakers were ongoing all year.
- 73% agreed with statement, 'The school helps prevent bullying,' compared to 78% the year before. As a result, we have employed a full time Student Wellbeing Executive.
- 75% agreed with statement, 'Behaviour issues are dealt with in a timely manner,' compared to 81% the year before. As above
- 76% agreed with statement, 'Teachers help students develop positive friendships,' compared to 78% the year before. Term 1 analysis of individual groups and extra counselling support.
- 79% of agree or strongly agree to the statement, 'I would recommend my child's school to other parents.'

As per the Tell Them from Me student survey:

Constructive feedback:

- 75% agree with the statement 'students feel accepted and valued by peers and staff' (Sense of Belonging) compared to 81% in 2018 and 86% in 2017. Re-ignite a raft of student leadership positions and emphasise the student voice.
- 32% say they were a victim of bullying (physical, social or verbal including cyber) compared to 28% in 2018 and 25% in 2017. There has been an increase for girls and social media may be one factor. Hire a Student Wellbeing Executive.

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.