

Marayong Heights Public School

2019 Annual Report



Introduction

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

At Marayong Heights Public School we are committed to working closely with our school community in developing our students to be dynamic global citizens by equipping them with the skills, processes and knowledge to be resilient, confident, creative and motivated individuals; through a student-centred learning environment that nurtures, guides, challenges and inspires them.

School context

Marayong Heights Public School is located within close proximity to the Blacktown CBD in Western Sydney. The school is in the Quakers Hill Principal Network and is an active member of the Blacktown Learning Community (BLC). The school enrolment of 308 students includes 34% English as an Additional Language/Dialect (EAL/D) and 7% of the students identify as Aboriginal. There are 13 regular classes.

The school staff is a mix of experienced and early career teachers, with a variety of strengths and specialisations, who work collaboratively to deliver differentiated learning programs. The school provides a safe and supportive environment that promotes positive relationships and encourages students to achieve their full potential.

The school has an enthusiastic P&C, and works closely with the community to promote and celebrate student achievement in all aspects of school life. Marayong Heights has an on-site out of school care service, run by Camp Australia.

Marayong Heights Public School is dedicated to providing high quality educational programs with a strong focus on improving Literacy and Numeracy outcomes, further increasing student engagement and strengthening community partnerships. The school is participating in the Bump It Up initiative with a strategic approach, meeting the Premier's priorities in Literacy and Numeracy. Our school embeds the Positive Behaviour for Learning (PBL) framework across all school systems to enhance academic and social behaviour outcomes for students. There is also a focus on developing reflective teaching practice and integrating technology across all Key Learning Areas.

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

Strategic Direction 1

Engaged, empowered and creative learners.

Purpose

To ensure a student-centred learning environment that inspires all students to become empowered participants in their own learning.

Improvement Measures

Reading and Numeracy improvement measures include all students achieving at 'expected growth or above' in NAPLAN performance in Reading and Numeracy.

Quality effective learning and support is in place to ensure well-functioning systems allow all staff to demonstrate a coordinated approach.

Increased number of students demonstrating active engagement with their learning.

Differentiation that caters for all students' learning needs is evident in teaching and learning programs.

Progress towards achieving improvement measures

Process 1: Growth Mindset

Building resilience in students and staff to enable them to feel confident to take risks, make mistakes, reflect, grow and have confidence in their own ability.

Evaluation	Funds Expended (Resources)
<p>During Term 1 professional learning was delivered on Growth Mindset focusing on how this can be implemented into the classroom, with each teacher receiving posters and resources to display in the classroom.</p> <p>This process was placed on hold for the rest of the year as the major focus for the school was to ensure that teachers were supported to implement student-centred learning and differentiation.</p>	No funds expended.

Process 2: Student-centred learning, differentiation and IEPs

Teachers using data and observations to inform their decision-making and planning ensuring all students have fair access to all teaching and learning experiences. School-wide explicit processes to collect, analyse and report on student and school performance are used.

Evaluation	Funds Expended (Resources)
<p>During the year, a strong focus on collaborative stage planning occurred across the school to ensure that quality, effective learning and support was in place that demonstrates a coordinated approach. Planning days were organised for stages to have time off-class to work with an Assistant Principal to plan collaboratively, with teachers then differentiating the base program to the needs of the students in their own class. Stage planning was held every Thursday afternoon, where teachers were able to use consistent teacher judgement of work samples and share teaching strategies and ideas to plan and program using data and the teaching and learning cycle.</p> <p>Teachers also participated in a number of PL sessions with a Literacy and Numeracy Strategy Advisor (LaNSA) to build their knowledge and understanding around textual concepts in English..</p> <p>As a result, most teachers are more confident in using the English syllabus to plan and differentiate their lessons and this is reflected in their teaching and learning programs.</p>	<p>Operational funding, Professional Learning funding.</p> <p>Literacy and Numeracy resources</p> <p>Casual Relief Days – planning release time.</p>

Progress towards achieving improvement measures

53% of students in Year 5 achieved at 'expected growth or above' in Reading and Numeracy.

Process 3: Wellbeing

The school consistently implements a whole-school approach to wellbeing, through actively engaging in Positive Behaviour for Learning (PBL) to create a positive teaching and learning environment.

Evaluation	Funds Expended (Resources)
<p>During Term 1, professional learning was delivered and supported by the Positive Behaviour and Learning Advisor with the staff analysing whole school student behaviour data to make changes to the school expectations matrix. Language on the matrix was simplified and the focus areas were condensed.</p> <p>As the major focus for the school was to ensure that teachers were supported to implement student-centred learning and differentiation, this process was placed on hold for the remainder of the year.</p>	No funds expended

Process 4: There is no fourth process.

Evaluation	Funds Expended (Resources)
There is no fourth process	Nil

Next Steps

In 2020, we will continue to have a strong focus on ensuring student-centred learning, based on evidence-based practices, occurs across the whole school. This will ensure that learning is differentiated for all students and quality, effective learning and support is in place demonstrating a coordinated approach across the school in planning for students with a strong focus on Reading and Numeracy.

As a staff, we will also revisit how Positive Behaviour for Learning (PBL) is implemented across the school to ensure everyone is consistently implementing a whole school approach to wellbeing to create a positive teaching and learning environment.

Strategic Direction 2

Quality teaching and learning

Purpose

To create a stimulating and engaging learning environment underpinned by high expectations and teaching practices, to meet the diverse needs of staff and community.

Improvement Measures

All teachers are engaged in and demonstrate an inquiry approach to the teaching and learning cycle in order to improve classroom practice.

All staff are actively participating in future-focused, relevant and timely professional learning to suit their own identified needs, and positive feedback demonstrates high levels of satisfaction and engagement in the professional learning culture of the school.

Progress towards achieving improvement measures

Process 1: Evidence-based Practices

Teachers demonstrate an understanding of the importance of formative assessment and the teaching and learning cycle and are able to use this knowledge to gather evidence to inform their teaching and learning, self-reflect and raise standards of achievement.

Evaluation	Funds Expended (Resources)
The major focus for the school this year was for teachers to increase their understanding and knowledge around the English syllabus and how to plan and program for textual concepts for English lessons. During planning days each term, teachers worked with a LaNSA to build their capacity to plan around concepts rather than content. As a result of this focus, teachers are using an inquiry approach as a springboard to their planning, and are using the English syllabus and the teaching and learning cycle to guide their English conceptual programming.	Casual Relief Days for planning days Professional Learning funds

Process 2: Visible Learning Strategies

Teachers will be transparent in sharing learning intentions and success criteria for 'all' lessons enabling students to engage in goal setting and self-reflection opportunities, and give and receive feedback about their own learning, with a strong focus on Reading and Numeracy.

Evaluation	Funds Expended (Resources)
<p>During Term 3, the school worked with a Curriculum Advisor to deliver professional learning on Visible Learning strategies. After this PL, it was decided to narrow the focus to just learning intentions to ensure teachers had a deep understanding of this strategy and were able to create quality learning intentions. Teachers were required to plan and program teaching and learning activities based on specific learning intentions for English concepts and also with Writing.</p> <p>From this, most teachers had a deeper understanding of the English syllabus and were able to create quality lessons that targeted the specific intention for learning.</p> <p>Some teachers also showed initiative in their programs by including learning intentions across other Key Learning Areas.</p>	Professional Learning funds

Process 3: Professional Learning Culture

Progress towards achieving improvement measures

Process 3: Staff are engaged in developing a shared responsibility and practice through reflection, observation, feedback and goal setting, using the Australian Professional Standards for Teachers and DoE Performance and Development framework to guide their own professional learning.

Evaluation	Funds Expended (Resources)
<p>Utilising dedicated Quality Teaching, Successful Students (QTSS) time, all staff actively participated in observing the teaching practices of others and were able to give constructive feedback to colleagues with a focus on high expectations and best practice, resulting in teachers reflecting on their own practice.</p> <p>A number of 'relevant and timely' professional learning afternoons were organised throughout the year, based on identified teacher learning needs and delivered by 'expert' teachers at a school level. Teachers were able to choose to attend these afternoons, based on their own learning needs. Feedback from teachers indicated that these afternoons were seen as being very valuable and informative.</p> <p>Staff were able to critically reflect on the professional learning they undertook throughout the year and readily shared the impact of their learning with each other at term staff meetings.</p> <p>All teachers participated in the Performance and Development process and were able to identify their own areas for professional growth in line with the Australian Professional Standards for Teachers.</p>	QTSS Funding

Next Steps

In 2020, we will continue to build upon the professional learning culture of the school, underpinned by high expectations and teaching practices that support staff to work collaboratively. We will also continue to focus on ensuring the diverse learning needs of staff is met through offering relevant and timely professional learning opportunities.

Strategic Direction 3

Effective communication and connections

Purpose

To increase positive interaction and community engagement that is based on consultation, collaboration and effective communication

Improvement Measures

School wide data demonstrates clear improvements in the consistent implementation of school PBL expectations in all settings. 40% decrease in playground referrals.

A strengthened positive parent partnership is demonstrated through increased involvement and participation of parents in a range of workshops and information sessions. Increased parent satisfaction demonstrated with communication strategies as evidenced through surveys and forums.

Increased development of student leaders and opportunities for students to be part of the decision making process is evident across the whole school.

Progress towards achieving improvement measures

Process 1: Distributed Leadership

Building teacher leadership capacity through high expectations, shared responsibility and accountability and by empowering and supporting participation in a variety of leadership opportunities.

Evaluation	Funds Expended (Resources)
Throughout the year all teachers had the opportunity to take on roles and responsibilities within the school to build their capacity as teacher leaders. A number of early career and experienced teachers took up this opportunity and were able to successfully lead a number of initiatives across the school.	No funds expended

Process 2: Development of Student Leadership

Student leadership and capacity is developed through formalised programs and students are provided with opportunities to participate in leadership development.

Evaluation	Funds Expended (Resources)
Students had the opportunity to develop their leadership skills through a number of leadership roles across the school, including Student Representative Council (SRC), Captains and Prefects, House Captains and Library Monitors. Due to a number of staff changes on this Strategic Direction Team, formalised programs were not written. This will be a focus for 2020.	Operational Funding

Process 3: Positive Productive Partnerships

The school strengthens partnerships within the school by maintaining effective and responsive two way communication between the school and home using various forms of communication media. Productive partnerships with external agencies including Blacktown Learning Community, local high schools and early learning centres are strengthened and links with paraprofessionals and other agencies are established. Positive promotion of Marayong Heights PS in the local community is done through a range of media.

Evaluation	Funds Expended (Resources)
The school continued to strengthen the partnership between home and	Operational funding

Progress towards achieving improvement measures

school by keeping the community informed about school events and happenings through the newsletter, notes, morning assembly announcements, school website, school app and school Facebook page. The Seesaw app continues to support enhanced communication and involvement for parents and carers regarding student learning.

Links with Blacktown Girls High School continued with Year 8 students from this high school working with students in Years 3–6 on a STEAM Challenge organised by Blacktown Learning Community (BLC).

Socio-economic funding

Process 4: *There is no fourth process.*

Evaluation	Funds Expended (Resources)
There is no fourth process.	No funds expended

Next Steps

A formalised student leadership program will be written in 2020.

Productive, positive partnerships, with a focus on key transitions points – kindergarten and high school – will be a focus.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$20 950 – Flexible Funding	<p>All Aboriginal students had a Personalised Learning Pathway (PLP) with input from parents, students and the class teacher, ensuring that cultural significance was included.</p> <p>Aboriginal Background loading was used to employ an Aboriginal SLSO in Term 1 and to help fund the cost of a teacher for one day per week to support Aboriginal students across the school.</p> <p>Aboriginal students were supported through the use of this loading to access extra-curricular activities including school camps and excursions and with assistance with school uniforms and school supplies.</p>
Low level adjustment for disability	\$40 441 – Flexible Funding	<p>All students requiring adjustments and learning support were catered for within classroom programs and other whole school strategies, by all teachers working with and being supported by the Learning Support Team.</p> <p>SLSOs were employed to work with and support students across the school.</p>
Quality Teaching, Successful Students (QTSS)	\$55 279 – Staffing Allocation (0.518)	<p>Mentoring and coaching practices provided constructive feedback to individual teachers with a focus on effective classroom practice. Teachers used dedicated QTSS time to observe and give feedback to colleagues with a focus on high expectations and best practice. Teachers received support with the performance and development framework within their stages and at a whole school level.</p>
Socio-economic background	\$95 121 – Flexible Funding	<p>Funding was used to employ SLSOs to work with and support students across the school.</p> <p>An Assistant Principal was paid higher duties as a Deputy Principal to facilitate teacher understanding, and to support the implementation of using data to guide teaching and learning with a focus on Reading.</p> <p>Funds were used to employ an Occupational Therapist one day per week to work with classroom teachers across K–2 to build their capacity and understanding of how children develop and to support student writing outcomes.</p>
Support for beginning teachers	\$56 520	<p>Two full-time permanent teachers and two full-time temporary teachers received Beginning Teacher funding in 2019. These teachers had a full day off class every three weeks and worked with their coach/mentor every six weeks on a range of activities to support the development of teaching skills. This included working through '<i>Strong Start, Great Teachers</i>' modules as well as professional learning and dialogue on</p>

Support for beginning teachers	\$56 520	<p>classroom management, student engagement and classroom observations.</p> <p>Four temporary teachers who did not attract Beginning Teacher funding in 2019 were also supported with unspent Beginning Teacher funds from previous years wherever possible.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	165	167	146	155
Girls	160	149	149	150

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.9	92	91.4	89.8
1	93.7	93.6	92.4	89.7
2	93.2	93	94.4	91.4
3	92.1	91.3	93.8	92.4
4	93.8	92.6	91.1	93
5	89.4	93.5	93.7	91.2
6	93.8	88	94.1	92.8
All Years	93	92	92.9	91.3
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	11.96
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.8
School Administration and Support Staff	2.82

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

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

Workforce ATSI

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

Financial information

Financial summary

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

	2019 Actual (\$)
Opening Balance	605,753
Revenue	3,109,704
Appropriation	3,008,356
Sale of Goods and Services	7,415
Grants and contributions	90,010
Investment income	3,724
Other revenue	200
Expenses	-2,982,889
Employee related	-2,680,694
Operating expenses	-302,194
Surplus / deficit for the year	126,816

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	23,270
Equity Total	341,941
Equity - Aboriginal	20,950
Equity - Socio-economic	137,808
Equity - Language	44,273
Equity - Disability	138,910
Base Total	2,305,752
Base - Per Capita	69,218
Base - Location	0
Base - Other	2,236,534
Other Total	194,070
Grand Total	2,865,034

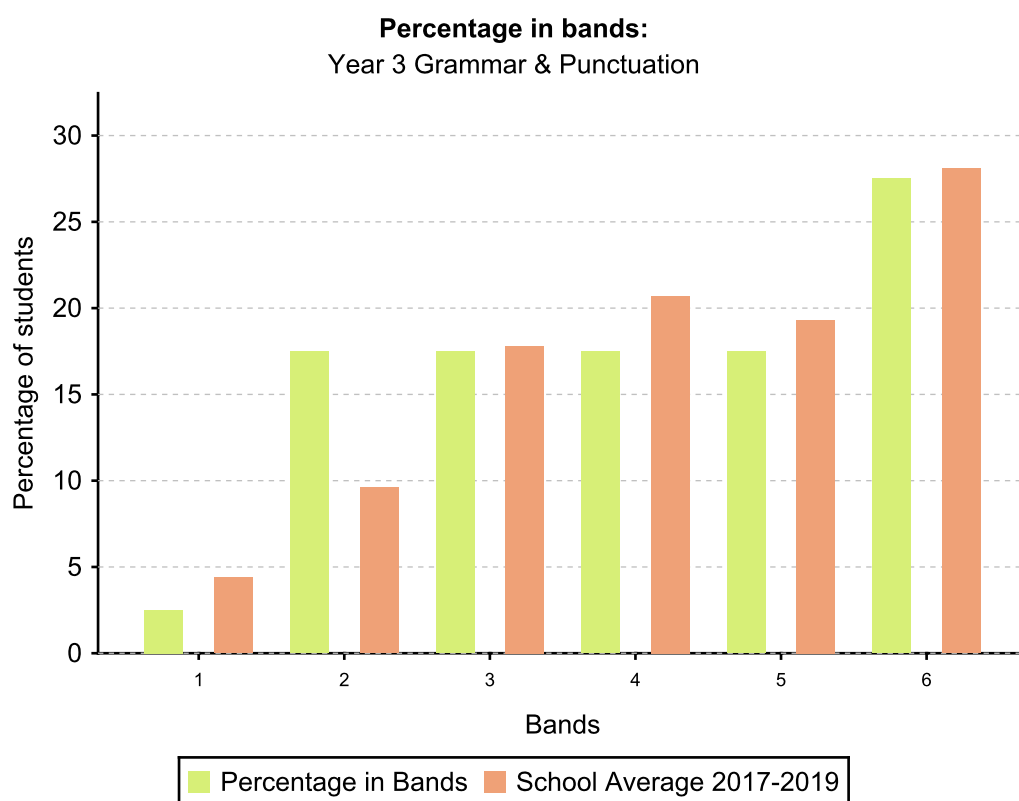
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

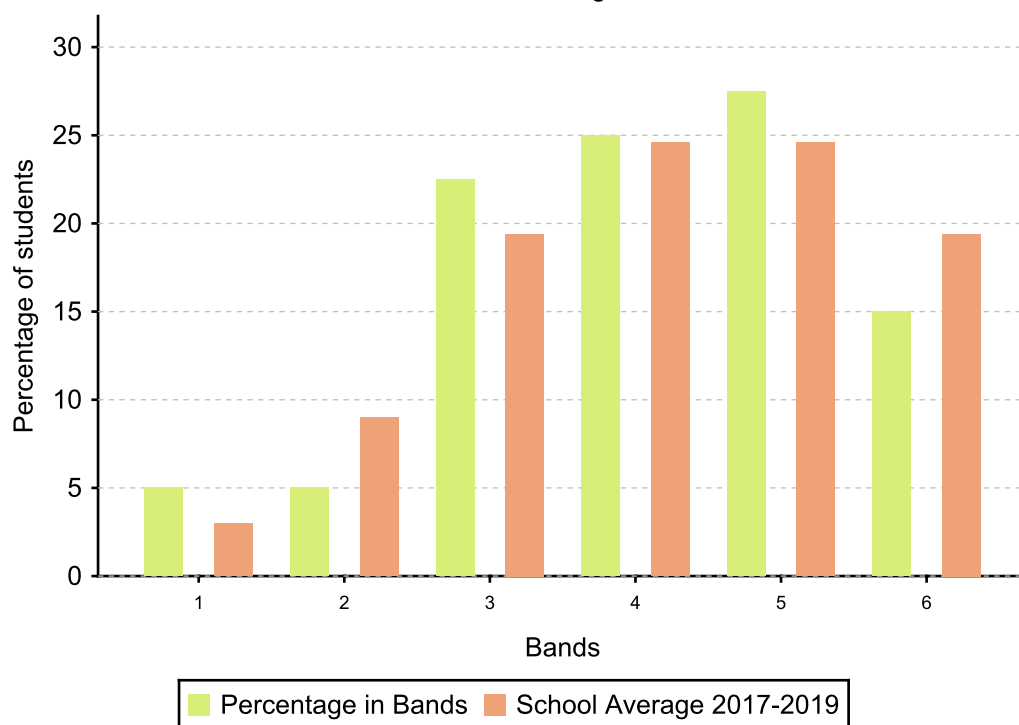
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison 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.

Literacy and Numeracy Graphs



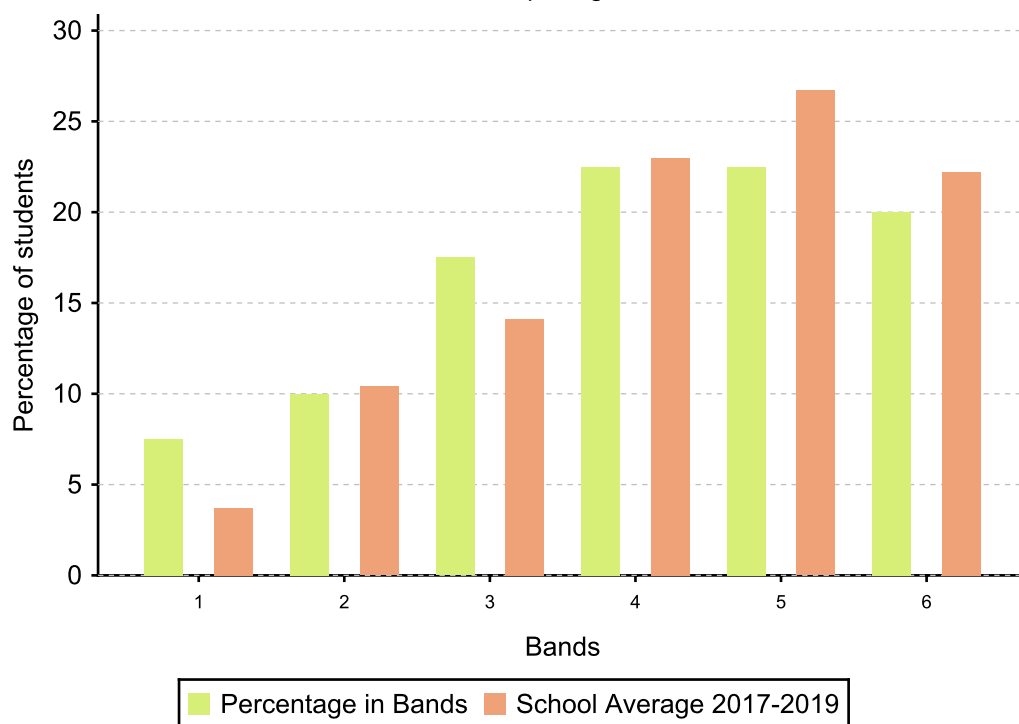
Band	1	2	3	4	5	6
Percentage of students	2.5	17.5	17.5	17.5	17.5	27.5
School avg 2017-2019	4.4	9.6	17.8	20.7	19.3	28.1

Percentage in bands:
Year 3 Reading



Band	1	2	3	4	5	6
Percentage of students	5.0	5.0	22.5	25.0	27.5	15.0
School avg 2017-2019	3	9	19.4	24.6	24.6	19.4

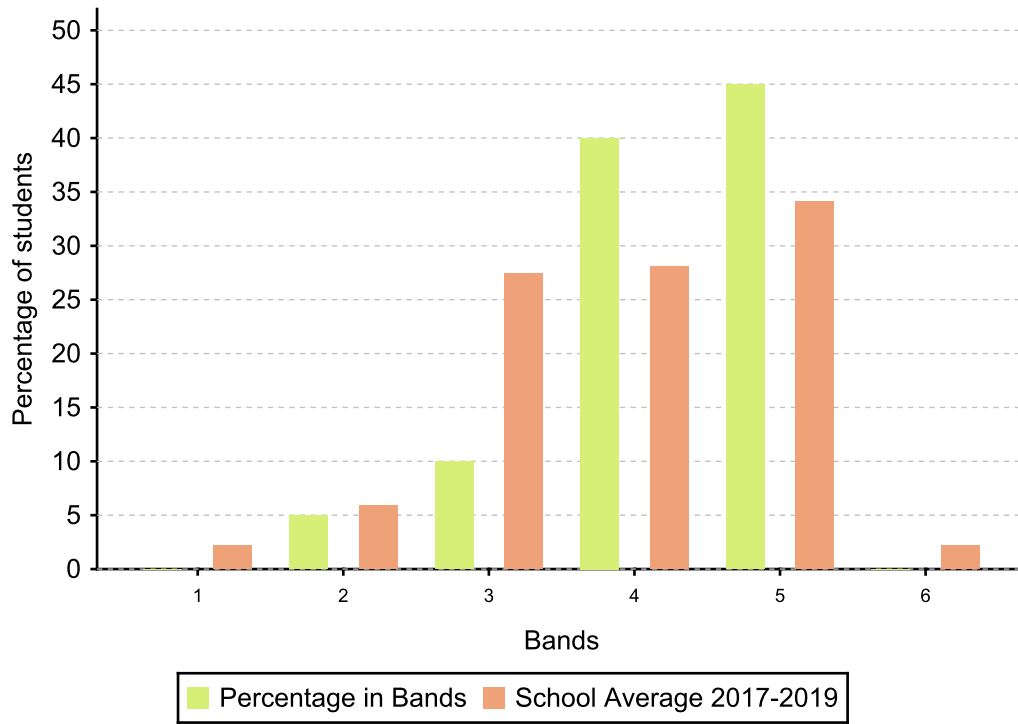
Percentage in bands:
Year 3 Spelling



Band	1	2	3	4	5	6
Percentage of students	7.5	10.0	17.5	22.5	22.5	20.0
School avg 2017-2019	3.7	10.4	14.1	23	26.7	22.2

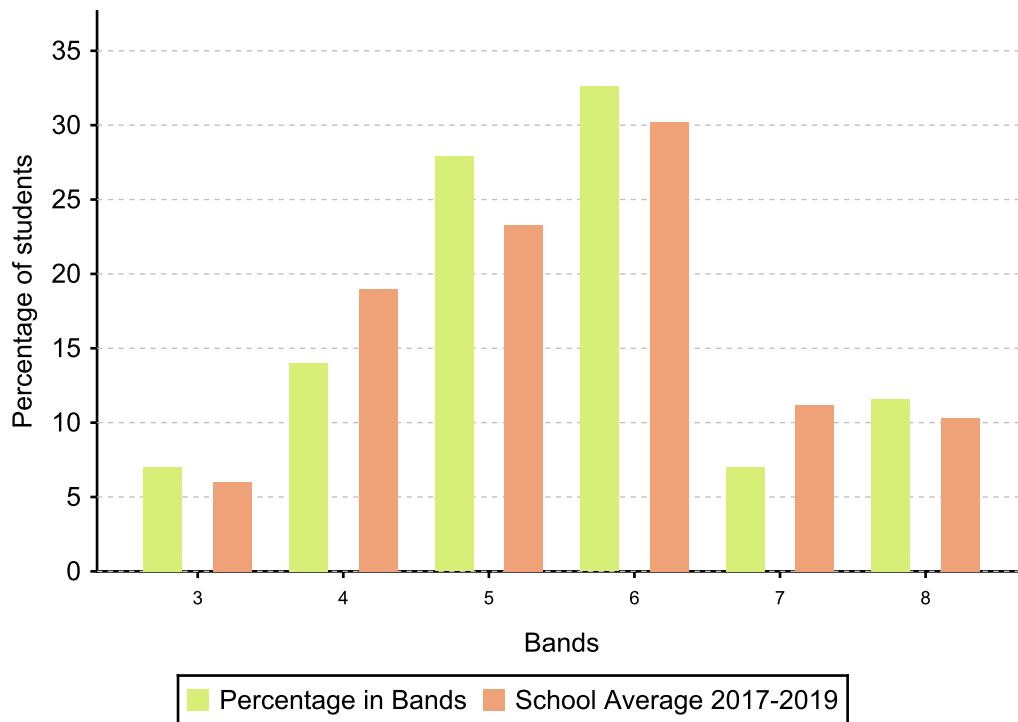
Percentage in bands:

Year 3 Writing



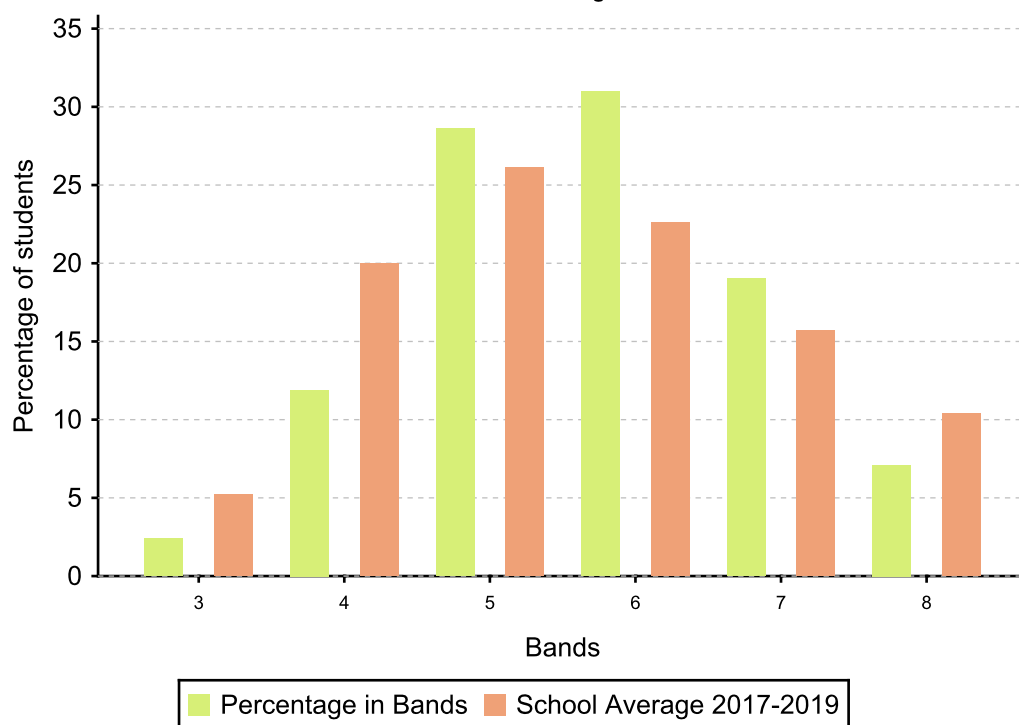
Band	1	2	3	4	5	6
Percentage of students	0.0	5.0	10.0	40.0	45.0	0.0
School avg 2017-2019	2.2	5.9	27.4	28.1	34.1	2.2

Percentage in bands: Year 5 Grammar & Punctuation



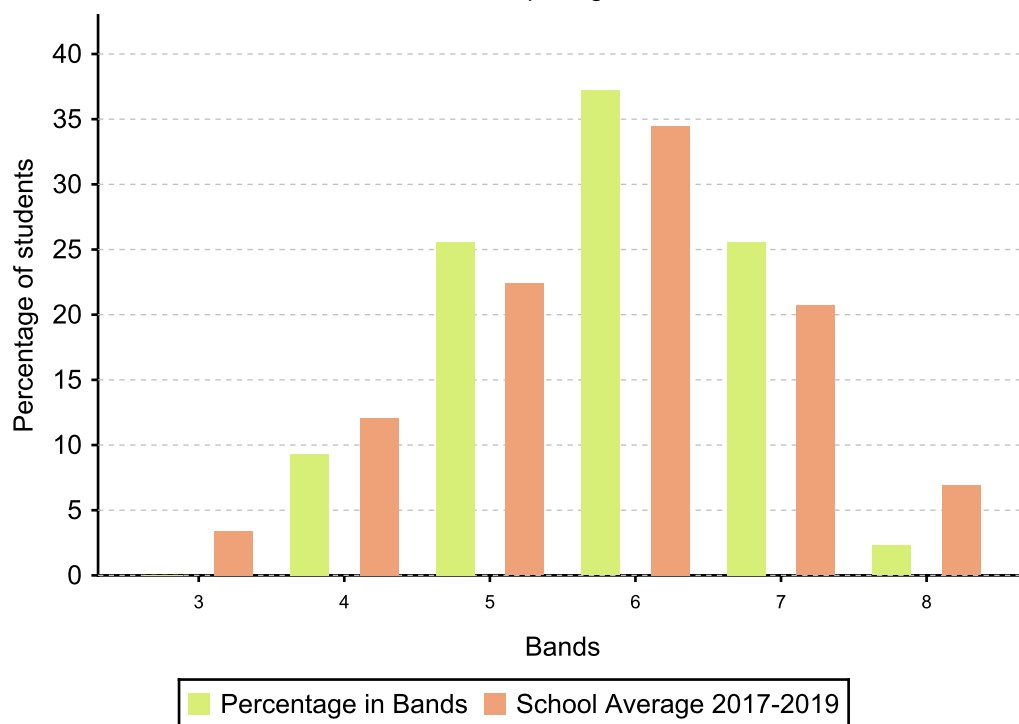
Band	3	4	5	6	7	8
Percentage of students	7.0	14.0	27.9	32.6	7.0	11.6
School avg 2017-2019	6	19	23.3	30.2	11.2	10.3

Percentage in bands:
Year 5 Reading



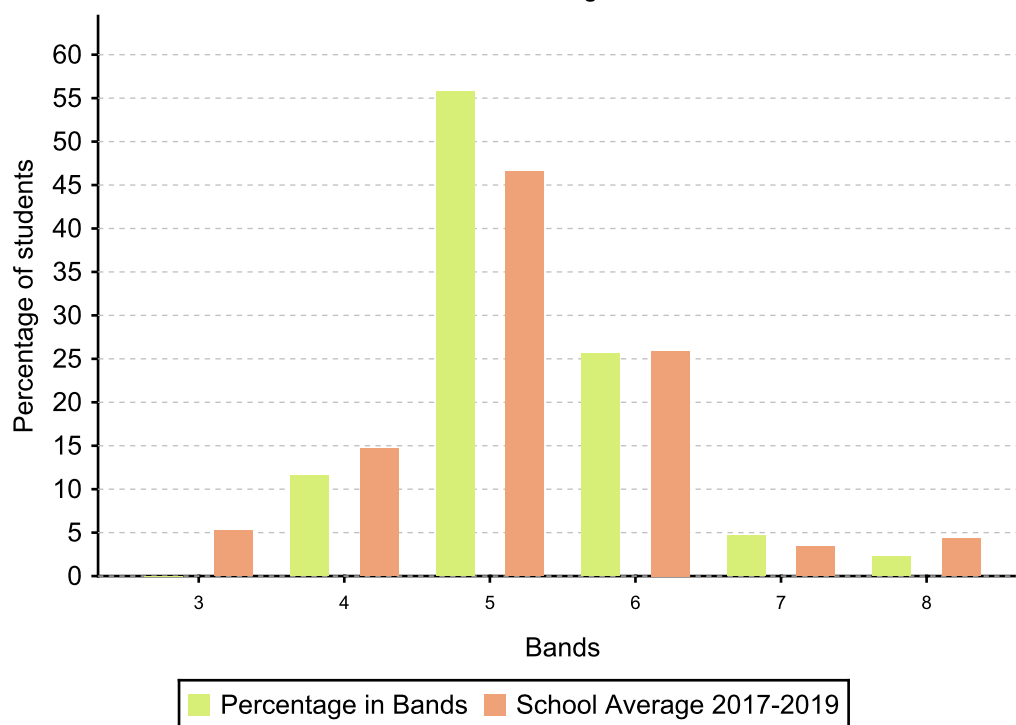
Band	3	4	5	6	7	8
Percentage of students	2.4	11.9	28.6	31.0	19.0	7.1
School avg 2017-2019	5.2	20	26.1	22.6	15.7	10.4

Percentage in bands:
Year 5 Spelling



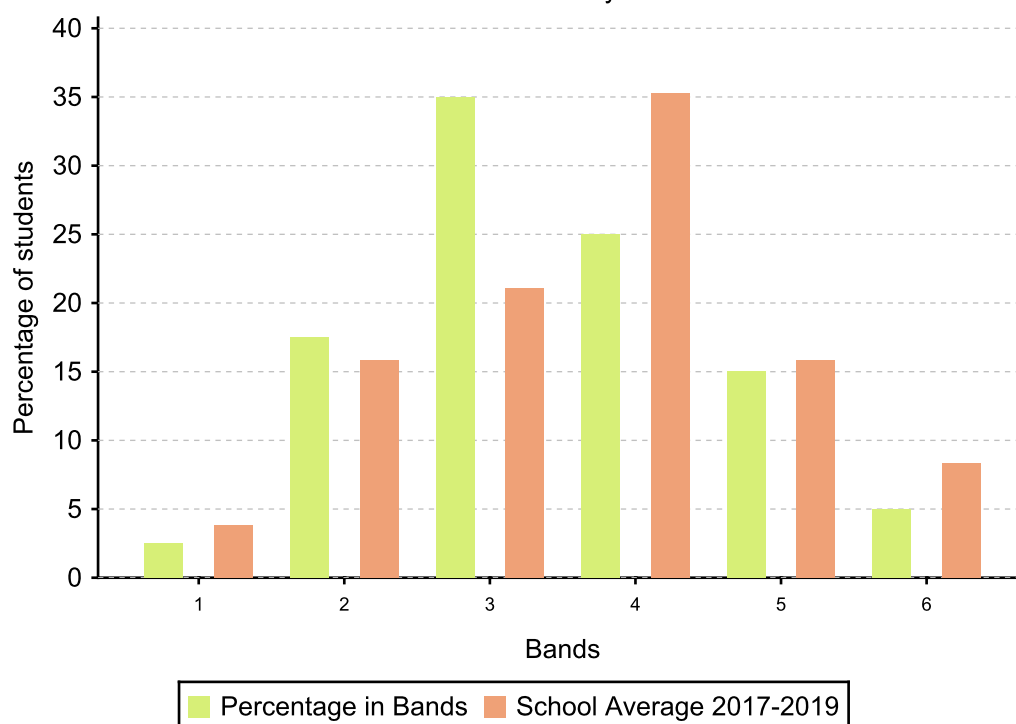
Band	3	4	5	6	7	8
Percentage of students	0.0	9.3	25.6	37.2	25.6	2.3
School avg 2017-2019	3.4	12.1	22.4	34.5	20.7	6.9

Percentage in bands:
Year 5 Writing



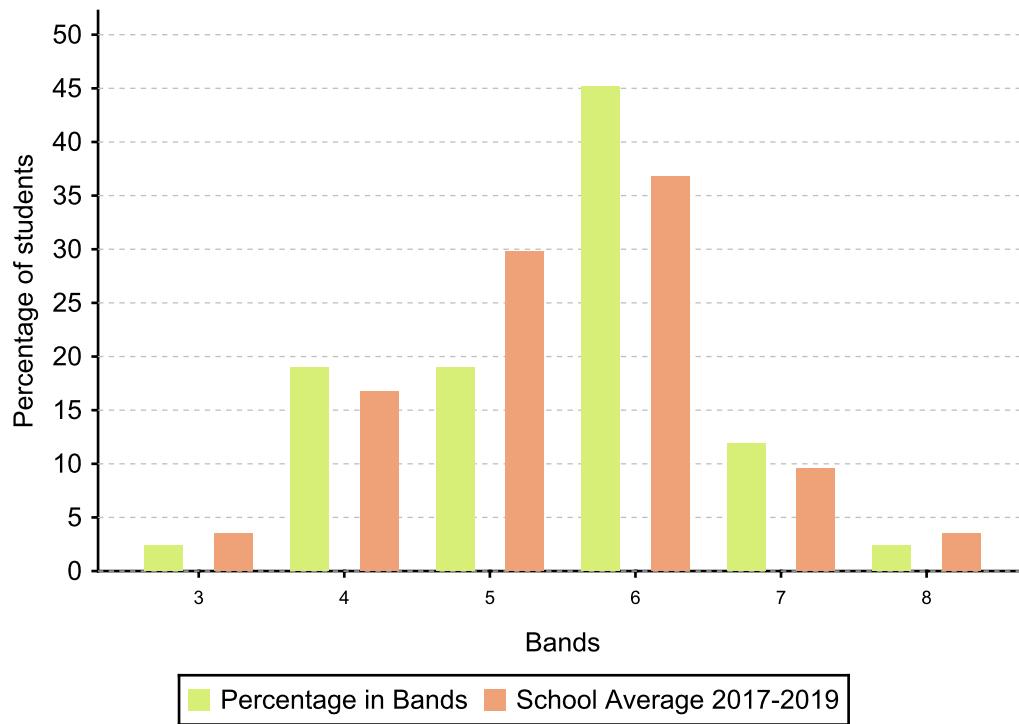
Band	3	4	5	6	7	8
Percentage of students	0.0	11.6	55.8	25.6	4.7	2.3
School avg 2017-2019	5.2	14.7	46.6	25.9	3.4	4.3

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	2.5	17.5	35.0	25.0	15.0	5.0
School avg 2017-2019	3.8	15.8	21.1	35.3	15.8	8.3

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	2.4	19.0	19.0	45.2	11.9	2.4
School avg 2017-2019	3.5	16.7	29.8	36.8	9.6	3.5

Parent/caregiver, student, teacher satisfaction

During 2019, all parents, carers and community members had the opportunity to participate in the Tell Them From Me *'Partners in Learning Parent Survey'*. 23 responses were received.

57% of parents and carers surveyed indicated that they have engaged with their child's teacher more than two or three times since the beginning of the school year and 39% indicated they had been in contact with their child's teacher more than three times. In the written responses, a number of parents and carers indicated that they found the teachers to be very helpful and that the staff were always encouraging students.

82% of parents and carers had attended parent/teacher meetings and/or social functions through out the year. This was evident also in the responses from parents and carers to the question *'what are some of the things you like about the school?'* with a number of parents and carers stating that they felt welcomed at the school, and liked the sense of belonging.

In relation to the types of communication used to find out news about the school, 65% of respondents found the school website to be useful or very useful. 78% believed that social media was useful or very useful and 87% of respondents found the school newsletter to be useful or very useful. Written responses indicated that parents and carers were happy with the level of communication with their child's teacher through Seesaw, the school newsletter, website and Facebook page.

To the question *'name some things that could make the school better'* responses ranged from making the school feel more inviting by having bright colours, and sayings and quotes around the school to installing new play equipment. A few parents and carers raised their disappointment in how often it appeared staff changed each year.

In Semester 1 and again in Semester 2, students in Years 4–6 completed the online Tell Them From Me (TTFM) survey that looks at student engagement and student beliefs about school.

78% of students indicated that they have friends at the school they can trust and who encourage them to make positive choices.

82% of students try hard to succeed in their learning, and 60% of students responded that they like challenging goals in their school work.

In relation to explicit teaching practices, 78% of students believe that their teachers give them the chance to ask questions and 83% of students indicated that their teacher asks them questions in most or all lessons.

An identified area for improvement from students was the toilets, with 61% of students responding that they strongly disagree or disagree that the toilets are clean and well–looked after. This will be a focus for improvement in 2020 with students being given the opportunity to have a voice as to how the toilets could be improved.

All staff had the opportunity to participate in the Tell Them From Me *'Focus on Learning Teacher Survey'* in 2019, with 14 staff responding to the survey.

80% of staff surveyed agreed or strongly agreed that school leaders in the school are leading improvement and change and 87% of staff agreed or strongly agreed that school leaders clearly communicate their strategic vision and values for the school.

94% of staff surveyed strongly agreed or agreed that there is a sense of belonging for students at the school and 80% of staff agreed or strongly agreed that the school is well maintained, supports effective teaching practices and that students focus on their learning.

Written responses to the question *'What are some of the things you like about our school?'* indicated that the majority of respondents found the staff to be helpful, supportive, welcoming and friendly and that the Executive Team were approachable and supportive.

To the question *'name some things that could make the school better'* staff responses included ensuring all staff had the same expectations and understanding in relation to student behaviour, ongoing professional learning and increasing team work for planning and organising extra curricular events and activities.

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.