

# Pleasant Heights Public School

## 2019 Annual Report



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## Introduction

The Annual Report for 2019 is provided to the community of Pleasant 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.

### School contact details

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## School background

### School vision statement

Pleasant Heights Public School provides outstanding educational opportunities, with high expectations and excellence for all students. Our students are valued and nurtured to become confident life-long learners and critical thinkers in an engaging, collaborative and creative learning community.

### School context

Pleasant Heights Public School has an enrollment of 266 students and is located in a unique natural environment that embraces the Illawarra escarpment.

The school provides all students with high quality education that promotes equity and excellence. Students are motivated to become successful learners, confident and creative individuals and active and informed citizens.

A broad curriculum that focuses on literacy and numeracy and includes a commitment to technology, performing arts and sporting opportunities, is valued by the school community. Pleasant Heights Public School has a comprehensive, integrated whole school approach to student wellbeing, learning and leadership.

Priorities for 2018 and beyond include quality literacy and numeracy programs for all students, Visible Learning, formative assessment, building teacher capacity, collegiality and future focused learning. Effective feedback and data driven decision making are regarded as the key to success.

The school has seen a significant increase in student enrollment. Staff consists of dedicated and experienced teachers and support staff, and teachers in their early stages of career. There is a whole school focus using the NSW Quality Teaching Framework and differentiation to provide a broad curriculum, that caters for all learners and promotes engagement in an environment that is well supported by the school community.

Parents, teachers, staff and members of the wider community value and acknowledge the outstanding academic success and results consistently achieved by students at the 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 and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

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

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

For more information about the School Excellence Framework:

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

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
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 Learners

#### Purpose

To create a powerful learning culture that inspires students to be successful, independent learners.

#### Improvement Measures

Increase in the percentage of students demonstrating expected growth in Literacy and Numeracy in NAPLAN.

All students clearly articulating the learning intentions and success criteria of lessons.

Increased proportion of students demonstrating expected growth on the literacy and numeracy progressions.

All students actively involved in the development of learning goals based on feedback.

#### Progress towards achieving improvement measures

##### Process 1: Curriculum

Implement a whole-school approach to regularly monitor and review students' learning goals.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Analysis of 2018 NAPLAN.</li><li>• PAT Maths and Comprehension for years 1–6.</li><li>• PAT Writing for years 3–6</li><li>• SENA test</li><li>• Running Records/PROBES</li><li>• Pre and Post Assessments</li><li>• Learning Progressions</li></ul> <p>Teacher capacity in the analysis of data and the utilisation of the information gathered to inform differentiated teaching and learning sequences, has improved.</p> <p>Teachers are more familiar with learning progressions and the impact they have on moving student learning forward.</p> <p>Learning intentions and success criteria are explicitly taught, and students are more aware of their current performance and how it relates to the learning intention and success criteria.</p> <p>Students monitored and reflected on their progress and selected a range of strategies to move their learning forward.</p> <p>By the end of 2019, learning intentions and success criteria were effectively written, differentiated and used school wide in writing and Maths–Quantifying Number as a minimum.</p> <p>Continuing professional learning in support of classroom teachers implementing learning intentions and success criteria has resulted in:</p> <ul style="list-style-type: none"><li>• LISC being included in classroom teacher programs in English and Mathematics K–6</li><li>• An increasing number of students being able to articulate where they are in their learning, where to next and how they are going to get there</li></ul> <p>Evidence of Impact</p> <ul style="list-style-type: none"><li>• Assessment data gathered from assessments is analysed by Stage teams to identify student learning needs.</li><li>• Implementation of differentiated teaching and learning to maximise student growth.</li><li>• Staff Development Day – CORWIN 'Building and Developing Visible Learners.</li></ul>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Professional Learning (\$3000.00)</li><li>• Literacy Numeracy (\$5000.00)</li></ul>

## Progress towards achieving improvement measures

- All staff provided with text 'Developing Assessment Capable Visible Learners' for reading and future reference.
- Deeper understanding and knowledge of how students learn and how to maximise Learning Intentions and Success Criteria within the classroom setting
- Teacher professional learning around what a good learning intention and success criteria look like.
- Teachers formulate agreed practice around writing Learning Intentions and Success Criteria. AITSL agreed practice framework.
- Teachers used agreed practice to write learning intentions & success criteria for collaborative writing and Maths planning.
- Learning Intentions and Success Criteria are clear and specific to avoid ambiguity.
- provide students with appropriate challenge
- are matched to teaching and learning activities and assessment tasks
- Learning Intentions and Success Criteria are visibly displayed and explicitly discussed with students to develop a clear understanding of the purpose of the lesson and expected criteria to be successful.
- Students are demonstrating the ability to use, understand and articulate Visible Learning strategies in relation to their writing and Maths.
- Students are becoming active participants in the learning process, empowering them to become independent learners, and motivating them to achieve their full potential.
- Students are confident in reflecting on their learning through peer and self-assessment.

### Process 2: Engagement

Create a future focused teaching and learning environment that engages and challenges students to think critically, problem solve, communicate and collaborate.

Evaluation	Funds Expended (Resources)
This process was not a focus area in 2019. Outcomes previously achieved in this process were monitored for continued effectiveness throughout the year.	

### Process 3: Assessment

Students utilise assessment data and feedback to achieve academic growth.

Evaluation	Funds Expended (Resources)
This process was not a focus area in 2019. Outcomes previously achieved in this process were monitored for continued effectiveness throughout the year.	

## Strategic Direction 2

### Innovative Teaching

#### Purpose

To embed a whole school collaborative approach to quality teaching where learning is focused, evidence based and differentiated to meet the needs of students.

#### Improvement Measures

All teachers develop proficiency in data analysis and collaboratively plan, program and assess to differentiate the curriculum and increase student growth.

All teachers implement Visible Learning and formative assessment strategies, which are embedded within teaching practice.

All teachers have Professional Development Plans that are aligned to the Australian Professional Standards for Teachers, school plan and personal goals.

All teachers demonstrate a commitment to a culture of collaboration, observation and feedback on professional practice.

#### Progress towards achieving improvement measures

##### Process 1: Visible Learning and Formative Assessment

Embed a culture of utilising Visible Learning and formative assessment strategies through collaborative planning and professional dialogue.

Evaluation	Funds Expended (Resources)
<p>Staff Development Day – CORWIN 'Building and Developing Visible Learners.</p> <p>All staff provided with text 'Developing Assessment Capable Visible Learners' for reading and future reference.</p> <p>All staff are confident in writing differentiated Learning Intentions and Success Criteria.</p> <p>By the end of 2019, the school wide implementation of Learning Intentions and Success Criteria demonstrated an integrated approach to Quality Teaching, differentiated curriculum planning and delivery, with a focus on meeting the learning needs of all students.</p> <p>A teacher survey was conducted at the completion of the Visible Learning: Developing Assessment Capable Learners; which indicated 94% of staff were extremely confident in writing quality Learning Intentions and Success Criteria</p> <p>Evidence of Impact</p> <ul style="list-style-type: none"><li>• Assessment data gathered from assessments is analysed by Stage teams to identify student learning needs.</li><li>• Implementation of differentiated teaching and learning to maximise student growth.</li><li>• Staff Development Day – CORWIN 'Building and Developing Visible Learners.</li><li>• All staff provided with text 'Developing Assessment Capable Visible Learners' for reading and future reference.</li><li>• Deeper understanding and knowledge of how students learn and how to maximise Learning Intentions and Success Criteria within the classroom setting</li><li>• Teacher professional learning around what a good learning intention and</li></ul>	<p>Corwin Staff Development Day – Building and Developing Visible Learners</p> <p>Developing Assessment Capable Visible Learners books purchased for all staff</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Professional Learning (\$8500.00)</li></ul>

## Progress towards achieving improvement measures

success criteria look like.

- Teachers formulate agreed practice around writing Learning Intentions and Success Criteria. AITSL agreed practice framework.
- Teachers used agreed practice to write learning intentions & success criteria for collaborative writing and Maths planning.
- Learning Intentions and Success Criteria are clear and specific to avoid ambiguity.
- provide students with appropriate challenge
- are matched to teaching and learning activities and assessment tasks
- Learning Intentions and Success Criteria are visibly displayed and explicitly discussed with students to develop a clear understanding of the purpose of the lesson and expected criteria to be successful.
- Students are demonstrating the ability to use, understand and articulate Visible Learning strategies in relation to their writing and Maths.
- Students are becoming active participants in the learning process, empowering them to become independent learners, and motivating them to achieve their full potential.
- Students are confident in reflecting on their learning through peer and self-assessment.

### Process 2: Data for Teaching

Stage teams use qualitative and quantitative data to analyse and monitor student learning and implement changes in teaching practice.

Evaluation	Funds Expended (Resources)
This process was not a focus area in 2019. Outcomes previously achieved in this process were monitored for continued effectiveness throughout the year.	

### Process 3: Quality Teaching Practice

Staff use effective Learning Intentions and Success Criteria aligned to the curriculum to facilitate visible learning and embed this within their daily practice.

Evaluation	Funds Expended (Resources)
Outcomes in this process are closely aligned to the work the school conducted in Strategic Direction 1, Process 1.	

## Strategic Direction 3

### Positive Partnerships

#### Purpose

To build and sustain positive partnerships through community engagement, leadership development and student wellbeing.

#### Improvement Measures

Increased capacity for teachers and students to assume leadership roles and responsibilities.

Increased community partnerships in consultative and collaborative decision making.

Increased proportion of students demonstrating an active engagement in their learning to connect, succeed and thrive.

#### Progress towards achieving improvement measures

##### Process 1: Leadership

Build staff capacity across the whole school through shared leadership and responsibilities. Students develop leadership skills through a variety of opportunities.

Evaluation	Funds Expended (Resources)
<p>Staff utilise the Australian Professional Standards for Teachers and AITSL Reflection tool each year for their PDP.</p> <p>Staff have been provided with opportunities to relieve in higher duties and develop their leadership skills.</p> <p>Staff have led, coordinated and monitored initiatives within the school to provide opportunities for students in a range of areas.</p> <p>Evidence of Impact</p> <ul style="list-style-type: none"><li>• Professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement.</li><li>• deepen pedagogical expertise.</li><li>• increase capacity to lead teaching and learning to have a positive impact on student outcomes.</li><li>• strengthen interpersonal skills.</li><li>• develop management and leadership skills.</li><li>• Teacher leaders are committed to helping others achieve their potential, with the overarching goal of improving students' learning and classroom environments.</li><li>• A deeper understanding of personal strengths and leadership style.</li><li>• Developing interpersonal, conflict resolution and management skills.</li><li>• Reflecting on personal strengths and organisation practice.</li><li>• Utilising the expertise of staff to lead extra curricula activities within and beyond the school environment, has provided our students with a range of opportunities to showcase their talent in a variety of areas including Sporting events, Public Speaking, Tournament of Minds, Southern Stars and Dance Festival.</li><li>• Willingness of staff to volunteer to work above and beyond to provide additional educational opportunities for students.</li><li>• Staff further developed their expertise in a particular area.</li><li>• Opportunities to work with outside agencies and other local schools.</li><li>• Increase in organisational skills</li></ul>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Operational (\$3000.00)</li></ul>

##### Process 2: Learning Partnerships

The school community work together through consultation and communication to deepen positive

## Progress towards achieving improvement measures

**Process 2:** partnerships across the school.

Evaluation	Funds Expended (Resources)
This process was not a focus area in 2019 but will be critical in 2020 as the school prepares for the 2021 and beyond school planning cycle.	

**Process 3: Wellbeing**

Student wellbeing and progress is evident for all students and is clearly communicated and celebrated within the school community.

Evaluation	Funds Expended (Resources)
<p>Staff completed the School Wellbeing Check online (Wellbeing Hub)</p> <p>Staff explored the DoE Wellbeing Framework and identified strengths &amp; weaknesses.</p> <p>Parents &amp; students provided insights around future directions for student wellbeing regarding enrichment activities and school events.</p> <p>Evidence of Impact</p> <ul style="list-style-type: none"> <li>• TPL – Wellbeing Hub online. Staff developed an understanding of where we are and where to next with regards to student wellbeing.</li> <li>• TPL – The Wellbeing Framework &amp; self-assessment tool</li> <li>• By engaging with the Wellbeing Framework for Schools, staff increased their knowledge and understanding of the key concepts that foster the development of healthy, happy, productive and successful individuals.</li> <li>• Though engaging with the Wellbeing Self-assessment Tool and assessing current practices within the school, we were able to find evidence to support our assessment and identify areas for future growth.</li> <li>• Surveys – parents &amp; students. The results of the surveys were shared with staff and provided information on the enrichment activities the parents and students value.</li> </ul>	

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$6 500.00)</li> </ul>	<p>Students and their families met with teachers to create and monitor personalised learning plans enhancing the home school learning connections</p> <p>Aboriginal students were supported to participate in Reconciliation Week celebrations and NAIDOC week activities.</p> <p>All school students participated in a full day of NAIDOC activities, further enhancing their understanding of Aboriginal culture and promoting bonds and connections with their peers</p> <p>Aboriginal Literature and resources were purchased to enhance the teaching of all students and to promote knowledge and understanding of Aboriginal Australia.</p>
<b>English language proficiency</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>English language proficiency (\$39 742.00)</li> </ul>	<p>EAL/D teacher employed 1.5 days per week. to support students with the English language to access the curriculum</p> <p>EAL/D students learning needs are supported by the EAL/D teacher through resourcing, in class support, small group support. EAL/D teacher works closely with class teacher.</p> <p>EAL/D given time for professional learning and follow up</p>
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$73 496.00)</li> </ul>	<p>The Learning Support Teacher worked closely with the Learning Support Team and class teachers to provide targeted students with additional support throughout the year</p> <p>Additional time was allocated to School Learning Support Officer support of targeted students. School Learning Support Officers also provided targeted support for students on Integration funding.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>FTE 0.442 from staffing allocation was used, plus additional funding</p> <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>School Support Allocation (\$14 782.00)</li> </ul>	<p>In Terms 1 and 2, this allocation was used to give all Assistant Principal's a day per week to prepare for External Validation.</p> <p>In Terms 3 and 4, this allocation was used to give all Assistant Principal's a day per week to work with their teams., in an Instructional Leader role</p> <p>It was also used to give members of a stage team, time off class together, to look at data, plan and collaborate together. All teachers involved reported this was a valuable initiative.</p>
<b>Socio–economic background</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Socio–economic background (\$7 307.00)</li> </ul>	<p>Socio–economic background funding has ensured that no student has been disadvantaged. This funding is used to provide access to all areas of the curriculum. eg specific school programs, excursions, school camps, school uniforms.</p> <p>The remaining funds are integrated into the</p>

<b>Socio-economic background</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$7 307.00)</li></ul>	school funds to provide resources such as Ipads, Library resources, all aimed at enhancing access to teaching and learning programs.
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## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	123	125	125	131
Girls	137	129	137	132

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.3	96.2	95.4	96.2
1	94.5	94.7	96	95.6
2	95.1	93.2	95.6	96.8
3	93.6	93.4	94.5	95.3
4	94.7	93.1	94.2	95.6
5	93.8	93	93	93.5
6	93.5	92.6	94.1	91.4
All Years	94.5	93.7	94.7	95
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

### Management of non-attendance

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

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

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	9.4
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
School Administration and Support Staff	2.42

\*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 <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	269,957
<b>Revenue</b>	2,719,778
Appropriation	2,493,718
Sale of Goods and Services	-832
Grants and contributions	225,476
Investment income	1,417
<b>Expenses</b>	-2,702,747
Employee related	-2,268,095
Operating expenses	-434,651
<b>Surplus / deficit for the year</b>	17,032

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 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	197,934
<b>Equity Total</b>	123,178
Equity - Aboriginal	2,634
Equity - Socio-economic	7,307
Equity - Language	39,742
Equity - Disability	73,496
<b>Base Total</b>	1,997,007
Base - Per Capita	61,475
Base - Location	0
Base - Other	1,935,532
<b>Other Total</b>	106,731
<b>Grand Total</b>	2,424,850

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](https://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

Each year, Pleasant Heights collects data from our whole school community. In 2019, students and staff data collected, related to Visible Learning. Parent data collected related to school enrichment activities.

### Student Feedback

- 95% of students understand it is alright to make a mistake
- 94% of students understand that their teacher helps them understand what they are learning
- 94% of students understand that their teacher helps them learn strategies that help them to learn
- 86% of students stated they get regular feedback from their teacher
- 87% of students understand that learning goals help them to be successful
- 88% of students know when they have been successful in their learning

### Staff Feedback

- 93% of staff are able to confidently describe the characteristics of a visible learner
- 93% of staff are confident in writing a quality learning intention
- 93% of staff consistently use learning intentions and success criteria for English
- 93% of staff consistently use learning intentions and success criteria for Maths
- 15% of staff consistently use learning intentions for all other KLAs.
- 86% of staff have a good understanding of learning dispositions

### Parent Feedback

- 85% of parents wanted their children to have a choice between free play and organised activities
- 12% of parents believe their children should just be offered free play at lunch time
- 3% of parents believe their children should just be provided with organised activities at lunch time

Pleasant Heights school offers a large variety of enrichment activities at the lunch time break. The top 6 enrichment activities the parents value are:

- Band – 71%
- Dance Festival – 53%
- Choir – 47%
- Coding – 47%
- Sporting Knock out teams – 41%
- Robotics – 35%

# 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.