

Mount Terry Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Mount Terry 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

Our vision is for all students and staff to enjoy coming to school and that we provide a high quality, inclusive and holistic school experience for all members of the school community. We are dedicated to providing opportunities that support the development of confident and creative individuals, active and informed citizens and lifelong learners. All students will learn through a high quality, equitable education experience focused on high expectations, continual improvement and individual student needs. Our school is committed to providing a safe, happy, caring and inclusive environment.

School context

Mount Terry Public School is located in a fast growing area of Albion Park. It has an enrolment of 735 students, including 44 Aboriginal students and 67 students from non-English speaking backgrounds. Enrolments at the school have increased steadily since it opened in 1995. Enrolment numbers are now steady although future land releases may result in further increases to enrolments.

Literacy and numeracy are priorities for the school which is part of the Bump-It-Up Strategy aimed at maximising the number of students performing in the top two NAPLAN bands in both Yr 3 and Yr 5. Differentiated teaching and learning and quality teaching practices underpin educational delivery.

Our school is committed to providing a holistic education experience by balancing the core academics with a variety of extra-curricular activities. Students are provided with opportunities in leadership, sport and the arts both within and beyond the school. Our environmental education programs include recycling, composting, the chicken pen and our extensive Living Classroom and Outdoor Kitchen program, all help to develop environmentally aware citizens.

We have strong links with the local community and enjoy the support of an active parent body that works collaboratively with the school to provide additional resources and opportunities for students.

Our school is a proud member of the Albion Park Community of Schools. Collaboration between the schools includes the sharing of resources, inter-school programs and activities, quality transition programs and combined professional learning. We are committed to the development of high quality leaders across all aspects of the school to ensure ongoing school improvement, a positive learning environment and student well-being in what is a diverse and dynamic learning community.

Mount Terry PS strives to live by its motto, "Growing Strong, Reaching Far".

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

Strategic Direction 1

Quality teaching for every student

Purpose

To ensure the ongoing development of highly skilled teachers who deliver quality teaching to every student in a safe and productive learning environment. Our teaching will be evidence informed, engaging, inclusive and differentiated to meet individual student learning needs.

Improvement Measures

By 2020, 90% of students will exit Kindergarten with a reading level above Level 5 (70% in 2018, 80% in 2019) and 90% of Yr 1 students will exit with a reading level above Level 14.

By the end of 2019, we will have met or exceeded the Premier's Priority targets for achievement in the proficiency band for reading, as demonstrated by NAPLAN and school-based assessment measures.

By the end of 2019, we will have met or exceeded the Premier's Priority targets for achievement in the proficiency band for numeracy, as demonstrated by NAPLAN and school-based assessment measures.

By the end of 2019, the new Science and Technology Syllabus will be fully implemented K-6 and teachers will be adequately prepared for the implementation of the new PD/H/PE Syllabus in 2020.

Progress towards achieving improvement measures

Process 1: Develop and embed high quality teaching pedagogy based on the differentiated learning needs of every student eg L3, Focus on Reading and Targeting Early Numeracy.

Evaluation	Funds Expended (Resources)
Feedback from the L3 mentor and trainer was extremely positive. All Kindergarten teachers successfully completed their L3 training and reading and comprehension data showed outstanding results across all students involved in L3. Feedback from parents of children undertaking L3 was overwhelmingly positive. Teacher use of TEN strategies was evident in all K-2 classrooms. Feedback from teachers about PD/H/PE and Science syllabus implementation was very positive with all teachers feeling confident to teach using the new curriculum documents.	\$70000 (L3) \$3000 (TEN)

Process 2: Establish scheduled opportunities for teachers to collaborate, share, plan, evaluate and monitor student progress.

Evaluation	Funds Expended (Resources)
Annual school survey results demonstrated the value teachers placed on the Planning and Progressions Days, highlighting the importance of providing opportunities to collaborate, plan and establish consistent teacher judgement around assessment. All Aboriginal students had a Personalised Learning Pathway that was negotiated and reviewed with parents and carers. Individual Learning Plans were completed for all students requiring significant support and accommodations to meet their individual learning needs. School Learning Support Officer time was distributed throughout the school to support students with additional learning needs.	\$130000 (Planning & Progression days) \$7000 (PLPs)

Process 3: Strengthen Learning and Support Team processes for identifying student need and monitoring targeted interventions.

Evaluation	Funds Expended (Resources)
The allocation of additional School Counsellor time was extremely successful in reducing the backlog of outstanding referrals from the Learning Support	\$26550 (Additional School Counsellor)

Progress towards achieving improvement measures

Team. Feedback from teachers and parents about the efficiency of the LST was hugely improved in 2019. The Bump It Up intervention groups were highly successful with data collected demonstrating big improvements for every student in that program. The school's Bump It Up targets were met and exceeded in all areas.

\$109000 (BIU staffing)

Strategic Direction 2

Creating a high performing learning culture

Purpose

To create a learning culture where high but achievable expectations and standards are set and met by teachers and students alike. We aim to create successful, engaged life-long learners who are well-equipped to become active, informed and productive citizens.

Improvement Measures

All teachers demonstrate the use of learning intentions, success criteria and high quality feedback as part of embedded practice.

Formative assessment practices are used by every teacher to inform planning, teaching and learning.

Data and evidence reflects positive growth for every student in literacy and numeracy.

Improved feedback on the way the school caters for the needs of gifted and talented students with evidence to quantify higher order skill development through targeted interventions.

Progress towards achieving improvement measures

Process 1: Implement a whole school coordinated approach to the application of Visible Learning strategies that support the individual learning needs of every student.

Evaluation	Funds Expended (Resources)
<p>Staff became proficient at entering data into specific Literacy elements of the PLAN 2 software following a much more comprehensive understanding of how to use the Literacy Progressions. Staff used the data collected as an integral part of planning for future learning as they worked collaboratively in Planning Days. Teacher feedback was used to determine future directions around professional learning in the progressions. Progression tracker books were used to track student progress in the Reading and Viewing sub-elements of Fluency, Phonological awareness, Phonic knowledge and word recognition and Understanding Texts.</p> <p>Student survey feedback on the FIERCE program was extremely positive. Post program data was used to determine the future direction of the FIERCE Program. Students from FIERCE participated in the statewide Game Changer Challenge and were State finalists.</p> <p>2 PL sessions were completed on Embedding Formative Assessment. Staff created Personal Action Plans for embedding formative assessment and completed peer observations linked to personal action plans. Feedback to students was evident in teaching and learning programs and in classrooms.</p>	<p>\$96029 (FIERCE program)</p> <p>\$130000 (Planning & Progression days)</p>

Process 2: Provide structures for staff to identify areas for professional development and facilitate high quality professional learning opportunities.

Evaluation	Funds Expended (Resources)
<p>Staff Professional Development Plans reflected alignment to professional standards and an individualised focus on professional learning to meet the individual needs of staff. Feedback from staff on the implementation of the Science Syllabus was extremely positive with all teachers feeling confident in the use of the new syllabus. Significant professional learning took place to prepare teachers for the implementation of the new PD/H/PE Syllabus in 2020. L3 Data collected from Kindergarten and Yr 1 students evidenced outstanding results with school targets being exceeded for both Kindergarten and Yr 1. The L3 program will be extended into Yr 2 in 2020. Progression</p>	<p>\$70000 (L3)</p>

Progress towards achieving improvement measures

Tracker books were in use in all classrooms K–6 to monitor student progress in literacy and numeracy. Feedback from beginning teachers regarding the early career mentoring program was extremely positive. All teachers completed mandatory accreditation requirements.

Process 3: Collaboratively collect and analyse school based and external data and use this information to inform planning and teaching in Literacy and Numeracy.

Evaluation	Funds Expended (Resources)
<p>Staff feedback on Progression and planning days was extremely positive. All K–2 staff assessed students in the Additive Strategies sub–element as part of TEN and used data to inform TEN groups. Data was updated at 5–weekly intervals. All staff utilised Progression marker books to enter data in PLAN 2. Yr 6 data was collected and analysed in readiness for high school. This was shared with APHS to support the transition to high school. Consistent teacher judgement sessions on Writing were undertaken during Progression and Planning days and evidence was used to create mini–programs. Annual School Report survey data was analysed and shared with all staff to determine future focus areas for the school. This information was shared with whole staff.</p>	\$3000 (TEN)

Strategic Direction 3

High quality leadership development

Purpose

To develop leadership at all levels that contributes to continual school improvement. We aim to deliver leadership that maintains a focus on the achievement of high academic standards, positive well-being for students and staff and engagement of the whole community in the life of the school.

Improvement Measures

School self-evaluation data reflects high levels of satisfaction around school leadership.

High quality, effective and sustainable leadership is evident across the school.

Teachers actively align their practice to the Quality Teaching Framework and the Australian Professional Standards for Teachers and School Leaders.

Progress towards achieving improvement measures

Process 1: Targeted and deliberate leadership development for current and aspiring school leaders.

Evaluation	Funds Expended (Resources)
Anecdotal feedback from members of the School Leadership Team indicated that the initiative was very beneficial to the school as a whole and the individual staff members who elected to be part of the team. Communication across the school was reported to be very effective as evidenced in the annual survey results. Exit surveys for pre-service teachers indicated that the support provided in professional experience placements was highly valued and appreciated. Opportunities for student leadership were evident through programs like the Student Representative Council, the buddy program, Sport House Leaders, Garden Club and other school-based programs. The School Leaders reported that the GRIP Leadership Conference was a big support in their leadership roles. The Principal completed the Leading Educators Across the Planet program with a very successful peer mentoring experience with a Canadian principal. Three teachers completed the Art of Leadership training while another staff member completed the Art of Leadership Masterclass.	\$8100 (Art of Leadership)

Process 2: Whole school community involvement in the annual self-evaluation and planning process.

Evaluation	Funds Expended (Resources)
Strategic Direction Teams met each term to complete School Plan milestone monitoring. The school underwent a comprehensive school self-evaluation process that included surveys for students, staff and parents, focus groups for all key stakeholders, data analysis and a review of key school programs.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$35400	Feedback from students, teachers and parents about the Aboriginal Mentoring Program was very positive. Aboriginal student performance data (Literacy and Numeracy growth) continued to be strong in 2019 with Premier's Priorities being met. The school was represented at every AECG Meeting and we hosted a meeting in Term 3. The school has maintained a strong relationship with the Juborsay local AECG. All staff took part in cultural awareness training with Aunty Jodi Edwards and Uncle Richard Campbell from Gumaraa to learn about the Dharawal People, their history and culture in the local area.
English language proficiency	\$33000	Students from an EAL/D background continued to perform well across the school. Many students were supported by the EAL/D teacher both within classrooms and in targeted intervention programs.
Low level adjustment for disability	\$128000 (SLSO support) \$36985 (additional school counsellor time)	Feedback from students and parents about targeted intervention programs was highly positive. Many students made very positive improvements in their learning as evidenced by pre and post program assessment data. Additional School Counsellor time was extremely successful in eliminating the waiting list for counsellor support and completing all individual student assessments.
Quality Teaching, Successful Students (QTSS)	\$130000	Feedback from teaching staff about the effectiveness of the progressions professional learning was extremely positive. Demonstrations of classroom practice indicated the successful use of the Literacy Learning Progressions. All teachers gave and received feedback from demonstration lessons and lesson observations with their colleagues.
Socio-economic background	\$226800	Student participation rates in school and extra-curricular activities were very high, with several students being financially supported to participate according to need. Many students were supported financially to have access to new school uniforms. Some of these funds were used to ensure that all Kindergarten and Yr 1 students engage in L3 pedagogy for early literacy learning.
Support for beginning teachers	\$14130	In 2019 we had one early career teacher who accessed Beginning Teacher funds. That teacher was supported in their professional growth with additional release from face-to-face teaching weekly and time each week with a highly experienced teacher who acted as a coach and mentor.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	390	401	377	363
Girls	350	351	352	356

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.8	95.6	94.4	94.6
1	95.9	94.2	93.4	92.7
2	94.9	94	93.6	93.1
3	95.7	92.2	92.8	92.2
4	92.9	93.8	92.7	92.6
5	94.7	92.7	93.1	92.2
6	93	92.9	92.2	91.7
All Years	94.7	93.6	93.2	92.7
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)	2
Assistant Principal(s)	4
Classroom Teacher(s)	26.68
Teacher of Reading Recovery	1.05
Learning and Support Teacher(s)	1.2
Teacher Librarian	1.2
School Counsellor	1
School Administration and Support Staff	4.47

*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	567,301
Revenue	6,545,246
Appropriation	6,246,681
Sale of Goods and Services	-1,858
Grants and contributions	297,065
Investment income	3,358
Expenses	-6,305,294
Employee related	-5,708,591
Operating expenses	-596,702
Surplus / deficit for the year	239,952

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	402,780
Equity Total	499,095
Equity - Aboriginal	35,455
Equity - Socio-economic	226,956
Equity - Language	33,006
Equity - Disability	203,678
Base Total	4,760,766
Base - Per Capita	171,051
Base - Location	0
Base - Other	4,589,714
Other Total	508,874
Grand Total	6,171,515

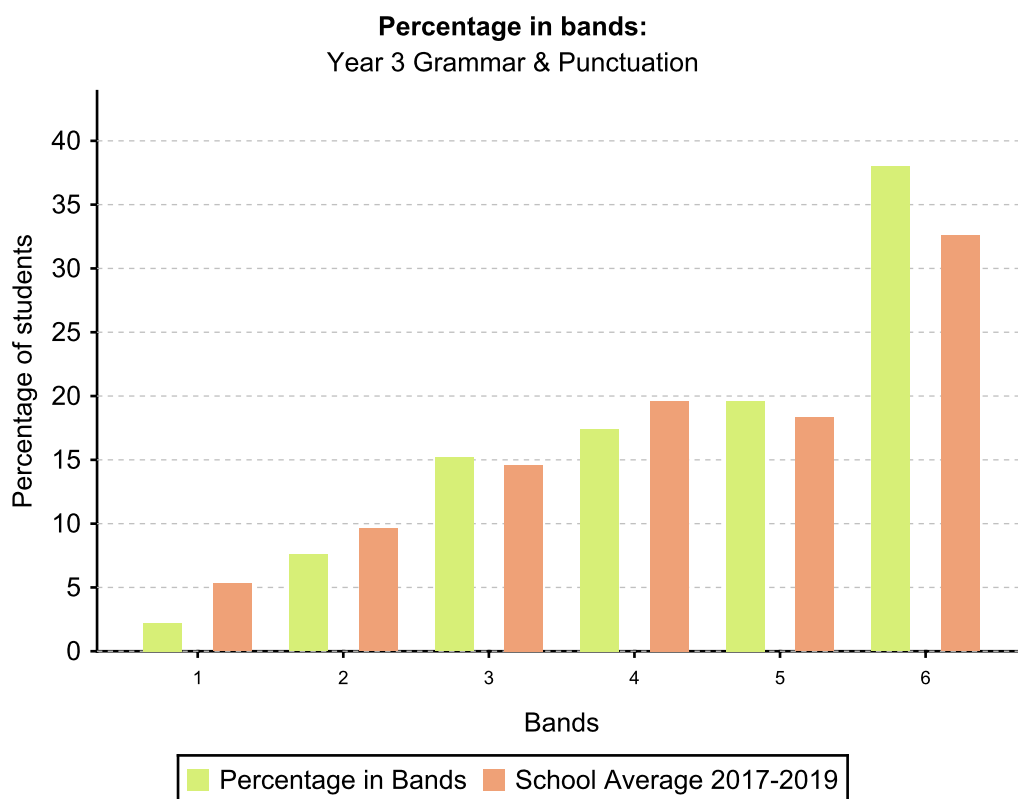
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

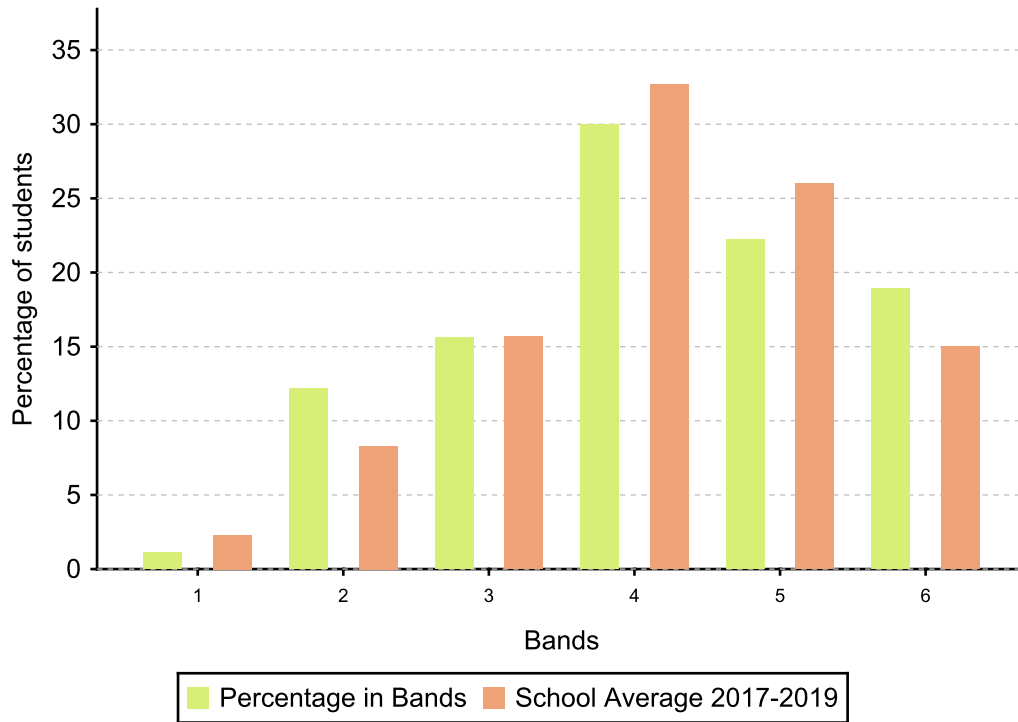
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison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



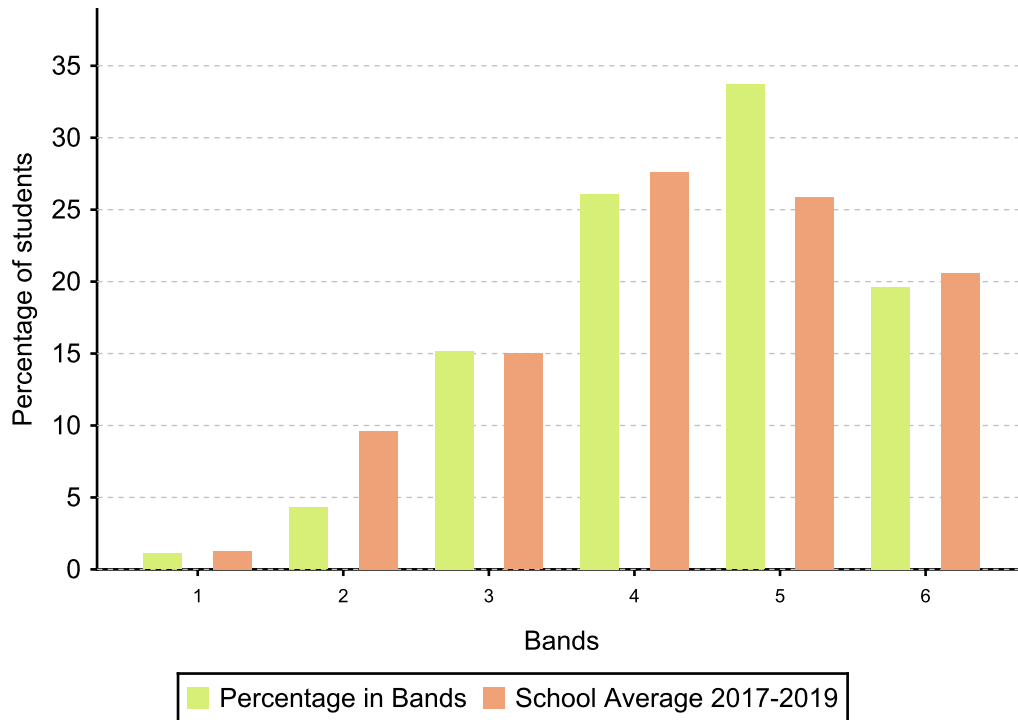
Band	1	2	3	4	5	6
Percentage of students	2.2	7.6	15.2	17.4	19.6	38.0
School avg 2017-2019	5.3	9.6	14.6	19.6	18.3	32.6

**Percentage in bands:
Year 3 Reading**



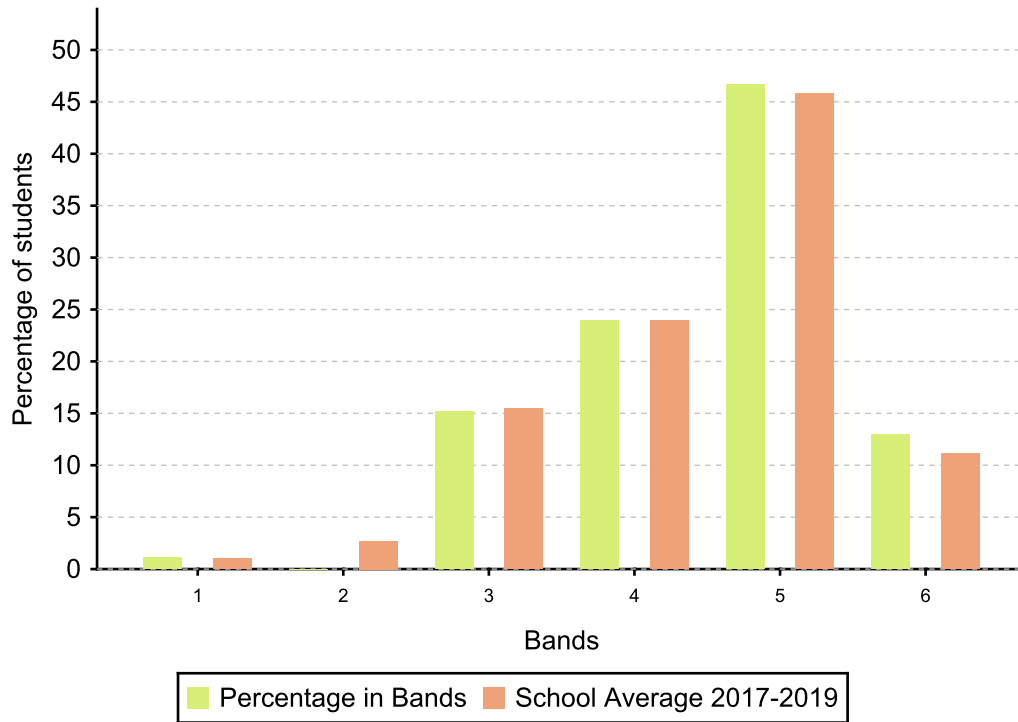
Band	1	2	3	4	5	6
Percentage of students	1.1	12.2	15.6	30.0	22.2	18.9
School avg 2017-2019	2.3	8.3	15.7	32.7	26	15

**Percentage in bands:
Year 3 Spelling**



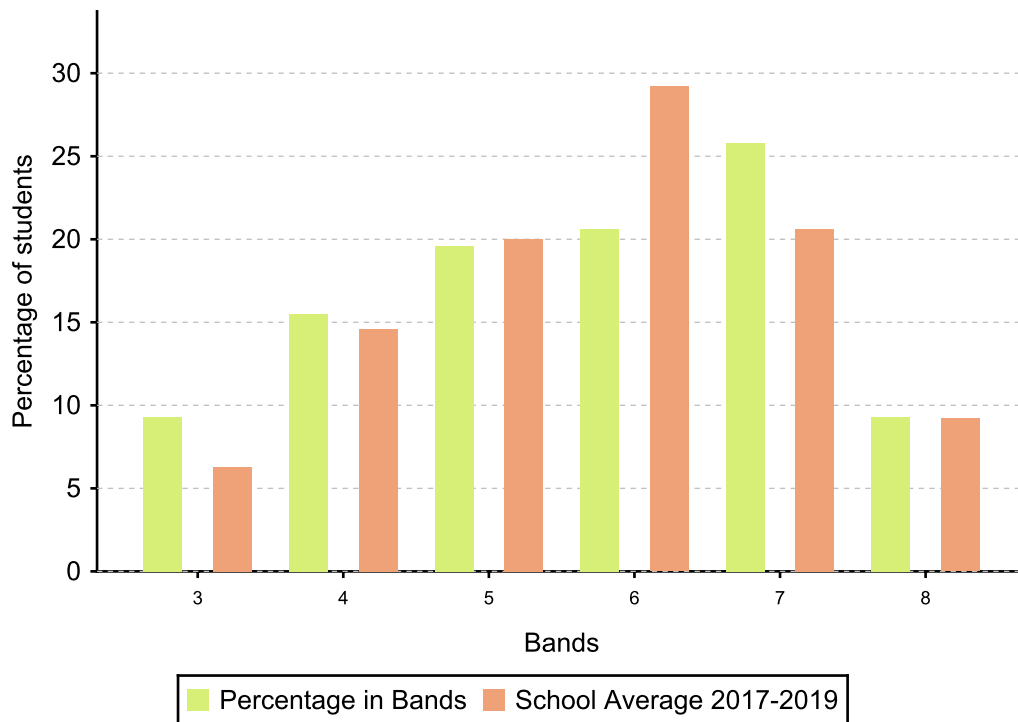
Band	1	2	3	4	5	6
Percentage of students	1.1	4.3	15.2	26.1	33.7	19.6
School avg 2017-2019	1.3	9.6	15	27.6	25.9	20.6

Percentage in bands:
Year 3 Writing



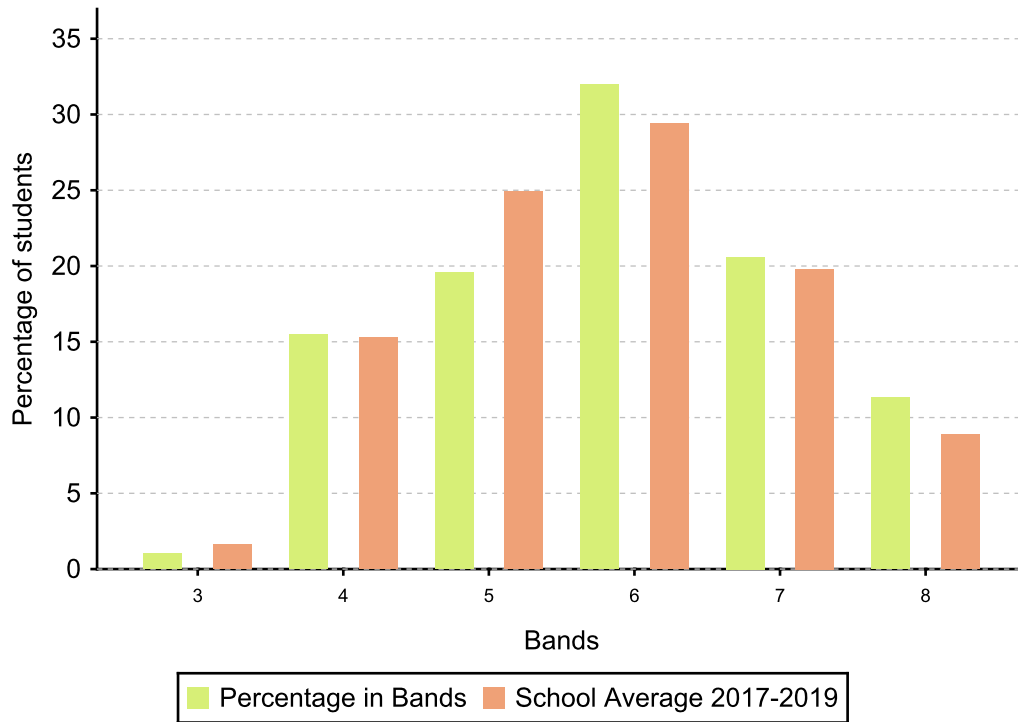
Band	1	2	3	4	5	6
Percentage of students	1.1	0.0	15.2	23.9	46.7	13.0
School avg 2017-2019	1	2.7	15.5	23.9	45.8	11.1

Percentage in bands:
Year 5 Grammar & Punctuation



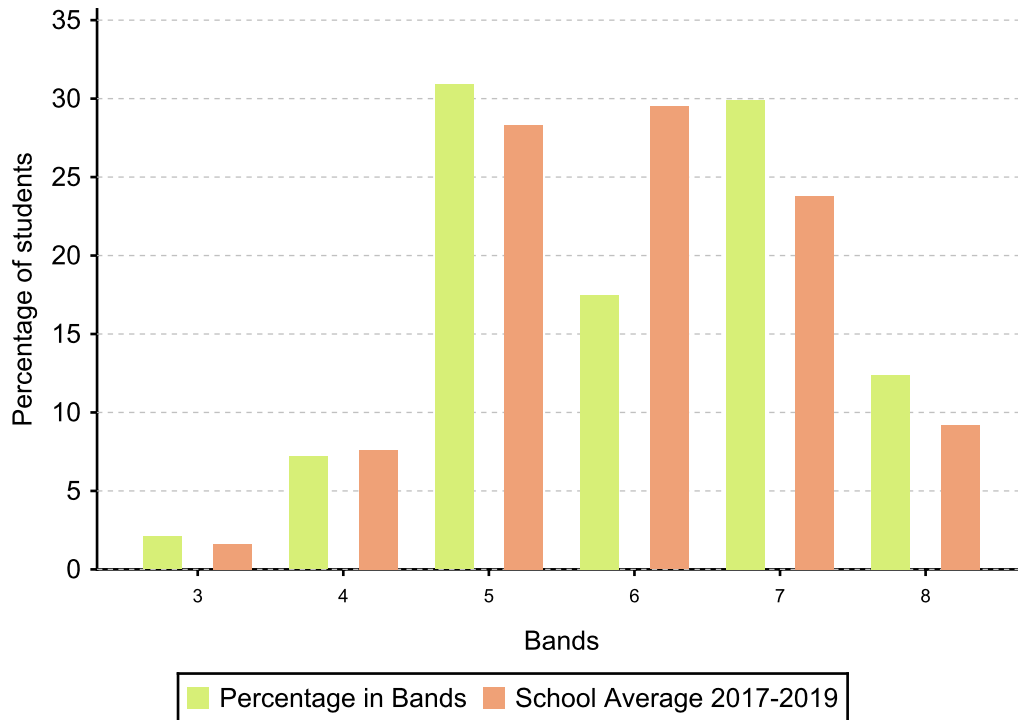
Band	3	4	5	6	7	8
Percentage of students	9.3	15.5	19.6	20.6	25.8	9.3
School avg 2017-2019	6.3	14.6	20	29.2	20.6	9.2

**Percentage in bands:
Year 5 Reading**



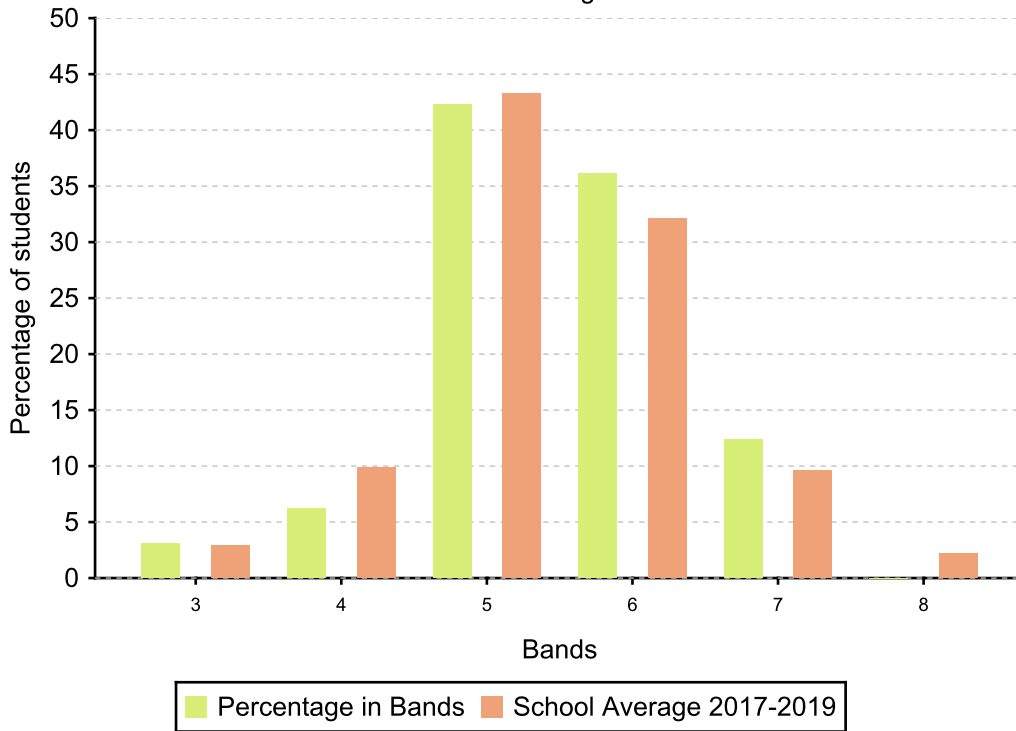
Band	3	4	5	6	7	8
Percentage of students	1.0	15.5	19.6	32.0	20.6	11.3
School avg 2017-2019	1.6	15.3	24.9	29.4	19.8	8.9

**Percentage in bands:
Year 5 Spelling**



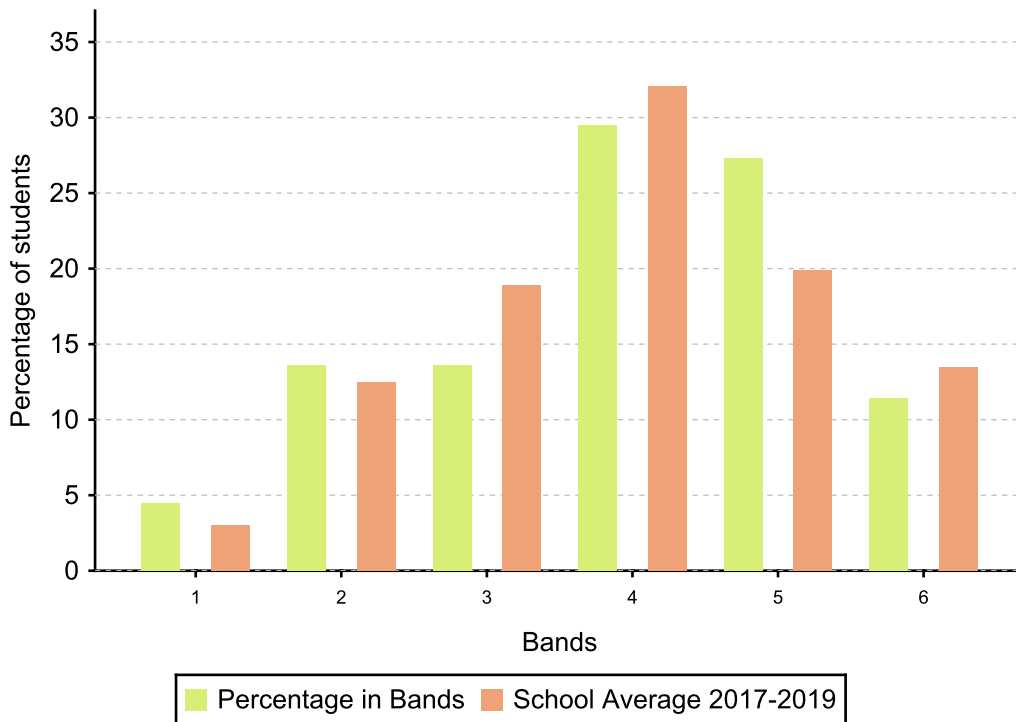
Band	3	4	5	6	7	8
Percentage of students	2.1	7.2	30.9	17.5	29.9	12.4
School avg 2017-2019	1.6	7.6	28.3	29.5	23.8	9.2

Percentage in bands:
Year 5 Writing



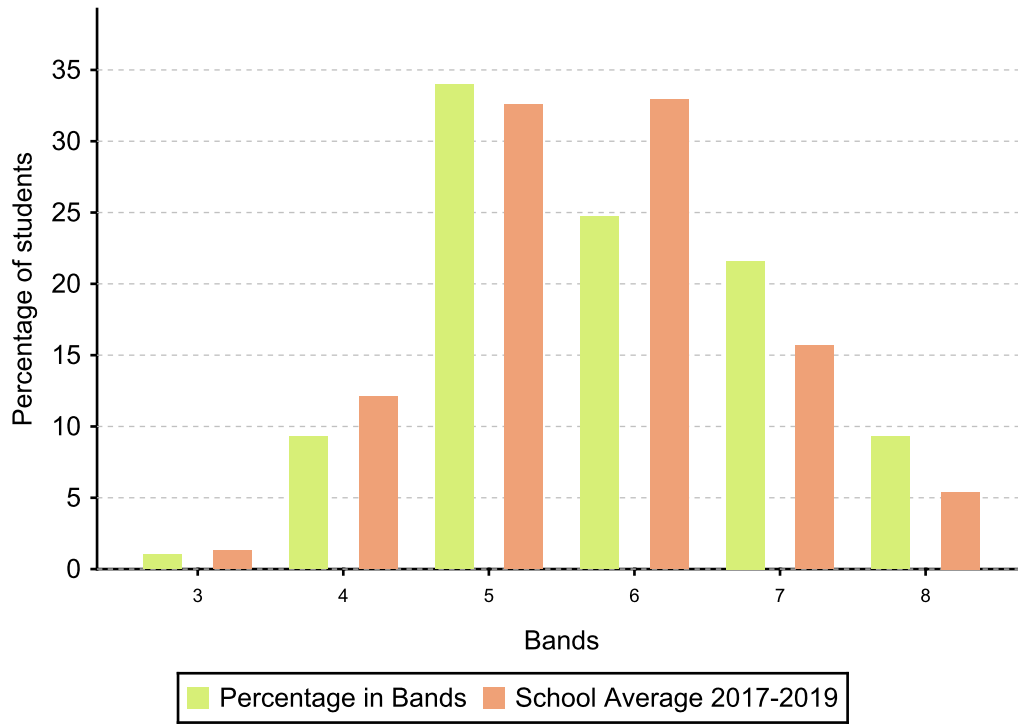
Band	3	4	5	6	7	8
Percentage of students	3.1	6.2	42.3	36.1	12.4	0.0
School avg 2017-2019	2.9	9.9	43.3	32.1	9.6	2.2

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	4.5	13.6	13.6	29.5	27.3	11.4
School avg 2017-2019	3	12.5	18.9	32.1	19.9	13.5

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	1.0	9.3	34.0	24.7	21.6	9.3
School avg 2017-2019	1.3	12.1	32.6	32.9	15.7	5.4

Parent/caregiver, student, teacher satisfaction

In 2019, the school undertook a comprehensive annual school self–valuation process. The process was led by the school's Leadership Team and included analysis of data and feedback collected through:

- a school–based annual survey for students, parents and staff;
- the Tell Them From Me survey;
- analysis of school–based data and NAPLAN data; and
- feedback from student and parent focus groups.

The data was analysed by the Leadership Team and the findings helped to inform the 2020 iteration of the 2018–2020 School Plan. Feedback from all aspects of the school community was overwhelmingly positive.

Some of the key aspects of feedback are detailed below.

Feedback from the student body indicated:

- Over 90% of students said that their teachers give them good feedback about how they are going with their learning and how they can improve.
- Almost 90% of students feel that teachers set high expectations for students.
- 86% of students commented positively about how teachers help them to set learning goals and monitor their progress towards those goals regularly.
- 85% of students feel that the quality of teaching at Mount Terry P.S. is high.
- Over 91% of students indicated that they highly value the opportunities the school provides to be involved in extra–curricular activities.
- 88% of students said the school provides opportunities for them to develop their leadership skills.
- Teachers are highly valued by the students.
- Children like coming to school and they feel safe and happy.

Key areas that students feel need improvement include:

- reviewing the welfare and discipline procedures to improve effectiveness and consistency;
- opportunities to extend high performing students and support students with learning difficulties; and
- student exposure to the innovative use of technology.

Feedback from the parent body indicated:

- 96% of parents are proud to be part of the Mount Terry Public School community and highly value to the teaching staff.
- 88% of parents feel they have the opportunity to be heard and their views are listened to.
- 92% of parents feel that the individual needs of their children are being addressed and met, while 4% didn't know.
- The vast majority of Kindergarten and Yr 1 parents commented very positively about the effectiveness of the L3 program for literacy development.
- Over 98% of the parents indicated that they highly value teacher professional learning and development and strongly indicated their awareness of the school's emphasis on professional learning.
- 88% of parents think the teachers set high expectations around learning and student progress.
- 90% of parents were in favour of FIERCE, the new gifted and talented program.
- 93% of parents feel the school's Executive Team provide effective leadership and 89% felt that the school is always looking at ways to improve.

Key areas that parents feel need improvement include:

- an investigation of the discipline and welfare policy and procedures;
- developing a more consistent approach to the way each class teacher communicates with parents about their class;
- providing parents with more information about L3 and FIERCE; and
- improving the physical appearance of the school.

Feedback from teachers and staff indicated:

- Opportunities for professional learning are highly valued and their work with the Curriculum Leader around the use of the Literacy and Numeracy Progressions in 2019 was very worthwhile. As a result, 100% of staff reported a deeper understanding of the learning progressions.
- Teachers were overwhelmingly positive in their response about scheduled opportunities to work collaboratively with their colleagues for planning, programming, assessment and consistent teacher judgement.
- 100% of teachers were happy with the professional learning they received for the new Science and PD/H/PE syllabus documents and felt well–supported in their implementation.
- 100% of staff indicated that they had developed a good understanding of Visible Learning strategies.

- All staff commented very positively about the extra-curricular opportunities the school provides for students and were very proud of this aspect of school operations.

Key areas that teachers and other staff feel need improvement include:

- a continued focus on improving access to reliable technology and connectivity;
- reviewing the school's welfare and discipline policy to improve its effectiveness;
- an emphasis on staff welfare and staff well-being; and
- providing training in Focus on Reading, L3 and TEN for those staff who had not yet had the training.

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.