

Croydon Public School

2019 Annual Report



7411

Introduction

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

Croydon Public School

39 Young St

Croydon, 2132

www.croydon-p.schools.nsw.edu.au

croydon-p.school@det.nsw.edu.au

9747 3557

School background

School vision statement

At Croydon Public School we are preparing our students to be active and successful lifelong learners in a complex, rapidly changing world. With a strong focus on wellbeing our students will be resilient, flexible, adaptive and informed global citizens who contribute positively to society. They will be innovative, critical and creative thinkers who apply their skills and capabilities to solve real world problems.

School context

Croydon Public School, founded in 1884, is located in a well-established residential area in Sydney's inner west. The school caters for 685 students with 64% from culturally and linguistically diverse backgrounds. Our school has an inclusive and vibrant learning environment, focused on meeting the needs of students by providing quality, differentiated teaching and learning programs that educate the whole child. Information and communication technologies are integrated contextually in all classrooms. Student wellbeing is a priority and the school is involved in both Positive Behaviour for Learning and KidsMatter programs.

Our strong professional learning community includes a cohesive mix of early career and experienced teachers and targeted professional learning focuses on improving teacher quality and best practice in teaching.

The school has a strong sense of community and is supported by parents and the wider community who work together to enhance school programs and resources. The school has extensive extracurricular and enrichment programs including choir, band, strings, dance, drama, coding, public speaking and debating. Students have the opportunity to participate in the Primary School Sports Association (PSSA) competitions with local schools and various other sporting activities.



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	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Excelling
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	Excelling
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

Quality Teaching and Learning

Purpose

To further develop explicit and effective teaching and learning practices which are underpinned by high expectations, so that students are stimulated, engaged, critical and creative thinkers who are confident to extend and challenge themselves in their learning.

Improvement Measures

Internal and external data demonstrates expected growth in numeracy and literacy.

Teachers explicitly using Learning Intentions/ Success Criteria (LISC), effective feedback and differentiation strategies as evidenced by teacher programs and observations.

Increase in the number of teachers co-teaching and effectively using flexible learning spaces.

Overall summary of progress

At Croydon Public School, the teaching and learning cycle drives the delivery of differentiated programs to meet the needs of all students. Teachers use formative and summative assessment data to reflect on and adjust programs. To unpack and implement the current syllabus, in consultation with teachers, Assistant Principals wrote a whole school scope and sequence to ensure progression across K–6. Through whole school and stage based professional learning, teachers were upskilled in delivering quality explicit instruction, in using data to monitor progress and inform teaching, and in effectively differentiating lessons. Across K–6, mathematics teaching and learning programs are driven by assessment data. Teachers monitor student progress through on-going formative and summative assessment, including teacher observations, pre and post-tests, Schedule for Early Number Assessment (SENA) and Progressive Achievement Tests (PAT) tests. Each fortnight, stage teams collaboratively plan differentiated units of work, which include evidence-based practices, such as explicit instruction, differentiated practice, reflection of learning, use of technology to enrich learning and quality feedback opportunities. There is a culture of high expectations where all students develop their knowledge, skills and understanding. Stage 1 developed and implemented an explicit program for the teaching of phonics and individual student progress was tracked. The MiniLit and MultiLit intervention programs continued to support targeted students in their reading and comprehension skills. Other intervention programs, Quicksmart and Spelling Mastery, have been utilised to support individual students.

Progress towards achieving improvement measures

Process 1: Literacy

Implement effective, evidence-based, explicit teaching practices to support students to develop and extend their literacy skills.

Evaluation	Funds Expended (Resources)
<p>Students complete comprehension PAT tests at the beginning and end of each year. The scale scores are used to track and analyse student progress throughout the year, and data is analysed and reflected upon across the grades. Teachers also use the results at a class level to inform differentiated groupings in mathematics. Specific trends and patterns are identified, enabling teachers to identify areas of development for groups of students. Teachers use reliable assessment data to capture information about student learning and make adjustments accordingly.</p>	<p>Staff attended PL both internally and externally, with some teachers receiving facilitator training. Resources for specific programs were bought or, in the case of the phonics program, made onsite. Professional Learning and Literacy and Numeracy funds were used for training and resources. QTSS funding was utilised for teacher relief to allow mentors to support teachers to implement programs.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$18000.00)• Teacher Professional Learning

Progress towards achieving improvement measures

Students complete comprehension PAT tests at the beginning and end of each year. The scale scores are used to track and analyse student progress throughout the year, and data is analysed and reflected upon across the grades. Teachers also use the results at a class level to inform differentiated groupings in mathematics. Specific trends and patterns are identified, enabling teachers to identify areas of development for groups of students. Teachers use reliable assessment data to capture information about student learning and make adjustments accordingly.

(\$12000.00)

Process 2: Numeracy

Implement effective, evidence-based, explicit teaching practices to support students to develop and extend their numeracy skills.

Evaluation	Funds Expended (Resources)
Across Kindergarten to Year 6, mathematics teaching and learning programs are driven by assessment data. Teachers monitor student progress through ongoing formative and summative assessment, including observations, pre and post tests, Schedule for Early Number Assessment and Progressive Achievement Tests.	Funding Sources: <ul style="list-style-type: none">• Teacher Professional Learning and Beginning Teacher (\$12000.00)

Process 3: Future Focused Learning

Prepare students across all curriculum areas and learning stages with skills and capabilities to thrive in a rapidly changing and interconnected world and provide them with learning environments that inspire them to lead their own learning, collaborate and use critical and creative thinking to solve complex problems.

Evaluation	Funds Expended (Resources)
The school has ensured all students have access to a range of technology at the classroom level. Technology is seamlessly integrated into class lessons across all grades and enables creative and critical thinking from Kindergarten to Year 6.	The school utilised the department's STEM share kits to develop student's skills and knowledge of varied technology. Over the year students had access to 3D printers, virtual reality, robotics and green screen filming equipment. New technology equipment was bought to ensure equitable access to devices across the school. Two highly experienced teachers mentored and supported inexperienced teachers to integrate technology into their teaching and learning programs. Funding Sources: <ul style="list-style-type: none">• P&C and school funding (\$45000.00)

Strategic Direction 2

Leadership and Professional Learning

Purpose

To develop the capacity of current and aspiring leaders and provide targeted professional learning to all staff that is relevant, shared and sustainable in driving whole-school change.

Improvement Measures

Staff confidently implementing professional learning into daily practice and capably utilising action learning projects to inform teaching and learning plans and programs.

Staff given opportunities to demonstrate leadership capacity across whole school.

100% of staff are supported to reach their professional learning goals identified in their Performance and Development Plans (PDP).

Progress towards achieving improvement measures

Process 1: Leadership Development

Provide opportunities for all staff to develop and demonstrate their leadership skills through PL, leadership programs, mentoring and shadowing programs and relieving executive positions.

Evaluation	Funds Expended (Resources)
The leadership team and aspiring leaders participated in capacity building programs and further developed their mentoring and coaching skills to support the teachers they supervise. Opportunities were made available for executive staff to work with colleagues across schools and networks which proved to be valuable in their continued development as leaders.	Substantive and aspiring leaders had the opportunity to participate in an ongoing, school level Coaching and Mentoring program with Dr Marie Murphy, Lead4Success, a community of schools leadership development program, and Agile Leadership, an across network program. Funding Sources: <ul style="list-style-type: none">• Teacher Professional Learning (\$9800.00)

Process 2: Action Learning Projects

Develop an understanding of and utilise action learning processes to improve teaching and learning practices and programs.

Evaluation	Funds Expended (Resources)
Executive staff attended the Agile Leadership for Collective Impact sessions to further build their capabilities to lead change in the school. Frameworks and tools were provided to support meaningful action utilising high-impact improvement approaches based on evidence gathered. The focus was on working to bring about substantial and sustained lifts in literacy and numeracy outcomes.	Executive staff were able to work collaboratively to review existing data and identify potential drivers to accelerate improvement in teaching and learning. Funding Sources: <ul style="list-style-type: none">• Teacher Professional Learning (\$4500.00)

Process 3: Quality Professional Learning

Staff supported to build their capacity and achieve their PDP goals at all levels; beginning teachers, mid career teachers, aspiring leaders and executive staff, through targeted PL opportunities.

Progress towards achieving improvement measures

Evaluation

The school has a strong and effective professional learning community based on the premises of collective efficacy and focused on continuous improvement for students.

Five early career teachers received additional release from face-to-face teaching time to support them to complete their professional responsibilities. They were also able to observe best practice by visiting experienced teachers' classrooms.

Funds Expended (Resources)

The staff accessed a variety of professional learning opportunities to improve their professional knowledge and practice in line with the School Plan and their own Professional Development Plan goals. The professional learning included internal, Department of Education and external activities/events.

Funding Sources:

- Teacher Professional Learning (\$12000.00)
- Beginning Teacher Funding (\$38000.00)



Strategic Direction 3

Visible Wellbeing and Community Engagement

Purpose

To foster a positive school learning culture that supports community participation and provides optimum conditions for student learning and engagement.

Improvement Measures

Greater levels of wellbeing and engagement reported via the Tell Them From Me surveys and school based data.

Increased student engagement in learning areas from 2017 baseline data.

Increased participation of community members in school activities.

Progress towards achieving improvement measures

Process 1: Community Engagement

Develop strong partnerships and improved modes of communication between the school, home and the wider school community.

Evaluation	Funds Expended (Resources)
The school has a variety of ways to communicate and engage with community members including the school website, school app, fortnightly newsletters, school electronic sign, stage information leaflets each term and P&C class representatives who disseminate information via email.	To reach a greater number of community members the school introduced a school app to provide information to parents and carers quickly and efficiently. The information on the app and school website can be easily translated into 80 different languages which allows community members to better engage with the school. Funding Sources: <ul style="list-style-type: none">• School Funds (\$3200.00)

Process 2: Staff and Student Wellbeing

Provide students with strategies and support to regulate their emotions and behaviours, form positive relationships and succeed in their learning.

Evaluation	Funds Expended (Resources)
Student welfare is based on the Positive Behaviour for Learning (PBL) framework which supports all students to follow the school's four behaviour expectations. A PBL teaching scope and sequence was developed and the expectations are explicitly taught on a weekly basis from specific lesson plans. An analysis of 2018 to 2019 from Tell Them From Me survey results demonstrates student wellbeing has improved in the school.	Funding Sources: <ul style="list-style-type: none">• School funds (\$8000.00)

Process 3: Student Engagement

Ensure students are connected to their learning through meaningful, authentic and engaging personalised learning experiences.

Evaluation	Funds Expended (Resources)
The Learning and Support team identifies students with additional learning	School Learning and Support Officers

Progress towards achieving improvement measures

needs and use their collective expertise to set out a clear support plan to improve student engagement with learning and school life. Individualised Education Plans are developed for students and are regularly monitored in consultation with parents. A number of intervention programs support students across all stages in literacy, numeracy, social skills and speech therapy. Pre and post test assessment data is gathered to monitor and review student progress and program effectiveness.

Students were involved in the Strathfield Network's Student Voice initiative to promote greater student advocacy. The school's project focused on student voice in written reports. Stage 3 students collaboratively developed an insert for semester reports written by students. This report format will be reviewed and used more widely across the school in the future.

deliver various intervention programs and also support identified students in the classroom. A Speech Therapist works with small groups of students two days per week.

Funding Sources:

- Low level adjustment for disability (\$50000.00)
- P&C funds (\$20000.00)
- School funds (\$26000.00)



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Funding was utilised to support Aboriginal students to attend internal and external excursions and activities. Students have also been assisted with materials to use in the classroom.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$1 330.00) 	<p>Aboriginal students have been able to fully access the learning opportunities offered by the school.</p>
English language proficiency	<p>The school has two full time English as an Additional Language or Dialect (EALD) teachers.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$262 596.00) 	<p>The EALD teachers work closely with classroom teachers to support students with an EALD background. They work within the classroom to develop student's English skills focusing on reading and writing. The New Arrivals Program (NAP) provides intensive English language instruction to students who are new arrivals to Australia.</p>
Low level adjustment for disability	<p>The school has a number of students with a variety of low level disabilities who require adjustments to their learning. These students receive support from the Learning and Support Teacher and School Learning and Support Officers (SLSO) either in the classroom or through intervention programs.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$125 430.00) 	<p>SLSOs are employed to support identified students in their learning. They deliver intervention programs and provide direct support in the classroom. The funding is used equitably based on students' needs. The intervention programs have demonstrated improvements for all students who have participated. Teachers value the support provided by the SLSOs.</p>
Quality Teaching, Successful Students (QTSS)	<p>A full time teacher was employed to support students in different stages across the school.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$120 589.00) 	<p>The teacher worked each term with different groups of students. During Semester 1 the focus was on furthering the writing skills of capable Stage 1 students. In Semester 2, Stage 3 students also focused on writing skills. The teacher delivered the Quicksmart program for identified students in Stage 3 to improve their mathematical skills.</p>
Socio-economic background	<p>Funding Sources:</p> <ul style="list-style-type: none"> Socio-economic background (\$12 717.00) 	<p>A range of students from K-6 had their fees supplemented to participate in school based activities. An SLSO was employed for four hours per week to deliver the Spelling Mastery program.</p>
Support for beginning teachers	<p>Funding Sources:</p> <ul style="list-style-type: none"> Support for beginning teachers (\$60 789.00) 	<p>Five early career teachers received funding which enabled them to attend targeted professional learning, receive extra planning time, observe expert teachers and be supported by a mentor.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	336	351	338	323
Girls	337	345	346	346

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.9	95.9	95.3	94.6
1	95.4	95.9	96.6	93.4
2	95.9	95.7	94.6	95.5
3	94.7	96.6	95.8	94.4
4	95.6	95.3	96.1	94.7
5	96.7	95.2	95.4	95.8
6	94.7	94.6	93.9	95.5
All Years	95.6	95.6	95.5	94.9
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	25.41
Teacher of Reading Recovery	0.6
Learning and Support Teacher(s)	0.7
Teacher Librarian	1.2
Teacher ESL	2
School Administration and Support Staff	4.26

*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	684,993
Revenue	5,835,042
Appropriation	5,418,802
Sale of Goods and Services	2,525
Grants and contributions	408,049
Investment income	5,465
Other revenue	200
Expenses	-5,589,318
Employee related	-5,003,366
Operating expenses	-585,951
Surplus / deficit for the year	245,724

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	166,368
Equity Total	402,073
Equity - Aboriginal	1,330
Equity - Socio-economic	12,717
Equity - Language	262,596
Equity - Disability	125,430
Base Total	4,411,927
Base - Per Capita	160,493
Base - Location	0
Base - Other	4,251,435
Other Total	337,827
Grand Total	5,318,195

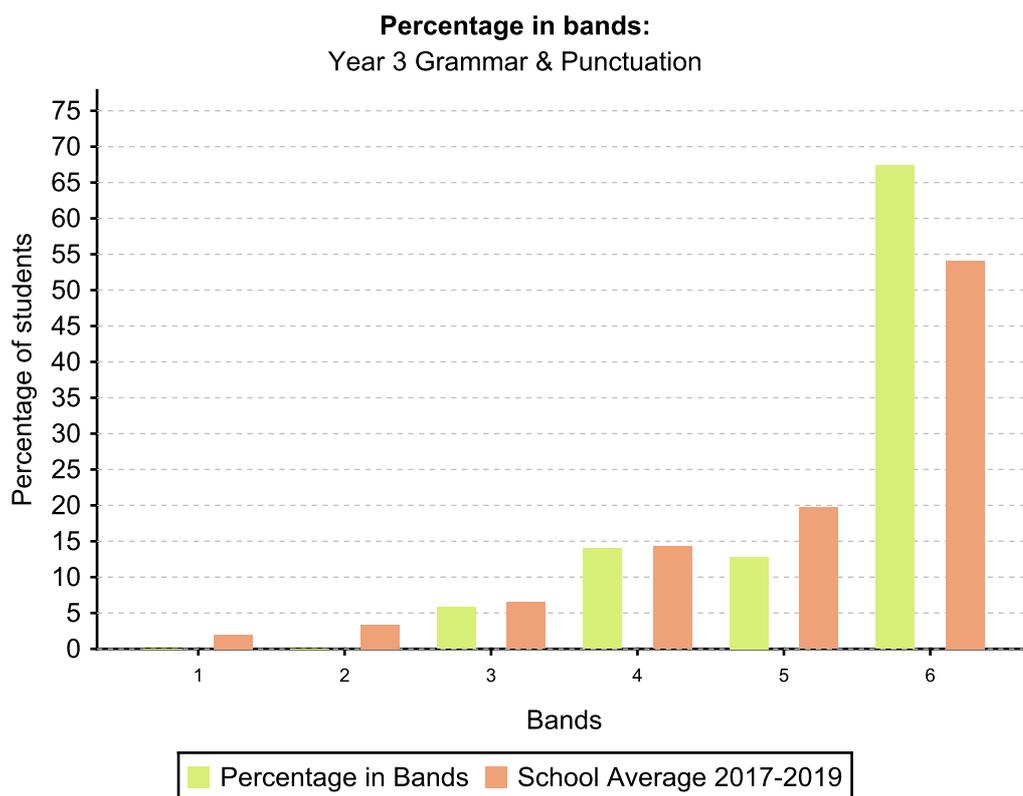
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

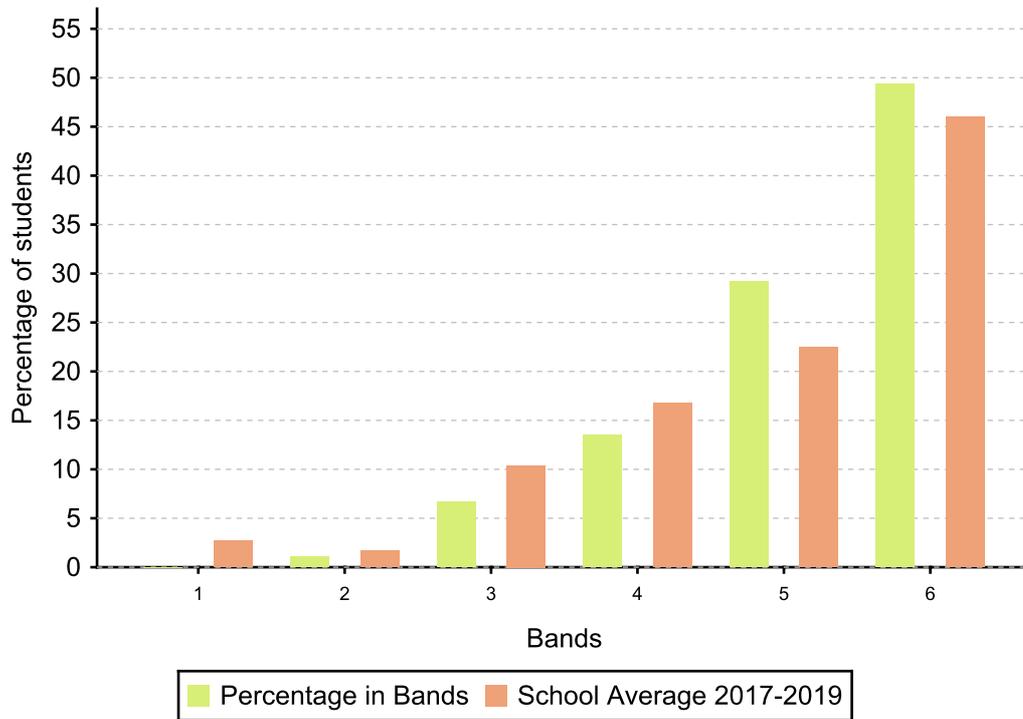
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison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



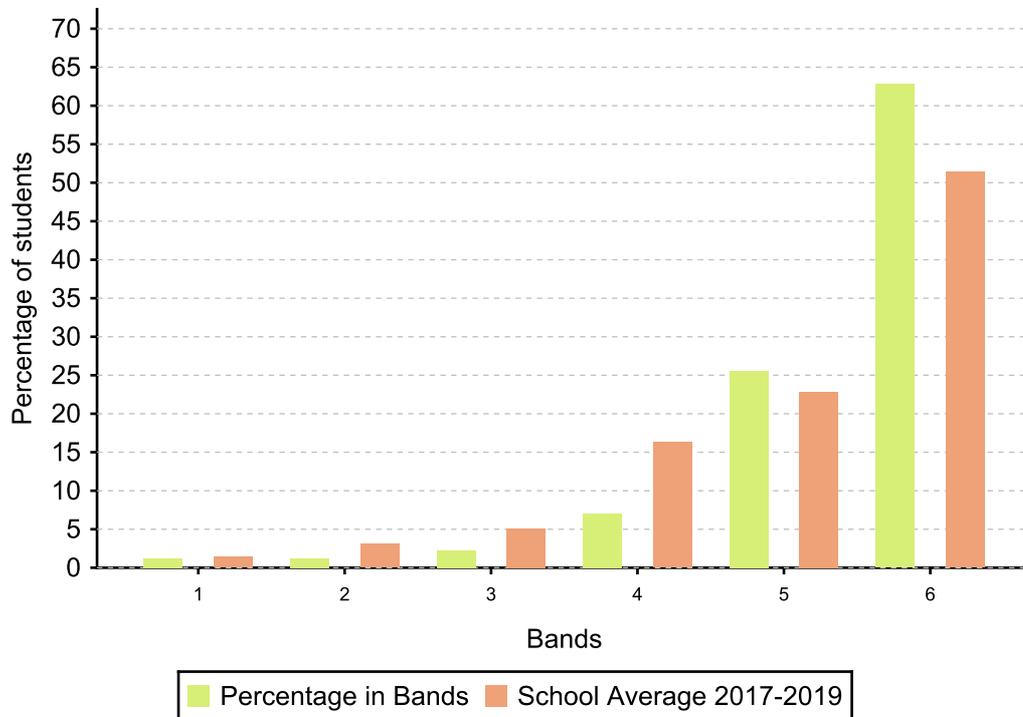
Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	5.8	14.0	12.8	67.4
School avg 2017-2019	2	3.4	6.5	14.3	19.7	54.1

Percentage in bands:
Year 3 Reading



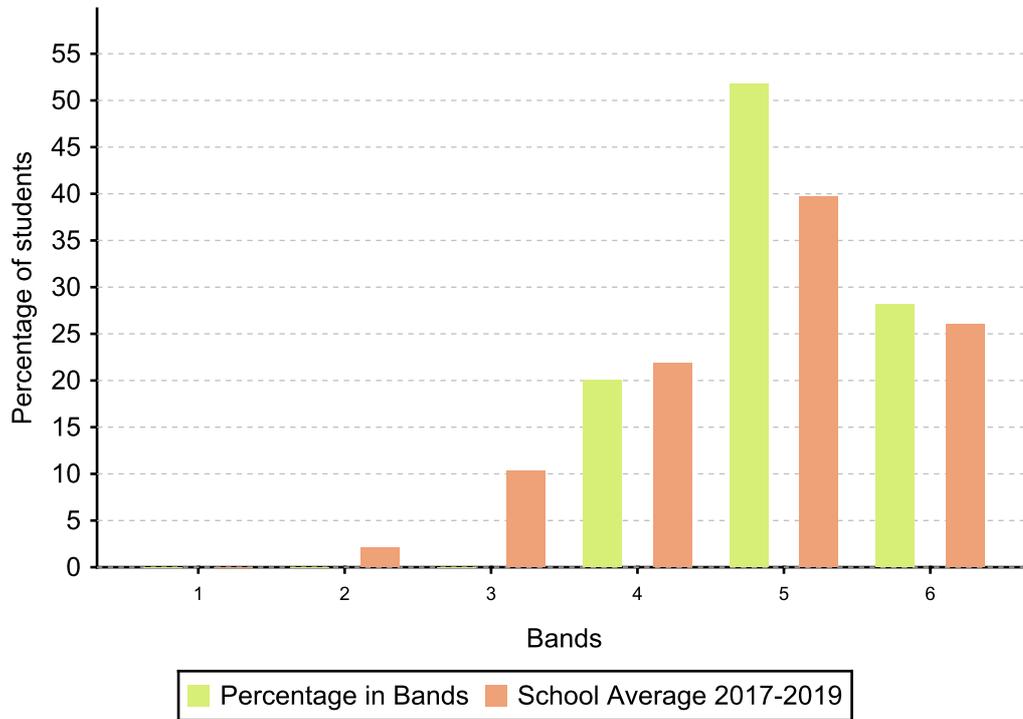
Band	1	2	3	4	5	6
Percentage of students	0.0	1.1	6.7	13.5	29.2	49.4
School avg 2017-2019	2.7	1.7	10.4	16.8	22.5	46

Percentage in bands:
Year 3 Spelling



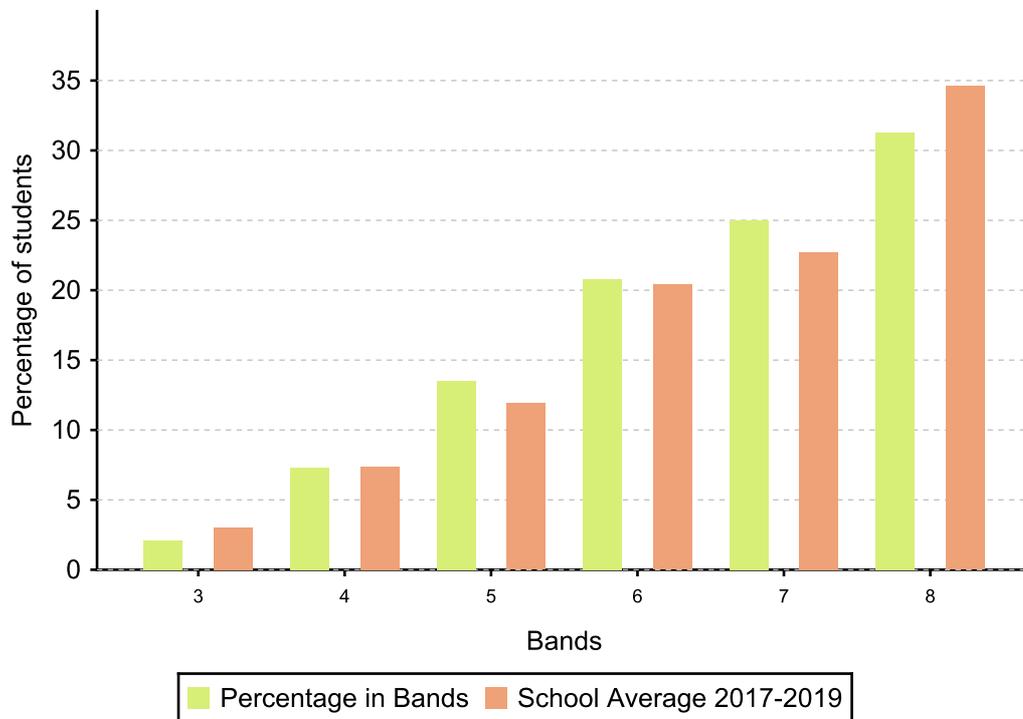
Band	1	2	3	4	5	6
Percentage of students	1.2	1.2	2.3	7.0	25.6	62.8
School avg 2017-2019	1.4	3.1	5.1	16.3	22.8	51.4

Percentage in bands:
Year 3 Writing



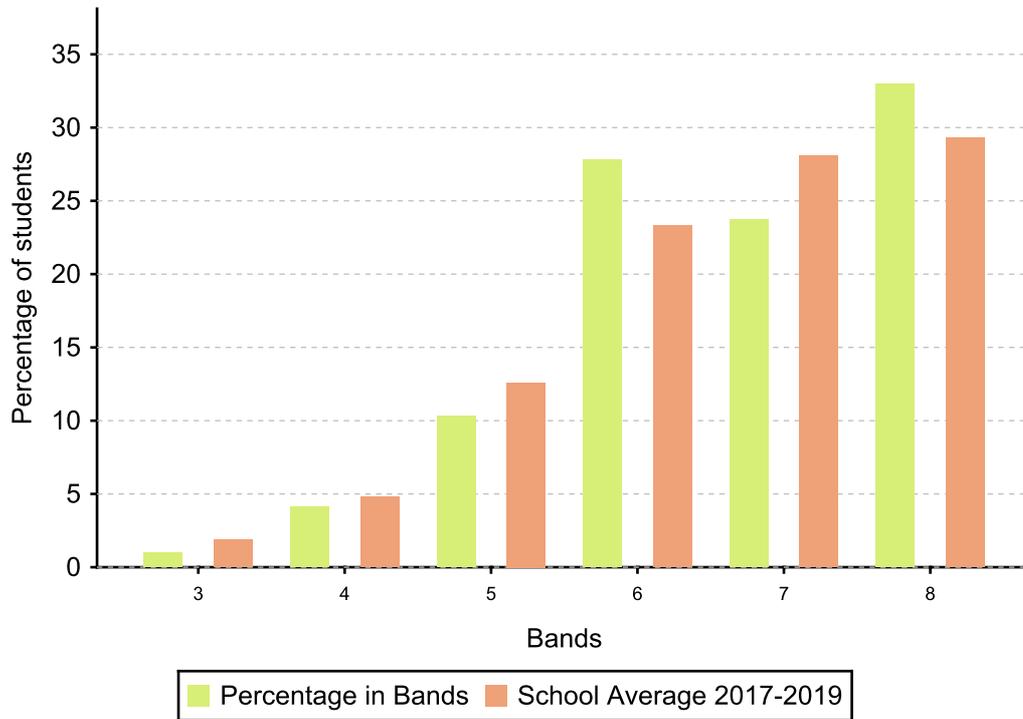
Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	20.0	51.8	28.2
School avg 2017-2019	0	2.1	10.3	21.9	39.7	26

Percentage in bands:
Year 5 Grammar & Punctuation



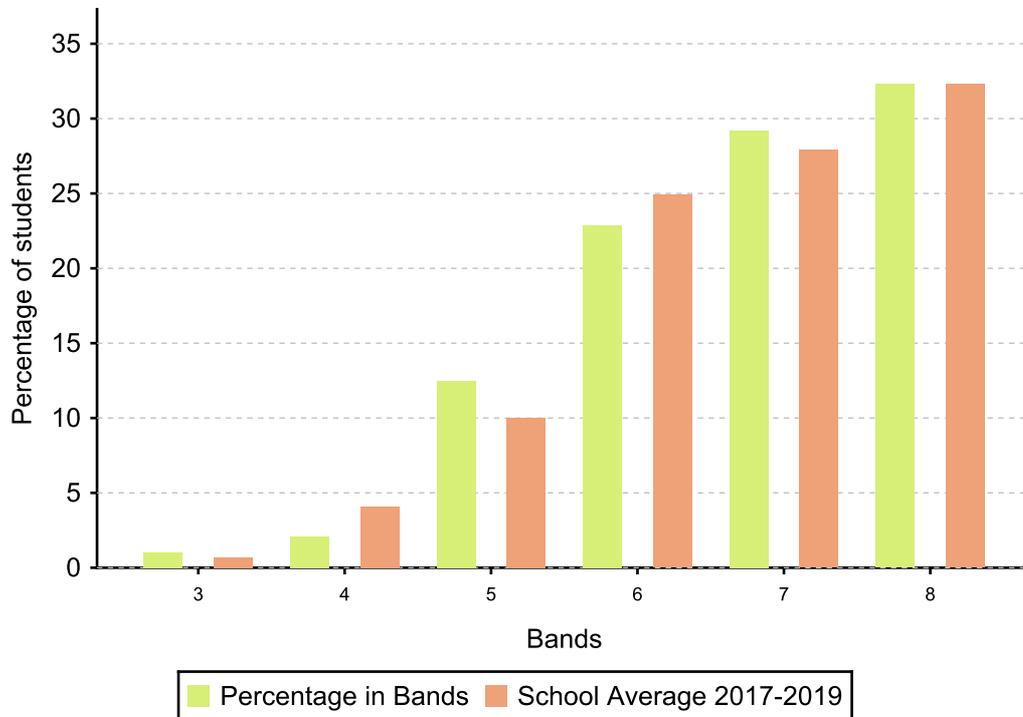
Band	3	4	5	6	7	8
Percentage of students	2.1	7.3	13.5	20.8	25.0	31.3
School avg 2017-2019	3	7.4	11.9	20.4	22.7	34.6

Percentage in bands:
Year 5 Reading



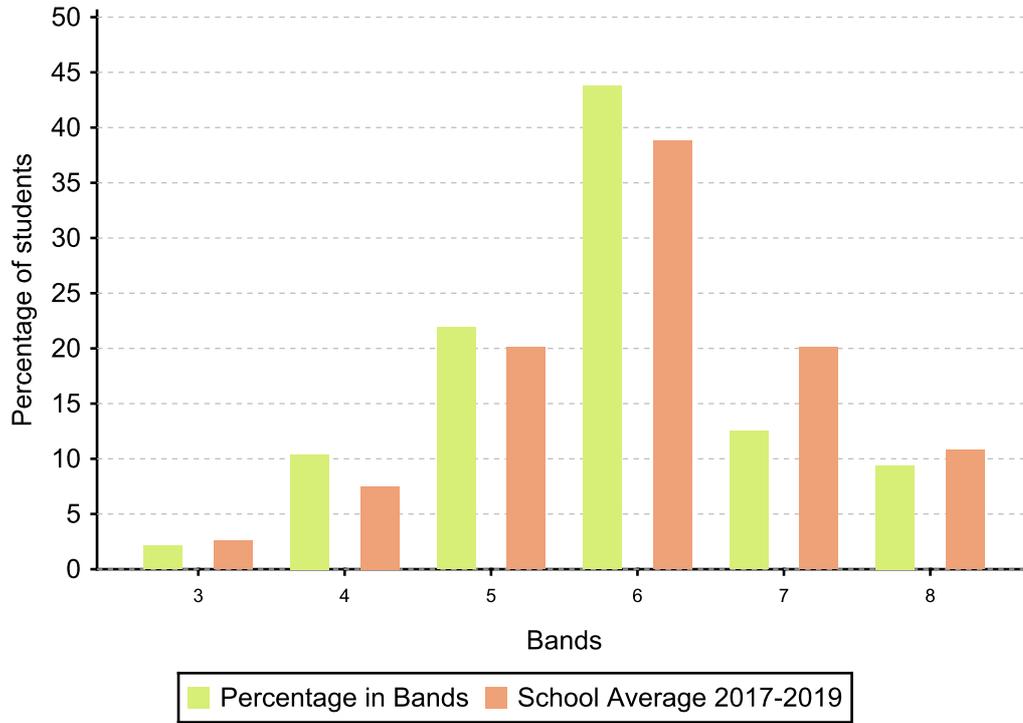
Band	3	4	5	6	7	8
Percentage of students	1.0	4.1	10.3	27.8	23.7	33.0
School avg 2017-2019	1.9	4.8	12.6	23.3	28.1	29.3

Percentage in bands:
Year 5 Spelling



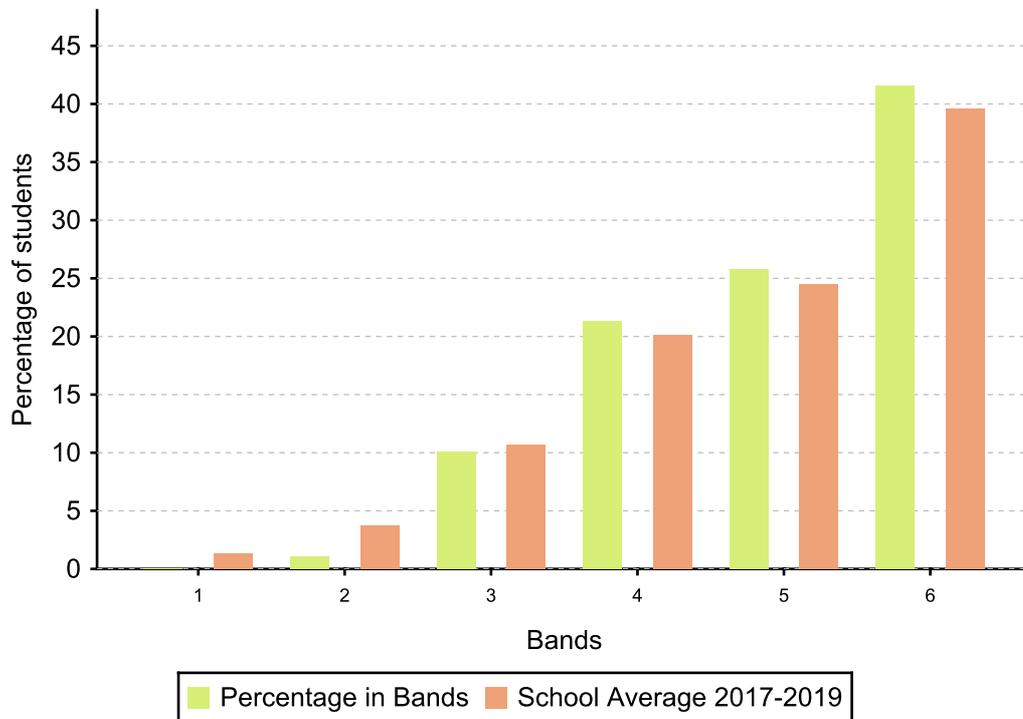
Band	3	4	5	6	7	8
Percentage of students	1.0	2.1	12.5	22.9	29.2	32.3
School avg 2017-2019	0.7	4.1	10	24.9	27.9	32.3

Percentage in bands:
Year 5 Writing



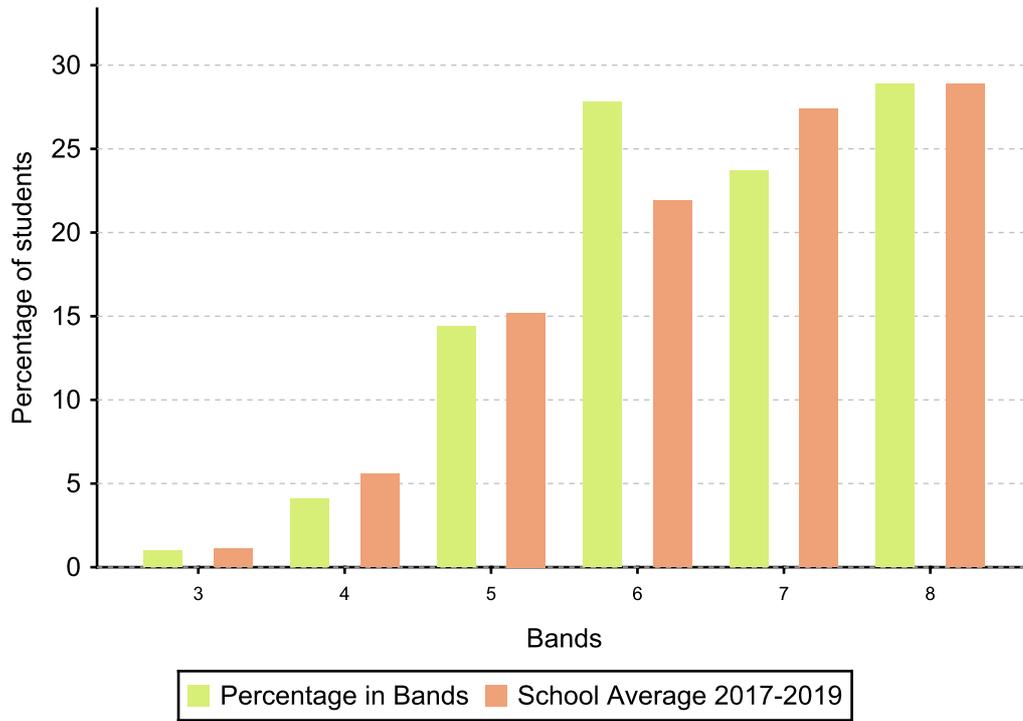
Band	3	4	5	6	7	8
Percentage of students	2.1	10.4	21.9	43.8	12.5	9.4
School avg 2017-2019	2.6	7.5	20.1	38.8	20.1	10.8

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.0	1.1	10.1	21.3	25.8	41.6
School avg 2017-2019	1.3	3.7	10.7	20.1	24.5	39.6

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	1.0	4.1	14.4	27.8	23.7	28.9
School avg 2017-2019	1.1	5.6	15.2	21.9	27.4	28.9

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2019 the school conducted the Tell Them From Me surveys and forums with staff, students and parents.

A summary of the survey reported that students;

- had high levels of participation in sport and extracurricular activities
- felt accepted and valued by their peers and school staff
- had friends they could trust and encourage them to make positive choices
- believe what they learn at school is useful in their everyday life and will have a strong bearing on their future
- were highly engaged in their learning and believed they received quality instruction
- felt challenged in their English and Mathematics classes and were confident in their skills in these subjects
- try hard to succeed in their learning and try to do their best
- feel proud of their school.

Responses from teachers showed they;

- worked collaboratively with their colleagues. This included planning, sharing resources and assessment strategies, and professional discussions.
- have high expectations for student learning and actively monitor student progress.
- utilise a variety of teaching strategies.
- regularly provide feedback to students on their learning.

A relatively small number of parents responded however the responses showed;

- they felt welcome at the school.
- they believed the school supports positive student behaviour.
- they considered their children were safe at school.
- formal interviews were considered the most useful type of communication.
- a very small number of parents were involved in voluntary work at the school.



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.

