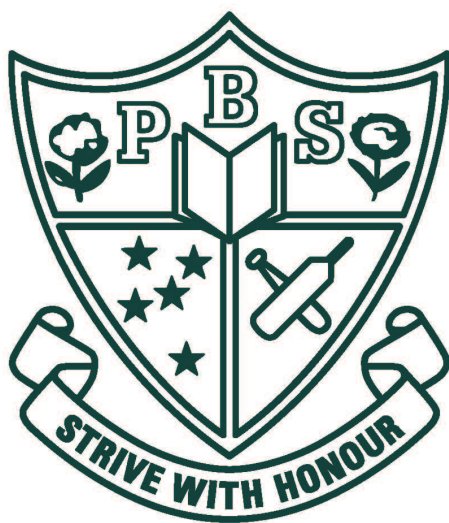


2020 Annual Report

Blackheath Public School



Introduction

The Annual Report for 2020 is provided to the community of Blackheath Public School as an account of the school's operations and achievements throughout the year.

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

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Message from the principal

It gives me great pleasure to present the 2020 Annual Report for Blackheath Public School. I would like to acknowledge the traditional owners of the land, the Darug and Gundungarra people. The school motto 'Strive with honour' underpins all aspects of school life at Blackheath Public School. Students at the school are active, engaged participants who take responsibility for their personal learning journey and demonstrate commitment and respect within and beyond the school community. Parents, carers and the wider school community actively contribute to school life, enriching the academic, social and emotional wellbeing for all. The high quality teaching and administrative staff are immensely proud of our school and their dedication and commitment is exemplary. The challenges of 2020 were met by the school and wider community with positivity and resilience.

Kristin Hardge

Principal

School vision

Blackheath Public School is committed to developing individual strengths, a love of learning and the capacity to achieve within a culture of respect for self, others and the environment.

Blackheath Public School has a special focus on academic excellence, cultural diversity studies, environmental initiatives and building strong positive interpersonal skills.

Our Vision is consistent with the **Melbourne Declaration**:

It is about **equity**: where those with the greater need get the greatest support, where we show care and compassion, respect, understanding, tolerance and inclusiveness.

It is about **excellence**: doing your best and being the best that you can be academically, socially and emotionally, as an individual and as a member of a team.

It is about **success as a learner**: knowing yourself, finding ways to get the knowledge, skills and understandings to solve problems and to improve the quality of life of yourself and others, now and for a lifetime.

In this way our students will grow into **active and informed citizens** locally, nationally and worldwide.

Our Vision requires teachers and leaders who:

Know the students and how they learn

Know syllabus content and how to teach it

Create and maintain supportive and safe learning environments

Plan for and implement effective teaching and learning

Are accountable for student learning through authentic assessment, individual student feedback and in accurately reporting to parents

Are always learning, outward looking and progressive

Engage professionally with colleagues, parents and carers and the wider community, including government and non-government agencies.

School context

Blackheath Public School, located in the upper Blue Mountains, prides itself on being a community school. Enrolment in **2019 is 337**. Parents and community members play an important role in school functioning and help to give the school its reputation for high quality education. Our school provides a foundation for our students' intellectual, physical, social, emotional spiritual and aesthetic development. Our school provides a secure and happy learning environment in which our students are able to develop the necessary knowledge, skills, understandings, attitudes and values for a productive and rewarding life in an educated, just and open society. It is highly regarded for its programs.

Our school is a registered **BeYou** school - part of an Australia-wide primary school's mental health initiative. We are also a **Stephanie Alexander Kitchen Garden** school.

The school is accredited **Asthma Friendly** and **SunSafe** and operates the **Live Life Well @ School** initiative.

The school's **ICSEA at 1075** (ACARA website) shows a broadly average socio-educational spread with 11% in the bottom quarter, 52% in middle quarters and 36% in the top quarter.

Suspension rate is minimal as the school follows **Restorative Practices** which is based on positive relationship based teaching and learning.

Indigenous students account for 2% of enrolment.

Student participation in sport is enthusiastic and the school experiences solid performance in team sports, swimming, athletics and cross country.

Student participation and performance in CAPA (musical, drama and visual arts) is strong with a specialist Music teacher taking all classes for 1 hour per week as well as band, senior and junior choir and recorder group. Students in 2019 performed in the Town Hall Choir, Opera House Recorder Concert, Upper Blue Mountains Music and Dance Festivals and Wakakirri.

Blackheath Public School has a highly successful **School Centred Hub** incorporating collaborative work with local educational, health and community organisations to develop a strong, supportive and resilient community.

The school provides targeted support and differentiated programs for students depending on their individual educational, social and emotional needs. Gifted and Talented students have many extra opportunities including participation in Coding, Debating and Leadership opportunities.

The school is also a committed member of the **Upper Blue Mountains Learning Community** which includes local Public primary and high schools who work together to raise the profile of Public Education and to ensure a consistent high standard of educational practices across the Upper Blue Mountains Community of Schools.

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>

Self-assessment using the School Excellence Framework

Elements	2020 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	Delivering
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	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 maintain and build a culture of student led learning incorporating the processes for the establishment of personal learning goals, meaningful and regular feedback leading to students who are actively involved in their own learning, able to think critically and creatively as lifelong learners. All students are learning at appropriate levels through differentiated programs and parents are aware of the academic expectations of their children.

Improvement Measures

All teachers are consistently using Learning Intentions, supporting the provision of critical and consistent feedback and the setting of personal learning goals to guide teaching and learning programs

Students have a clear understanding of where they are in their learning, where they need to be and strategies for improvement

Collaboratively developed Stage programs, show evidence of differentiated, challenging teaching/learning activities that encourage creative and critical thinking based on syllabus and scope and sequences.

Increase the proportion of NSW students in the top two NAPLAN bands by eight per cent by 2019.

Progress towards achieving improvement measures

Process 1: Professional Learning

Systematic, relevant and ongoing professional development to provide deep knowledge and understanding and the competence to implement the NSW Syllabus.

Develop self-directed learners by - developing deep knowledge and appreciation of the positive impact on learning of setting personalised learning goals, using critical feedback and positive mindset.

Developing expertise in strategies for the successful implementation of using personalised learning goal setting and critical feedback across the school.

Evaluation	Funds Expended (Resources)
<p>All staff participated in the professional learning of Seven Steps to Writing Success. This has resulted in an increase in enthusiasm for writing as well as more sophisticated writing samples. Rubrics are used to assess student work and to ensure consistent teacher judgement. Students in Year 3 to 6 were surveyed twice throughout the year. 77.5% of students believe that Seven Steps has helped them become a better writer. 68.1% are more confident in writing and 68.8% are showing more enjoyment with writing.</p> <p>Teachers participated in reading, analysing and implementing research in setting personal student learning goals with individual students to target specific areas for growth. Teachers trialled goal setting with students and introduced success criteria, rubrics for assessment and Wagoll (What a good one looks like)</p> <p>The Executive team analysed 2020 Check-in data through SCOUT to identify strengths and weaknesses across stages and distributed to staff for analysis and further discussion.</p> <p>Staff participated in professional learning around the Literacy Progressions with DoE Literacy Consultant and began to investigate the implementation of these to support teaching and learning practice.</p> <p>Staff participated in professional learning using the What Works Best in Practice CESE research document: What Works Best in Practice - High Expectations; What Works Best in Practice - Use of Data to Inform Practice;</p>	<p>Seven Steps to Writing Success TPL - SDD, Stage and Staff Meetings</p> <p>Subscription to Seven Steps to Writing Success Online Resources \$1990</p> <p>John Hattie Research - Stage and Staff Meetings</p> <p>Teacher Release for SCOUT data analysis - 2 teachers \$1060 (PL funds)</p> <p>LANSA - Staff Meeting</p> <p>What Works Best in Practice (CESE Research)</p> <p>School Excellence in Action Resources</p>

Progress towards achieving improvement measures

What Works Best in Practice - Assessment to inform teaching practice.

Staff collaboratively engaged in the production of the Situational Analysis, engaging in professional learning via the School Excellence in Action DoE Resources.

Increased confidence with using technology to deliver learning online resulting from COVID-19.

Strategic Direction 2

Quality Systems and Processes

Purpose

To ensure consistent, specific and meaningful data is collected across all stages, so that teachers, students and parents have a clear understanding of individual student's and cohort progress, trends and issues. Collation and storage of data so that it is accessible for teachers and regularly reported to students and parents, as well as informing future programs.

Improvement Measures

All CTs can demonstrate student achievement with measurable data.

Data will be collected, collated and reported upon according to a timetable across all stages.

The data collected will be consistent across all stages and will include:

Sight and Sound words, SENA, PLAN 2, PM Benchmarking (ES1, Stage 1), South Australian Spelling Testing, anecdotal records, Surveys and student reflections, Stage Maths assessments, reading comprehension, CTJ Rubrics, NAPLAN, Performance and Development Framework, Tell Them From Me survey data, PLAN 2 tracking software to plot student achievement to the NSW syllabus documents used by teachers and students to track progress and inform next steps.

Progress towards achieving improvement measures

Process 1: Data Collection

Embed consistent, relevant and meaningful data collection and analysis across all teaching and learning programs ES1 to Stage 3 as well as Student Wellbeing.

Evaluation	Funds Expended (Resources)
A formal plan was implemented to ensure frequent and regular collection of data from a variety of sources.	Teacher collaboration in Stage Meetings
Online platforms, such as Google Classroom, ClassDojo, Clickview, Mathletics and Nessy were utilised during the learning from home phase to communicate with students and families and continue data collection and analysis.	Google Classroom Class Dojo Clickview Subscription \$2000 Nessy Subscriptions \$1800 Mathletics Subscriptions \$5000

Process 2: Data storage consistent and accessible for all staff.

Evaluation	Funds Expended (Resources)
All staff have access to, and engaged with, centrally stored data, including academic progress, e.g. PLAN 2, summative assessments, external data, wellbeing and behaviour. Staff consistently use ESR Momentum to record students academic results, write reports and to track wellbeing and behaviour incidents.	ESR Momentum - \$1925 PLAN2 Office 365 - Sharepoint
All staff accessing Sharepoint to collaborate and share resources with colleagues and communicate effectively during remote learning and beyond.	

Process 3: Data will be collected, collated and reported upon according to a timetable across all stages.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

Developed a whole school data collection plan to ensure a consistent approach to assessment across the school. Each Stage collaboratively developed a specific timeline for collection of a range of data from both school based and external sources to be analysed to inform future directions.

Stage and Staff Meetings

Strategic Direction 3

Our School community

Purpose

To build teacher, student and parent capacity through sharing resources, expertise, mentoring and events across the community. To align values, cultures and actions between learning community partners.

Improvement Measures

All staff members understand the interrelationship between social, emotional and academic learning.

Surveys demonstrate students are more able to apply core skills such as Growth Mindset as compared to baseline data.

Development of strong levels of connectedness between school, community and home, measured by increased parent involvement in the school.

Ensure all aspects of the Well-Being Framework are actioned and communicated.

Progress towards achieving improvement measures

Process 1: The School as a Learning Community

By implementing Positive Education, together with 'Bounce Back' and Wellbeing Framework, teachers will support the development of resilience in students.

Evaluation	Funds Expended (Resources)
Play is the Way allowed teachers and students to work together and continued to develop a culture where fair play, perseverance, collaboration and cooperation are core to participation. The implementation of the Growth Mindset philosophy under the positive education umbrella has helped students to build resilience. Students feel safe within the learning environment promoting improved learning outcomes.	PITW Resources PITW Equipment - \$1000 Trauma Training - KidsExpress - \$ ** (PL funds)
All staff participated in Trauma Training to increase understanding of working with students who have experienced or are experiencing trauma. This training also included a session on wellbeing for teachers.	

Process 2: The School within The Community of Blackheath

To increase communication and engagement with parents and community - Written reports, Interviews, newsletter, electronic sign, Skoolbag app, P&C, School based hub (HATT), School Website, Class Dojo.

Evaluation	Funds Expended (Resources)
Although face to face opportunities to involve parents in the school were unable to proceed, strong links were built with parents using online platforms such as ClassDojo, SeeSaw and Google Classroom. Regular contact was made with parents and students through scheduled phone calls to support wellbeing and the continuation of learning from home.	ClassDojo SeeSaw Google Classroom
Zoom P&C Meetings and BACA (Blackheath Area and Community Alliance) Meetings continued throughout the year to ensure continued collaboration.	Zoom Microsoft Teams

Process 3: Effective transition processes from preschool to school and from primary to high school, from Kinder to Stage 1 and Year 2 to stage 2 and Year 4 to Stage 3, including Aboriginal and special needs students.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

The kindergarten transition program was modified from previous years due to COVID-19 restrictions. A combination of face to face visits for incoming students as well as online communications were effective in ensuring students and parents were provided with the information they required. The year 6 to year 7 transition program enabled students to visit the high school as well as a parent information evening run by the local high school. Transition from Stage to Stage within the school was facilitated in a modified format to adhere to Health guidelines at the time.

Transition programs were revised to occur at the same time throughout the school.

Online communication

Kindergarten orientation packs (SLSO \$250)

3 teachers released - \$1560

Process 4: Establish and build links with local agencies such as National Parks, Pinerolo, Pre-schools, Libraries and businesses. Further develop community involvement in the life of the school - volunteers, tutoring, specialist support, special events.

Evaluation	Funds Expended (Resources)
Opportunities to further build links with local agencies were limited due to COVID-19 restrictions. However, other avenues were created to reach out to the community. e.g. Students participated in reciprocal letter writing to vulnerable residents through connections with the Blackheath Area Neighbourhood Centre.	Blackheath Area Neighbourhood Centre
Students created artworks to the Breath Project, a community digital art installation to inspire hope during COVID-19.	

Process 5: The Upper Blue Mountains Learning Community of Schools

Orientation and Transition programs, shared professional learning, visiting performers, sporting competitions, debating, public speaking, dance and music performances, network meetings, principal meeting and collegial support.

Evaluation	Funds Expended (Resources)
Orientation and transition programs were successfully implemented in a modified format due to COVID-19 restrictions. Many sporting opportunities and creative arts events were cancelled due to COVID-19. Network meetings proceeded via online platforms and collegial support remained strong across the Upper Blue Mountains Learning Community of Schools.	Teacher release Online platforms

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	\$29505.49	This funding was used to employ the Learning and Support Teacher (LaST), who was 'topped up' with 0.2 Literacy & Numeracy Funding and 0.1 RAM equity funding. The LaST assisted in the supervision of the SLSOs. She worked collaboratively with teachers to write and implement risk assessments, behaviour management plans and individual learning plans, as well as supporting students individually and in small group settings who required literacy and numeracy intervention.
Quality Teaching, Successful Students (QTSS)	\$63122.43	A large portion of QTSS funding was used to support a pilot enrichment program for Stage 3 students. This allowed for the implementation of components of the Gifted and High Potential policy, while enriching the learning of high potential students. Students participated in personal interest projects in Semester 1 and coding and robotics in Semester 2. Students have reported a positive sense of achievement and personal development through their inclusion in this program. QTSS funding was also used to employ an expert literacy teacher who worked with students in Stage 2 & 3 providing intensive support with reading and writing.
Socio-economic background	\$24591.15	This funding was used to employ additional SLSOs to support teaching and learning across all Key Learning Areas, especially literacy and numeracy. Additional SLSOs were also engaged to support students successful participation and interaction in the playground.
Support for beginning teachers	\$14832	Beginning Teacher Support Funding was received on 28 April. This funding was unspent due to the difficulty in the provision of TPL during the COVID-19 pandemic. Plans are in place to allocate this funding to TPL and teacher mentoring in 2021.

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	172	170	170	174
Girls	161	172	167	168

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94	93.5	92.7	94.7
1	96	92.6	93.1	92
2	93.6	92.5	91	93.5
3	94.8	92.6	92.9	91.9
4	94.5	91	92	93.5
5	91.4	93.6	92.9	93
6	91.6	89.4	90.8	92.5
All Years	93.7	92.2	92.2	93
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	12.76
Literacy and Numeracy Intervention	0.2
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Administration and Support Staff	2.82

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	560,943
Revenue	3,353,027
Appropriation	3,287,741
Grants and contributions	64,226
Investment income	960
Other revenue	100
Expenses	-3,338,348
Employee related	-2,990,787
Operating expenses	-347,561
Surplus / deficit for the year	14,679
Closing Balance	575,622

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.

	2020 Approved SBA (\$)
Targeted Total	365,938
Equity Total	139,340
Equity - Aboriginal	7,714
Equity - Socio-economic	22,203
Equity - Language	3,349
Equity - Disability	106,074
Base Total	2,534,354
Base - Per Capita	81,050
Base - Location	7,862
Base - Other	2,445,442
Other Total	144,553
Grand Total	3,184,185

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

The school has been participating in the Tell Them From Me (TTFM) surveys since 2015. Teachers, students (in years 4 to 6) and parents were given the opportunity to provide feedback through the completion of the TTFM. Both formal and informal meetings (face to face and online) allowed parents to add to this feedback.

In the 'Student Outcomes and School Climate' Survey Report students feel that they have friends at school they can trust and who encourage them to make positive choices. They also feel they have many opportunities to participate in sports with an instructor at school and that they have many opportunities to participate in art, drama, or music groups and extra curricular activities. 86% of students reported Positive behaviour at school, which was an increase of 2% from 2019 and this result was on par with State. The percentage of students who feel they are victims of bullying is well below the State average. 87% of students feel they exhibit high/medium perseverance at school which is on par with the State average.

In the 'Focus on Learning' Teacher Survey Report, in the eight drivers of student learning (leadership, parental involvement, inclusive school, technology, teaching strategies, data informed practice, learning culture and collaboration) the results were higher than the NSW Government Norm in all areas. Results from 2019 to 2020 also improved in all domains, with the biggest increase in leadership and collaboration.

In the 'Focus on Learning' Teacher Survey Report, in the four dimensions of classroom and school practices (challenging and visible goals, overcoming obstacles to learning, quality feedback and planned learning opportunities) the results were higher than the NSW Government Norm in all areas.

In the 'Partners in Learning' Parent Survey Report all results (parents feel welcome, inclusive school, safety at school, school supports positive behaviour, school supports learning, parents support learning and home and parents are informed) were higher than NSW Govt norm in all domains. The most significant areas above NSW Govt Norm were the areas of inclusivity, safety of students at school and parents feeling welcome.

School based Student survey about Writing

Students in years 3 to 6 were surveyed mid-year about writing as the school has had a strong focus on this area in the school plan. Teachers have been implementing the Seven Steps to Writing Success program in 2020. Students were surveyed at the beginning of the year to elicit data about how they felt about writing, how confident they were when completing writing tasks and their understanding of the different text types.

77.5% of students believe that Seven Steps has helped them become a better writer, 68.1% of students are more confident in writing and 68.8% enjoy writing after learning Seven Steps. While not a direct comparison, an equivalent survey question asked at the start of the year, 'Writing is hard' had 45.2% S2 and 64.5% S3 students stating yes. It can be inferred that the % of student who found writing hard may have reduced, as confidence in writing is highly rated in the mid year survey.

School based Student Interest and Motivation Survey

All students in years 1 - 6 were surveyed to ascertain their interest and motivation in different aspects of learning in the school.

Years 1-2 This survey had a yes, sometimes and no response option.

43.8% of students stated they enjoyed learning at school and 46.3% of students stated they sometimes enjoyed learning at school.

65% of students stated that their teacher makes learning fun and 31.3% stated that their teacher makes learning fun sometimes.

52.5% of students enjoyed reading lessons at school and 36.2% of students sometimes enjoyed reading lessons.

45% of students enjoyed writing lessons at school and 32.5% of students sometimes enjoyed writing lessons.

48.8% of students enjoyed maths lessons at school and 32.5% of students sometimes enjoyed maths lessons.

Years 3-6 This survey had a scale of strongly agree to strongly disagree scale for response

54.9% of students either strongly agreed or agreed to the statement 'I enjoy learning at school'. 32.4% were neutral.

66.2% of students either strongly agreed or agreed to the statement 'My teacher makes my learning interesting. 24.9% were neutral.

54% of students either strongly agreed or agreed to the statement 'I enjoy reading/literacy lessons at school. 29.6% were neutral. 78.4% of students felt that these lessons have improved their reading and comprehension skills.

54.5% of students either strongly agreed or agreed to the statement 'I enjoy writing lessons at school. 23.9% were neutral. 89.2% of students felt that these lessons have improved their writing skills.

59.1% of students either strongly agreed or agreed to the statement 'I enjoy maths groups at school. 23% were neutral. 76.6% of students felt that these lessons have improved their maths skills.

77.9% of students either strongly agreed or agreed to the statement 'I enjoy fitness/sport activities at school. 13.6% were neutral.

59.6% of students either strongly agreed or agreed to the statement 'I enjoy science lessons at school. 27.7% were neutral.

4 1.3% of students either strongly agreed or agreed to the statement 'I enjoy history/geography lessons at school. 35.7% were neutral.

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.