

2020 Annual Report

Camden Public School



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Introduction

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

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

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School vision

Our vision is to work in partnership with our families and community to develop in students a strong sense of belonging and create an environment where learners thrive. We share with our community the responsibility for a well-rounded, inclusive education that supports students' cognitive, social, emotional and physical wellbeing. We aim to empower students to achieve their personal best in a supportive environment where challenges are embraced and effort is celebrated as a path to improvement. We are committed to inspiring our students to become respectful, inclusive, resilient, lifelong learners and responsible citizens who make valuable contributions to a sustainable society.

School context

Camden Public School has a long tradition of quality public education dating back to 1849. It continues to serve the township that bears its name as well as the surrounding semi-rural community. Our children have a history of strong academic, sporting and cultural involvement. Camden Public School is inclusive of students with special learning needs. The school strives to provide a wide-ranging educational experience that provides a consistent, relevant, challenging and diverse curriculum for all students. The school has a strong productive partnership with the community, who are active contributors to the school's success.

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

Strategic Direction 1

Quality collaborative teaching, learning and leadership in literacy.

Purpose

To ensure a collaborative learning culture in literacy which is underpinned by high expectations, curriculum knowledge, outstanding understanding of individual students and evidence-informed practices that deliver expected or above expected growth for all students.

Improvement Measures

80% of students (2018 Kindergarten cohort) reaching expected growth in the 'Aspect of Writing' by 2020.

A 9% improvement of students reaching or exceeding expected NAPLAN growth by 2020 in Reading.

A 9% improvement of students reaching or exceeding expected NAPLAN growth by 2020 in Writing

85% of students (2018 Kindergarten cohort) reaching expected growth in 'Reading Level Targets' by 2020.

Progress towards achieving improvement measures

Process 1: Development and implementation of a whole school approach to collaborative planning.

Evaluation	Funds Expended (Resources)
Stage teams continue to utilise the CPS 'Collaborative Planning Guidelines' to support the planning of high quality teaching and learning and facilitate professional conversations about teacher practice related to student outcomes. This included staged-based teaching sprints related to; Comprehension and Additive Strategies. The school's leadership team used leadership planning sessions to strategically plan the focus of teaching sprints and to build the capacity of each team leader to implement the collaborative planning guidelines and teaching sprints to support teacher professional learning. Teacher collaborative planning was also utilised to moderate work samples including in the focus area of writing to monitor progress and contribute to high expectations and the planning of teaching and learning experiences. Student growth in reading continues to be a focus. 75% of 2020 Year 2 students reached expected growth in reading level targets. The 2020 Year 2 cohort also increased in the number of students who are reaching or exceeding writing expectations by 6%.	Funding Sources: <ul style="list-style-type: none">• Professional learning (\$5000.00)• Quality Teaching, Successful Students (QTSS) (\$28000.00)

Process 2: Professional learning, coaching and peer mentoring to continue to support explicit and effective teaching strategies including evidence-informed lesson components including the use of formative assessment practices.

Evaluation	Funds Expended (Resources)
Each stage continued to be provided with the opportunity to engage in weekly instructional leadership time to improve teaching practice. Teachers were provided with opportunities to improve their knowledge of literacy levels for each student. This included collaboratively analysing Progress Achievement Tests (Comprehension and Vocabulary) data and Literacy Progressions data (Understanding Texts) to assist with the differentiation of the curriculum. Mentoring and coaching continued to be a focus of teacher professional learning. This included a Beginning Teacher Mentoring program which supported 3 beginning teachers with the discussion, implementation and reflection of evidence-based teaching practices. 2020 NAPLAN reading and writing student growth data is unavailable for all schools.	Funding Sources: <ul style="list-style-type: none">• Literacy and numeracy (\$3950.00)• Support for beginning teachers (\$32000.00)• Professional learning (\$6000.00)

Process 3: Providing opportunities to inform the school community on current teaching practices and content knowledge within literacy.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
In 2020, the Seesaw App. was extended to Stage 3 classes. This saw 16 classes out of 16 utilising the Seesaw App. This improved the school's ability to inform the school community about current teaching practices within literacy . Due to 'remote learning' in 2020 the Seesaw App. was extensively used to support parents and caregivers with online learning. Teachers were able to provide high quality advice, support and feedback to families during this time. Stage 3 teachers also provided opportunities for parents to support their child's learning through the implementation of Google Classrooms.	Online Subscriptions - \$1500 Funding Sources: <ul style="list-style-type: none">• (\$0.00)

Next Steps

In the area of literacy, the school will be working on developing a structured whole school approach to reading that engages every student in high impact, research-based reading programs and practices. Explicit, systematic and sequential teaching that focuses on the five key components of reading instruction:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Strategic Direction 2

Quality collaborative teaching, learning and leadership in numeracy.

Purpose

To ensure a collaborative learning culture in numeracy which is underpinned by high expectations, curriculum knowledge, outstanding understanding of individual students and evidence informed practices that deliver expected or above expected growth for all students.

Improvement Measures

A 9% improvement of students reaching or exceeding expected NAPLAN growth by 2020 in Numeracy.

6% increase in students (2017 Kindergarten cohort) reaching and exceeding end of year expectations in Mathematics K-6 syllabus strand of Number and Algebra by 2020.

6% increase in students (2017 Year 2 cohort) reaching and exceeding end of year expectations in Mathematics K-6 syllabus strand of Number and Algebra by 2020.

Progress towards achieving improvement measures

Process 1: Detailed and regular whole school and stage analysis of growth in numeracy to identify the impact of planned delivery of personalised approaches to numeracy, to inform teaching and learning and support professional learning.

Evaluation	Funds Expended (Resources)
All stage teams continue to use quality numeracy assessment practices to work collaboratively to monitor progress and drive teaching and learning. This included each stage improving their practice to use both formative and summative assessment to develop high quality teaching and learning programs in each mathematical sub-strand. The focus to improve our students' mental computational thinking strategies and number sense skills to be proficient learners in the area of number has been by supported through the employment of an instructional leader to plan, model and give feedback to teachers during numeracy lessons. There was a 2% increase of students reaching or exceeding end of year expectations in Number and Algebra from Kindergarten 2017 to Year Three 2020 in Number and Algebra. There was a 6% increase of students reaching or exceeding end of year expectations in Number and Algebra from Year 2 2017 to Year 5 2020 in Number and Algebra.	Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$28000.00)

Process 2: High quality, needs-based professional learning to ensure the delivery of personalised approaches to learning and the effective use of assessment to improve student outcomes in numeracy.

Evaluation	Funds Expended (Resources)
The focus on differentiated teacher professional learning in numeracy continued in 2020. This included employing an instructional leader who supported 3 beginning teachers develop learning experiences related to the sub strand of number and algebra and then model high impact teaching practices. During 2020, our school had the opportunity of engaging in professional learning in relation to broadening mathematics literacy and language. This new professional learning improved instructional routines in the classroom to support the development of mathematical language and conceptual understanding for 2 teachers. Due to the success of this professional learning initiative it will be delivered to more teachers in 2021. 2020 NAPLAN numeracy student growth data is unavailable for all schools.	Funding Sources: <ul style="list-style-type: none">• Support for beginning teachers (\$10000.00)• Professional learning (\$4000.00)• Literacy and numeracy (\$3950.00)

Process 3: Providing opportunities to inform the school community on current teaching practices and content knowledge within numeracy.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
In 2020, the Seesaw App was extended to Stage 3 classes. This saw 16 classes out of 16 utilising the Seesaw App. This improved the school's ability to inform the school community about current teaching practices within numeracy . Due to 'remote learning' in 2020 the Seesaw App. was extensively used to support parents and caregivers with online learning. Teachers were able to provide high quality advice, support and feedback to families during this time. Stage 3 teachers also provided opportunities for parents to support their child's learning through the implementation of Google Classrooms.	Online Subscriptions - \$1500

Next Steps

In the area of numeracy, the school will be working on developing a whole school approach to numeracy that ensures every student is accessing high quality numeracy lessons that are provided by teachers who have a shared understanding of:

- mathematical knowledge that is foundational to becoming numerate,
- evidence-based pedagogies that promote the effective teaching of mathematics, and
- effective assessment practices that reveal student's mathematical knowledge.

Strategic Direction 3

Student Wellbeing - Connect, Succeed and Thrive

Purpose

To develop and shape the character, wellbeing and engagement of students through fostering mindfulness (self-regulation and positive behaviour), curiosity, courage, resilience, ethics and leadership and the effective implementation of new syllabi.

Improvement Measures

Quality opportunities for parents, students and staff to learn about and implement wellbeing strategies at home and at school.

Teachers with a high level of content knowledge, evidence of explicit instruction and knowledge of assessment practices when implementing the new Science and Technology and PDHPE Syllabi

An increase of 4% of Yr 4, 5 and 6 students with a positive sense of belonging by 2020. The 2017 'Tell Them From Me Student Survey' indicated 83% of students indicated a high level of belonging.

A 2 point increase of parents supporting their child's learning at home by 2020 according to "Tell Them From Me" parent survey

Progress towards achieving improvement measures

Process 1: Opportunities provided for individual and groups of parents and caregivers to build capacity in aspects of student wellbeing including growth mindset and fostering social and emotional intelligence. Strengthening communication strategies between home and school.

Evaluation	Funds Expended (Resources)
Staff continue to explicitly teach wellbeing strategies and provide regular opportunities for students to further develop their skills in self-regulation. This has been strengthened through the Learning and Support Team, who met fortnightly to strategically plan these opportunities. These wellbeing opportunities have also been strengthened through the employment of a School Chaplain who has provided individual teachers with professional learning and also supported the communication between home and school. According to the 'Tell Them From Me' parent survey in 2020, there was an increase in the number of families supporting their child's learning at home. An average score of 7.1 out of 10 indicated that parents and caregivers were increasing their engagement in their child's learning at home.	Chaplain Program - \$20280

Process 2: Professional learning to support the implementation of the new PDHPE K-10 Syllabus and Science and Technology K-6 Syllabus

Evaluation	Funds Expended (Resources)
In 2019, there was a significant amount of professional learning provided to teachers to support the implementation of the new Science and Technology and PDHPE syllabi. In 2020, teachers were able to successfully apply this new knowledge to effectively implement these new syllabi.	

Process 3: Expectations of student behaviour, growth mindset and social and emotional intelligence (including mindfulness) are explicitly and consistently applied across the school.

Evaluation	Funds Expended (Resources)
The wellbeing of individual and target groups of students continued to be discussed at regular Learning and Support Team meetings. Focus groups were established to target particular groups of students with needs in building	Student Group Activities - \$4000

Progress towards achieving improvement measures

resilience and self-regulation. This included Lego Group, Kids' Shed and Garden Group. Analysis of 2020 attendance data indicated that on average, students who had been identified and targeted with wellbeing programs improved their attendance by 3% from 2019. Tell Them From Me Student Survey indicated students have an optimistic outlook in regards to positive behaviour at school with 88% of students indicating they do not get in trouble at school for disruptive or inappropriate behaviour which is 5% above state average.

Process 4: Whole school approach to physical health and fitness, social skills and friendship, empathy and resilience, peer support and mentoring, student leadership, citizenship and community engagement. Including staff professional learning on skills, strategies and knowledge that support student wellbeing.

Evaluation	Funds Expended (Resources)
Staff continued to work in partnership with parents and caregivers demonstrating a collective responsibility for student success. Due to the 'remote learning' period, staff demonstrated outstanding skills, strategies and knowledge to provide wellbeing strategies, advice and feedback to parents and students through online and over the phone processes. The Learning and Support Team coordinated fortnightly visits from a Pet Therapy dog to support student wellbeing. In 2020, 72% of Year 4, 5 and 6 students indicated a positive sense of belonging in the 'Tell Them From Me' student survey which is below previous year's data.	

Next Steps

In the area of wellbeing, the school will be working on developing the capacity of all students to be exceptional and lifelong learners by improving how students approach their learning and therefore the outcomes of their learning. This will include:

- the deliberate exposure and explicit teaching of capabilities and dispositions, and
- developing whole school, stage and classroom strategies that foster positive attendance.

The school will also focus on Increasing the capacity and responsibility of students to be active learners who exercise social and emotional self-regulation appropriate to their age and level of understanding. This will be achieved through:

- teacher professional learning to improve understanding of students with social and emotional needs and how to cater for them,
- an increased range of social and emotional initiatives and programs coordinated through the learning and support team, and
- an increase in parent and caregiver agency.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$22 486.00) 	All students celebrated NAIDOC week, which included participation in a sporting event where students engaged in Aboriginal inspired activities. Our Aboriginal students as part of the Goanna Group regularly meet to design and create an Aboriginal Garden with a mural. Aboriginal students attended the Royal Botanic Garden Sydney to support the planning process for the garden.
English language proficiency	Funding Sources: <ul style="list-style-type: none"> • English language proficiency (\$12 442.00) 	Supplement additional School Learning Support Officer time to successfully support EAL/D students through the Learning and Support Team.
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$26 244.00) 	Supplement additional Learning and Support Teacher time to support students through the Learning and Support Team.
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$59 833.00) 	Provide Instructional Leader opportunities for all staff. Supported the professional growth of teachers in the areas of literacy and numeracy. Increased the leadership team's ability to support whole school initiatives and link the professional learning of teachers with the needs of all students.
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$38 919.00) 	Supplement additional Learning and Support Teacher time to support students through the Learning and Support Team.
Targeted student support for refugees and new arrivals	Funding Sources: <ul style="list-style-type: none"> • Targeted support for refugees and new arrivals (\$5 420.00) 	Supplement additional Learning and Support Teacher time to plan, implement and review the school's New Arrival program. This occurred for one term in 2020.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	148	152	156	173
Girls	155	159	148	145

Student attendance profile

School				
Year	2017	2018	2019	2020
K	96	94.4	96	93.8
1	95.9	94.8	93	94.1
2	93.8	94.7	93.7	93.2
3	94.6	93.7	94.7	91.8
4	95.5	95	93	92
5	95.6	94.2	93.1	92.2
6	94.4	93.9	92.8	92.6
All Years	95.1	94.4	93.7	92.8
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)	4
Classroom Teacher(s)	15.33
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	6.87

*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	375,871
Revenue	4,005,534
Appropriation	3,904,193
Sale of Goods and Services	11,760
Grants and contributions	89,131
Investment income	451
Expenses	-4,001,961
Employee related	-3,629,285
Operating expenses	-372,675
Surplus / deficit for the year	3,574
Closing Balance	379,444

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	0
Equity Total	176,661
Equity - Aboriginal	22,486
Equity - Socio-economic	38,919
Equity - Language	12,442
Equity - Disability	102,813
Base Total	3,069,137
Base - Per Capita	78,698
Base - Location	0
Base - Other	2,990,440
Other Total	440,884
Grand Total	3,686,682

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

Students in Years 4 to 6 participated in the Tell Them From Me Student Survey. The survey measures 20 indicators based on the most recent research on school and classroom effectiveness. The data below is based on the following number of students who participated in the survey in 2020. Year 4: 39, Year 5: 33 and Year 6: 48.

- * 89% of students in this school had a high rate of Participation in Sports; the NSW DoE norm for these years is 83%.
- * 62% of students in this school had a high rate of Participation in Extracurricular activities; the NSW DoE norm for these years is 55%.
- * 72% of students in this school had a high sense of belonging; the NSW DoE norm for these years is 81%.
- * In this school, 87% of students had positive relationships; the NSW DoE norm for these years is 85%.
- * 94% of students in this school valued School Outcomes; the NSW DoE norm for these years is 96%.
- * In this school, 30% of students had positive homework behaviours; the NSW DoE norm for these years is 63%.
- * In this school, 88% of students had positive behaviour; the NSW DoE norm for these years is 83%.
- * 69% of students in this school were interested and motivated; the NSW DoE norm for these years is 78%.
- * 89% of students in this school tried hard to succeed; the NSW DoE norm for these years is 88%.
- * 52% of students in this school had scores that placed them in the desirable quadrant with high skills and high challenge. The NSW DoE norm for these years is 53%.
- * 34% of students in this school were victims of moderate to severe bullying in the previous month; the NSW DoE norm for these years is 36%.
- * In this school, students rated Advocacy at School 7.9 out of 10; The NSW DoE norm for these years is 7.7.
- * In this school, Positive Teacher-Student Relations were rated 8.5 out of 10; the NSW DoE norm for these years is 8.4.
- * In this school, students rated Disciplinary Climate of the Classroom 7.3 out of 10; the NSW DoE norm for these years is 7.2.
- * In this school, students rated Teachers' Expectations for Academic Success 8.3 out of 10; the NSW DoE norm for these years is 8.7.

Parents and caregivers participated in the Tell Them From Me 'Partners in Learning' Parent Survey. The survey is designed to provide feedback to the school on seven separate measures which were scored on a ten-point scale. The seven measures included:

- * Parents feel welcome (8.4).
- * Parents are informed (7.8)
- * Parents support learning at home (7.1).
- * School supports learning (8.1).
- * School supports positive behaviour (8.3).
- * Safety at school (8.4)* Inclusive school (7.9).

All seven measures had scores above the average NSW Government Primary scores. Areas of particular strength highlighted from parent feedback included:

- * The positive availability of class teachers and the school principal.
- * Parents are consistently informed about their child, including easy to understand reports.
- * My child is encouraged to do his or her best work.

- * Students have a clear understanding about expectations of behaviour.

- * Students feel safe at school.

Teachers participated in the Tell Them From Me 'Focus on Learning' Teacher Survey. The survey is designed to gain feedback on eight of the most important aspects of student learning. The research on classroom and school effectiveness has consistently shown these factors to have a strong correlation with student achievement. The eight aspects of student learning were scored on a ten-point scale. The eight aspects included:

- * Leadership (7.4)

- * Collaboration (8.0)

- * Learning Culture (8.1)

- * Data Informs Practice (7.9)

- * Teaching Strategies (8.2)

- * Technology (5.9)

- * Inclusive School (8.6)

- * Parent Involvement (6.9)

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.