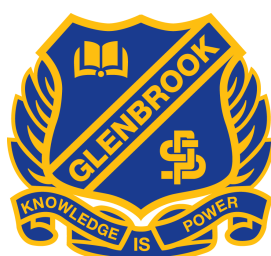


2020 Annual Report

Glenbrook Public School



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Introduction

The Annual Report for 2020 is provided to the community of Glenbrook 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

Glenbrook Public School

Woodville St

Glenbrook, 2773

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

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

4739 1288

Message from the principal

2020 was a year of change and challenge, as we navigated the uncertain times of the COVID-19 Pandemic. During this time, I am proud to say that our learning community and Glenbrook rose to these challenges, with learning, as a whole, being able to continue. The data highlighted in this report confirms a commitment by everyone to ensure the best possible outcomes for the students at our school.

Adaptations to the manner in which we conducted extra-curricular activities such as sport and the performing arts, ensured, that whilst not ideal, many of these continued in a modified manner. Online technologies required a supreme skill-set from our staff, and they rose to the occasion, with websites being established to support community interactions and online learning that ensured engagement was optimised.

Our staff continued on the path of professional growth throughout 2020 and together initiatives as outlined in the School Plan continued to drive improvement.

2020 was certainly a year of challenges and many rewards as well. I thank the teaching and administrative staff, as well as our parents for ensuring the absolute best possible outcomes for our students, but most of all, I thank the students themselves for showing self-regulation and direction when needed, as well as a desire to continue to be the best they can be.

Fran Campbell

Principal



School vision

School Vision Statement

Together, achieving excellence and equity through high expectations and shared responsibility.

School context

School Context

Glenbrook Public School is situated on the village side of Glenbrook, the gateway to the Blue Mountains. Property prices compare higher than most other areas of the Blue Mountains.

Parent occupation includes a number of qualified professional and tradespeople. Many parents also commute each day to their work-place outside the Blue Mountains.

Student families of Glenbrook Public School are from a variety of cultural backgrounds, although predominantly are Anglo-Saxon. The community also reflects a middle class socio economic background.

The school community has high expectations which are met by a strong focus on quality education and programs that cater for all students providing challenge, success and engagement. The school performs above state average in areas of Literacy and Numeracy in NAPLAN.

The school leadership team reflects on current practice focusing on delivering professional learning activities to support improved program delivery in teaching and learning.

Glenbrook Public School is host an Opportunity Class with a new intake occurring every second year.

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	Delivering
LEARNING: Assessment	Delivering
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	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Excelling
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Learning-Student Growth and Achievement

Purpose

To demonstrate high expectations of learning progresses with the view to develop high performing learners. Curriculum, assessment practices and evidence based teaching and learning are aligned to continuous academic progress and achievement.

Improvement Measures

An increase of at least 7.2% (Numeracy) and 5% (Reading) in students performing in the top two bands, in reading and numeracy.

100% of teaching and learning programs are data based and differentiated for individual student learning needs and demonstrate current syllabus content.

All learners can articulate their 'learning goals' and what they need to achieve to reach their goals.

Progress towards achieving improvement measures

Process 1: Reading & Numeracy Project

Curriculum delivery will be differentiated to meet the needs of students at different levels of achievement, including adjustments to support learning or increase expectations. Evidence-based teaching and assessment practice, based on current research will guide teaching and learning programs.

Evaluation	Funds Expended (Resources)
<p>Reading - PAT R results across years 2 to 6 showed an average of 77% answers correct across the test. Through analysing errors below the cohort average, the following data was extrapolated. 24% of students performed below the average in interpreting explicit information; 53% below in inferencing; 60% below reflecting on text and 29% below retrieving directly stated information.</p> <p>Check in Assessments - 70.7% of students assessed in Year 3 answered 100% of the questions correctly. This is 5.6% above SSSG and 12.1% above state results. Findings showed that students performed better in processes (75.2%) and comprehension (75%) than in vocabulary (56.9%).</p> <p>73.2% of students assessed in Year 5 answered 100% of the questions correctly. This is 4.7% above SSSG and 12.5% above state results. Findings showed that students performed better in processes (79.2%) than in comprehension (71.4%) and vocabulary (70%). The Year 5 Check in assessment reported that 64.3% were in the Top 2 bands, 27.7% above the state and 10.3% above SSSG.</p> <p>Benchmarking Assessments - Analysis of PM Benchmarking data show that 79% of students in Early Stage One are above or at stage expectation in the area of reading and comprehension, whereas 21% are currently below stage expectation in reading. Stage One benchmarking data show that 81% of students in years one and two are at or above stage expectation in reading and comprehension. 19% of Stage One students are below stage expectations in reading and comprehension.</p> <p>Numeracy - PAT M results across years 2 to 6 showed an average of 66.4% correct answers across the test. Through analysing errors below the cohort average students the following data was extrapolated. 47% of students performed below the average in geometry; 63% below in measurement; 43% below in number and 31% below in statistics.</p>	<p>SLSO Support</p> <p>Quality Teaching Coordinator</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Integration funding support (\$31484.00)• Literacy and numeracy (\$34456.00)• Quality Teaching, Successful Students (QTSS) (\$54692.00)• English language proficiency (\$3166.00)• Socio-economic background (\$8319.00)• Low level adjustment for disability (\$79152.00)

Progress towards achieving improvement measures

Check in Assessments - 69.9% of students assessed in Year 3 answered 100% of the questions correctly. This is 0.3% below SSSG 7.1% above state average. Findings showed that students performed better in statistics and probability (75.5% correct) and number sense and algebra (74.2% correct) than measurement and geometry (61% correct.)

71.7% of students assessed in Year 5 answered 100% of the questions correctly. This is the same as SSSG and 11.7% above the state average. Findings showed that students performed better in statistics and probability (83.6% correct) and number sense and algebra (73.6% correct) than measurement and geometry (66.3% correct). The Year 5 Check in assessment reported that 52.9% were in the Top 2 bands, 22% above the state and the same as SSSG results.

Process 2: Data Informed Teaching

Collaborative practices and processes to facilitate data and evidence informed decisions that target the learning of all students, will be embedded across all stages. The development of moderators for assessment will aid consistency of teacher judgement, in line with assessment schedule.

Evaluation	Funds Expended (Resources)
The QTC program incorporated the use of data collection, both quantitative and qualitative to inform future teaching and learning in the Mathematics / Measurement space. School-wide data, PATM and Check in assessments indicate a definite overall improvement in results. NAPLAN tests did not take place during 2020.	QTSS funding under the QTC initiative Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$54692.00)

Next Steps

Evaluation of improvement measures indicated further consolidation of PL is needed in relation to teaching and learning programs and differentiated teaching; data literacy, data analysis and data use in teaching and planning; student performance measures; whole school formative assessment; effective classroom practice; professional standards in literacy and numeracy; and embedding a culture of high expectations.

Strategic Direction 2

Teaching

Purpose

To improve professional practice around explicit teaching, high expectations, differentiation, in line with outcomes based scope and sequences for all KLA's.

Improvement Measures

100% of Performance Development Goals are aligned to QT practices of explicit teaching, differentiation and high expectations with reviews, evaluations and adjustments made in all PDPs.

Student growth is evident, as per SD 1

S & S are whole school and outcomes-based, with this being reflected in 100% of teaching and learning programs.

High quality teaching is evident through implementation of evidence-based teaching strategies in *What Works Best in Practice* PL by all teachers. This is reflected in 100% of teaching and learning programs.

Progress towards achieving improvement measures

Process 1: Quality Teaching Coordinator

Provide shoulder to shoulder mentoring, that is evidence and research-based in; explicit teaching, differentiation, high expectations, assessment for learning and quality feedback.

Evaluation	Funds Expended (Resources)
<p>Focus areas of differentiation, assessment, collaboration, high expectations and explicit teaching were addressed across the school twofold, 1. Via the QTC, shoulder to shoulder, reflective teaching model and 2. via professional learning under the research and evidence approach of the What Works Best in Practice support materials.</p> <p>98% of teaching and learning programs across the school show a programmed approach to differentiated teaching. 100% of teachers participated in the QTC program for a differentiated approach to the teaching of measurement in Mathematics lessons. Students are engaging with their own learning goals that supports the differentiated and visible learning within classrooms.</p>	<p>Professional Learning time allocation</p> <p>CESE What Works Best in Practice</p> <p>Quality Teaching Coordinator program initiative</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$54692.00)• Professional learning (\$10000.00)• Literacy and numeracy (\$7000.00)

Process 2: Educational standards in practice

To develop a shared and responsibility among staff in the development of school-wide scope and sequences that are outcomes-based and form the core of teaching and learning in the school. The development of school-wide assessment schedule.

Evaluation	Funds Expended (Resources)
<p>All staff, lead by the executive team were involved in the development of a whole school assessment schedule, to include formative and summative processes that will inform future learning and result in improved learning outcomes.</p>	<p>Professional learning and additional executive release as per FTE allocation for RFFT staffing.</p>

Process 3: Evidence-based teaching for best practice

Implement high quality professional learning, working through CESE *What works best in practice*.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

Professional learning was aligned to Performance and Development goals in 100% of staff.

The CESE What Works Best in Practice, formed the basis for reflective professional learning via collaborative discussions around differentiation, high expectations and explicit teaching in the area of Mathematics / Measurement.

Further professional learning aligned to teaching practice in general to incorporate all KLAs.

CESE What Works Best in Practice

Next Steps

To continue to provide shoulder to shoulder mentoring, that is evidence and research-based in; explicit teaching, differentiation, high expectations, assessment for learning and quality feedback.

The QTC model of evaluative and reflective practices has seen growth in student attainment and will continue and evolve in 2021 to include Working Mathematically as a focus area for improvement.

Strategic Direction 3

Leading

Purpose

To build shared responsibility around whole school evaluative and evidence-based practice, in line with continual school improvement.

Improvement Measures

100% of identified staff will have successfully completed professional learning in 3 Rivers 4 Learning.

Consistent expectations around processes and practices within the Wellbeing Guidelines are articulated by staff, students and parents.

Progress towards achieving improvement measures

Process 1: Inquiry, Innovation & Inspiration

To develop shared responsibility via the development of teacher, school and system leadership, that focuses on school improvement and collaborative professional learning.

Evaluation	Funds Expended (Resources)
<p>The 3 Rivers 4 Learning project provided 5 staff members, including the Principal, opportunities that lead to the development of a shared vision, based on distributive leadership and shared responsibility with high expectations for a high performing school culture. The premise for the professional learning included;</p> <p>Effective Leadership for Effective Schools</p> <p>Leading Improvement, Innovation and Change</p> <p>Creating a Community of Learners</p> <p>Effective Professional Learning</p> <p>Feedback for Improved Performance</p> <p>Assessment for Learning</p> <p>Authentic Performance and Development</p> <p>Leading for Improved Student Learning: Instructional Leadership</p> <p>Evidencing Standards: the Ambition, the Actual and the Possible</p> <p>Leading with Moral Purpose</p>	<p>Professional Learning opportunities in the 3 Rivers 4 Learning certificated program to inform future visionary directions for the school.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">Professional learning (\$6250.00)

Process 2: Wellbeing for all

Create a school-wide culture in which leadership drives effective practices where staff are supported and continuously support one another.

Strong systems are in place to support the social, physical, cognitive and emotional wellbeing of students, staff and parents, which will lead to a strengthened sense of belonging for all.

Evaluation	Funds Expended (Resources)
<p>Changes in the type of disabilities and levels of adjustments are reflected in NCCD data and have contributed to the increase in the employment of</p>	<p>Employment of three Learning and Support Officers 4 X per week, to run</p>

Progress towards achieving improvement measures

SLSO's and the introduction of a social, play and motor program in 2019. In 2017, 20 students had a recognised disability, 19 were cognitive and 1 social emotional. 100% of these adjustments were at a supplementary level. In 2020, 32 students were included in the NCCD. 18 students with a cognitive disability, 7 with social/emotional, 5 with physical and 2 with sensory disabilities. 68% required supplementary adjustments, 25% required substantial adjustments and 7% required extensive adjustments. In 2020, we have 4 students receiving integration funding an increase of 100% from 2018.

The introduction of digital wellbeing data collection began in 2020 and has provided valuable information regarding negative behaviour trends. 80% of behaviours were deemed minor and the remaining 20% major. Disrespectful and disruptive behaviour in the playground and classroom accounted for 48% of minor negative behaviours (minor physical contact 23%, inappropriate language 4%, rough play 18%, teasing 3%, out of bounds 3%). Physical aggression towards another student or staff accounted for 41% of major behaviours (abusive language 6%, repeated defiance 18%, physical violence 18%, theft 11%, property damage 6%). Of the major and minor behaviours occurring during playtime, 63% occurred during lunch, 35% during recess and lunch and the remaining 9% before and after school.

The increase and extent of students with learning adjustments for social and emotional disabilities, along with the high percentage of low-level, disrespectful behaviours, indicates a need to review our whole school approach towards inclusive social and emotional wellbeing practices.

targeted programs for identified students that include Social, Emotional and Motor Play programs as well as Multi-Lit and Mac-Lit programs.

Funding Sources:

- English language proficiency (\$3166.00)
- Socio-economic background (\$8319.00)
- Integration funding support (\$31484.00)
- Low level adjustment for disability (\$79152.00)

Process 3:

Evaluation	Funds Expended (Resources)
N/A	N/A

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Dalmari Group Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$6 965.00) 	Aboriginal funding, supported educational programs within the school for our Aboriginal students and the wider community. NAIDOC was celebrated via a whole school artwork with Dalmari group for the office and a mural across the back of the hall. Cultural diversity programs with Dalmari and well the creation of Personal Learning Pathways for our indigenous students were also supported.
English language proficiency	Employment of School Learning and Support Officers Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$3 166.00) 	<p>Due to the individual needs of the students at the school, Equity funding is utilised for the employment of School Learning and Support Officers 4 X days per week. Additional school funding is utilised to supplement the employment of the SLSOs.</p> <p>The School received integration funding in 2020 that was fully expended in the employment of SLSOs to support identified students. This funding is expected to be the same for 2021.</p> <p>The School employed a LaST teacher .3 above establishment which was funded by Literacy and Numeracy Intervention - \$34 456 and supplemented by additional school funding.</p>
Low level adjustment for disability	Staff employment 3 X SLSO for four days per week. Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$79 152.00) 	<p>Due to the individual needs of the students at the school, Equity funding is utilised for the employment of School Learning and Support Officers 4 X days per week. Additional school funding is utilised to supplement the employment of the SLSOs.</p> <p>The School employed a LaST teacher .3 above establishment which was funded by Literacy and Numeracy Intervention - \$34 456 and supplemented by additional school funding.</p>
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$54 692.00) Professional learning (\$10 000.00) Literacy and numeracy (\$7 000.00) 	QTSS funding, combined with 10 000.00 of Professional Learning funding was utilised to support the QTC mentoring and collaborative practice program across the school. \$6000.00 was set aside to build distributive leadership practices within the 3 Rivers 4 Learning PL. Four teachers and the Principal successfully achieved 1/2 Masters Degree in Educational Leadership with the University of Wollongong.
Socio-economic background	SLSO employment 3X four days per week to support students to achieve learning and social outcomes. Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$8 319.00) 	<p>Due to the individual needs of the students at the school, Equity funding is utilised for the employment of School Learning and Support Officers 4 X days per week. Additional school funding is utilised to supplement the employment of the SLSOs.</p> <p>The School employed a LaST teacher .3 above establishment which was funded by Literacy and Numeracy Intervention - \$34 456 and supplemented by additional school funding.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	154	148	151	157
Girls	135	137	145	150

Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.6	95.9	95.9	96.3
1	95.7	95.9	95.2	95.5
2	96.6	96.3	95.3	94.9
3	97.2	96.5	95	95.6
4	96.2	95.6	94.1	94.9
5	96	95.1	91.5	95.9
6	96.3	96.6	92.3	94.9
All Years	96.4	95.9	94.1	95.5
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)	10.5
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
School Administration and Support Staff	2.62

*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	377,623
Revenue	2,608,110
Appropriation	2,513,808
Sale of Goods and Services	2,002
Grants and contributions	91,555
Investment income	744
Expenses	-2,622,922
Employee related	-2,301,083
Operating expenses	-321,839
Surplus / deficit for the year	-14,813
Closing Balance	362,810

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	31,484
Equity Total	97,602
Equity - Aboriginal	6,965
Equity - Socio-economic	8,319
Equity - Language	3,166
Equity - Disability	79,152
Base Total	2,187,990
Base - Per Capita	71,189
Base - Location	0
Base - Other	2,116,801
Other Total	144,011
Grand Total	2,461,087

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

Community voice

Parent feedback through TTFM, surveys and feedback from parent information sessions highlights the following:

TTFM 2020 identified that out of the 7 aspects in the 'Parents in Learning' Survey report, our school ranked above the state mean in 5 areas of the survey and the same in 2 areas.

Analysis of the results indicated that:

- parents value face to face communication, with 93% of parents finding informal meetings useful or very useful and 90% finding formal interviews useful or very useful.
- educational aspirations were high with 96% of parents anticipating that their child will complete Year 12 and 68% anticipating that their child will attend university.
- the school scored 1.6 points below school and state mean in the aspect of 'making Parents feel welcome' in terms of parent activities being scheduled at times when they can attend;
- the school scored 1.3 points below school mean and 1.0 point below state mean in the aspect of 'Parents support learning at home' in the area of parents talking about how important school work is.
- the school scored 2 points below school mean in the aspect of 'Schools supports positive behaviour' in terms of teachers devoting their time to extra-curricular activities (this could be due to Covid restrictions)
- the school scored 0.9 points below school mean and 0.3 the state mean in the aspect of 'Safety at school' in terms of how the school prevents bullying.
- parents identified a need for a passive area in the playground to allow for an inclusive, quiet space. Common themes for consideration were: quiet areas, areas for imaginative play, free play with natural components, sand play, musical playground equipment, water play element, tactile activities, flowers and sensory plants, a cubby or teepee structure, native plants, widening footpaths leading to smaller quieter spaces, a mural inspired by nature.

Teacher Voice

Teacher feedback through TTFM, focus groups and targeted surveys highlight the following as areas for improvement:

TTFM 2020 identified that out of the 8 drivers of student learning in the 'Focus on Learning' our school mean ranked higher in 7 of the drivers compared the state mean and equal in the 7th driver.

Analysis of the results indicated:

- the school scored 1.1 points below the school mean and 2.1 points below state mean in the driver of 'Collaboration' in the area of other teachers sharing their learning goals with me.
- the school scored 1 point below the school mean and .02 points below the state mean in the driver of 'Technology' in the area of using technology to track progress towards student learning goals.
- the school scored 1 point below the school mean and .3 below the state mean in the driver of 'Parent involvement' within the area of sharing learning goals with their parents.
- the school scored 2.3 points below the school mean and 1.6 point below the state mean in the driver of 'Parent involvement' within the specific area of asking parents to review and comment on student's work.

Analysis of the 4 dimensions of classroom and school practices indicated that:

- the school scored 1.2 points below the school mean and 1.0 below the state mean in the dimension of 'Challenging and visible goals' within the specific area of sharing student learning goals with parents.
- the school scored 2.7 points below the school mean and 2.1 points below state mean within the specific area of asking parents to review and comment on student's work.

TTFM results indicated that teacher's supported the idea of a passive play area in the school, as well as incorporating structures to allow for the engagement in imaginative play. It was noted that if the old equipment was to be removed, similar items that encouraged physical, motor and imaginative play should replace it. Structures that compliment the natural environment such as a fort, timber boat, slides, climbing components, a yarning circle, sensory paths and gardens, smaller passive areas, rock and water play were suggested.

Targeted teacher survey around the QTC model and new whole school maths scope and sequence indicates:

- to continue to strengthen collaborative practices around programming and planning;
- expand collegial observations and discussions across stages;
- revisit maths scope and sequence to refine the order, content and time spent on strands;
- monitor and update maths resources

Student Voice

Student feedback through TTFM and individual suggestions have highlighted the following as areas for improvement:

TTFM 2020 identified that within the 3 surveyed areas of social/emotional outcomes, the following was noted:

- 75% of students felt accepted and valued by their peers and by others at their school. This is 6% below state average;
- 90% of students felt they did not get into trouble at school for disruptive or inappropriate behaviour. This is 7% above state average;
- 70% of students felt they were interested and motivated in their learning. This is 8% below state average;

TTFM 2020 drivers of student outcomes indicate that:

- 28% of students feel they are subjected to bullying. This is 8% above state average
- 83% of students feel they have someone at school that consistently provides encouragement and they can turn to for advice. This is 6% above state norm.
- 88% of students feel that school staff emphasises academic skills and hold high expectations for all students to succeed. This is 10% above state average.

TTFM 2020 custom measures indicate that:

- 83% of teachers understand students Aboriginal culture;
- 77% strongly agree or agree that they are proud of their school;
- 93% of students feel they can pursue their goals even when they are faced with obstacles.
- 90% of students feel that everything in their classroom works;
- 87% of students feel that everyone can fit into to their classroom;
- 87% of students feel that their classroom is clean and well looked after;
- 56% of students strongly disagreed, disagreed or neither agreed or disagreed that the school toilets were clean and well looked after;
- 92% agreed or strongly agreed that the playground was clean and well looked after.

Individual student suggestions that have been noted by staff members have included:

- initiatives to promote kindness across the school;
- initiatives to keep the playground free of rubbish;

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.