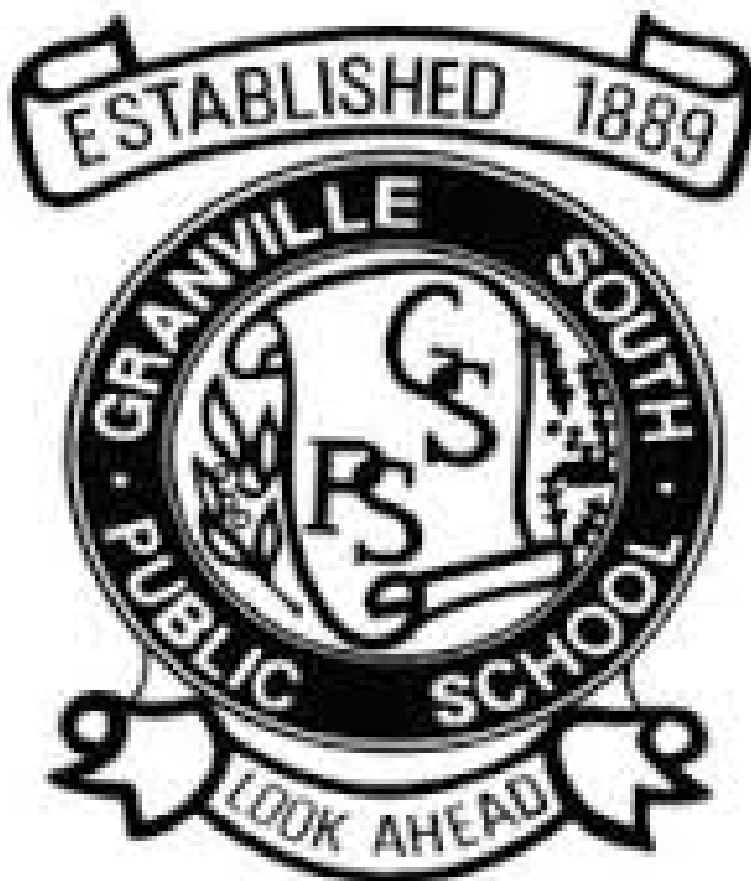


2020 Annual Report

Granville South Public School



2066

Introduction

The Annual Report for 2020 is provided to the community of Granville South 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

Granville South Public School

Woodville Rd

Guildford, 2161

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

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

9632 9388

Message from the principal

2020 was certainly a year like no other. We finished 2019 with catastrophic bushfires engulfing NSW, however, little did we know what was yet to come. COVID entered into our lives as a worldwide pandemic and, as a result, there was great sadness, fear, social isolation and financial hardship. Many opportunities for our students were lost, however, in saying this there were many firsts and lessons learnt throughout the year.

Some firsts:

- Asking children to stay home to complete their learning
- Teachers working from home
- Running school assemblies via zoom
- Having our presentation assembly streamed live on facebook.
- Playgroup and speech therapy were done via zoom
- Students walking into the school grounds on their own without mum or dad.

Lessons learnt:

- Resilience and flexibility - if we can get through this, we can get through anything
- The power of connection
- Gratitude - being grateful for the simple pleasures in life such as being allowed to visit other places, go for a walk, buy an ice cream down at the beach, coming to school
- That there is good in humanity
- Life is precious - make each moment count

In March, students were asked to stay at home and complete their learning through using online materials and resources that were sent home. In the matter of days teachers were asked to develop online material for each class, whilst still catering to the needs of every single child. Our collaborative planning and learning culture shone through as did our strong partnership with families who supported, acknowledged and praised the work done throughout the year by our dedicated staff. Whilst there were many challenges, I am extremely proud of how we all moved forward and became creative, innovative and engaged in different teaching styles to continue to provide high quality educational opportunities for each and every student.

Karen Macphail

Principal

School vision

Our purpose is to provide an inclusive, respectful and stimulating learning environment where every child is known, valued and cared for. We empower all children to embrace learning, fulfil their potential and build social, emotional and physical wellbeing in order to make positive contributions to the community.

School context

Granville South PS has been located on bustling Woodville Road with a rich history of change and reinvention since 1889. We serve a very diverse community of privately owned residential and rental housing. The population of the school is 334 students and growing. More than ninety per cent of students come from a non-English speaking background with a very small number of Aboriginal and Torres Strait Islander students. We acknowledge and celebrate everyone equally.

Granville South Public School is committed to continuous improvement and quality service to our families and community. Highly qualified, dedicated and caring staff provide a range of excellent educational programs that meet the academic, cultural, physical, emotional and social needs of students. A comprehensive curriculum complements our core values and is characterised by a strong focus in literacy, numeracy, technology, sport and the performing arts. Proactive wellbeing programs such as Positive Behaviour for Learning provide an inclusive environment and focus on building respect, resilience and social responsibility along with the desire to excel.

The opportunity for students to have a voice in decision making takes place through our student representative council, which includes students from Year 1 to Year 6. Parents, community members and our local schools play a vital role in the life of the school.

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>

Strategic Direction 1

Student Wellbeing

Purpose

Our aim is to:

Improve student wellbeing through the provision of an inclusive environment that supports the learning and social and emotional needs of all students.

Enhance the ability of every student to demonstrate resilience, acceptance and independence in order to achieve their potential as lifelong learners, leaders and informed global citizens.

Implement evidence based strategies to ensure the wellbeing of all students to connect, succeed, thrive and learn.

Improvement Measures

A 75% improvement (from 2017 data) in playground behaviour as outlined in Sentral data.

A 90% improvement (from 2017) data in classroom behaviour as outlined in Sentral data.

100% of students identified in the National Consistent Collection Data have learning effectively differentiated.

100% of teachers explicitly teach and engage students in wellbeing programs including lifeskills, PBL, social and emotional learning and Bounce Back

An increase in Principal Awards

An increase in attendance of students at Star Kids Day

Overall summary of progress

There has been more students attending Star Kids day (students consistently being safe, respectful and a learner).

All students included in the **Nationally Consistent Collection of Data** have differentiated tasks or Individual Learning Plans according to abilities.

Progress towards achieving improvement measures

Process 1: Professional learning and external agency support around social and emotional skills and strategies.

Evaluation	Funds Expended (Resources)
Berry Street Education Model professional learning continues and all teachers have embedded strategies into their daily practice.	Continuous Staff TPL Further training for on-site school facilitators.

Process 2: A focus on strengthening our PBL system.

Evaluation	Funds Expended (Resources)
Star Kids day went ahead PBL introduction planned for School Development Day in 2021 Reviewed our systems and made necessary changes to refine the process	PBL team Funding Sources: • Socio-economic background (\$2000.00)

Process 3: Learning and Support Teacher to ensure that effective differentiation strategies are in place and reviewed for all identified students.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
All IEPs reviewed and saved so that 2021 teachers can access this information. Some IEP goals were rolled over to following year due to COVID disruptions	

Process 4: Actively plan for student transitions to high school and clearly communicate the transition activities to the school community.

Evaluation	Funds Expended (Resources)
One of the transition activities included GSPS learning and support team meeting with area HS representatives to provide handover of student learning needs. Local feeder HS was given the opportunity to test students onsite	Grant for Creating Chances TBA Funding Sources: • (\$0.00)

Next Steps

- Using Sentral data to drive PBL (Positive Behaviour for Learning) lessons
- Granville South PS PBL coach
- Refining orange card system and consequences
- Using Sentral data to report incidents - data entry and data reporting.
- Orientation of new staff to PBL
- Causal folder information on PBL
- Behaviour Policy
- Using IEP goals to drive evidence-based improvement
- Connections with preschool (transition)
- Parent communication and knowledge of BSEM (Berry Street Education Model - trauma based practices) and PBL

Strategic Direction 2

Quality Teaching and Learning

Purpose

Our aim is to:

Enhance effective teaching methods using evidence-based teaching strategies to meet the needs of every student.

Enhance the use of school-wide assessment data to identify student achievement and progress in order to inform future directions for every student.

Enhance professional learning and its impact on the quality of teaching and student learning outcomes for every student.

Enhance staff responsibility in maintaining and developing their professional standards in order to meet the needs of every student.

Improvement Measures

Increase the number of students achieving expected growth in NAPLAN.

Reduce the number of students in the bottom two bands in NAPLAN.

Quality data driven programs used by teachers embedding Department of Education Literacy and Numeracy Progressions to increase the number of students achieving expected growth.

Classroom walkthroughs and observation data indicates embedding of evidenced based professional learning.

Progress towards achieving improvement measures

Process 1: Data - Implement department documents including the Syllabus and the Learning Progressions to inform quality teaching and learning.

Evaluation	Funds Expended (Resources)
<p>Teachers used student data and teams were led by team leaders to choose syllabus indicators to plan 5 weekly cycles of work.</p> <p>Reading levels, work samples, data booklets and observation notes have all been collected and will be used to support teachers in 2021 to plan the first few weeks of learning.</p> <p>Teachers are confidently navigating the elements of plan data (Creating Texts and Additive Strategies) and can select indicators for goals for groups of students. Teachers are developing differentiated lessons using these goals for groups of students.</p>	<p>5 Week Cycles: Regular collaborative planning days, stage meetings, Data Chats, ILs and APs professional learning with Jann Farmer Hailey</p> <p>Recording and Using Data: Work samples, evidence of achievement, books and documents</p> <p>Learning Progressions: Weekly Data Chats, learning around PLAN2, instructional leadership & mentoring</p>

Process 2: Differentiation -targeted intervention programs to ensure all students are catered for.

Evaluation	Funds Expended (Resources)
<p>Data Chats were used to support teachers in discussions around selecting appropriate strategies for students' needs. Teachers were able to cater for students in guided groups using progression goals in literacy. Number Talks supported teachers to ensure every student was catered for in numeracy.</p>	<p>Interventionist teachers</p> <p>Instructional Leaders 1.2 allocation</p> <p>Employ an Instructional Leader 4 days a week using flexible funding</p> <p>Off class Assistant Principals</p>

Progress towards achieving improvement measures

Data Chats were used to support teachers in discussions around selecting appropriate strategies for students' needs. Teachers were able to cater for students in guided groups using progression goals in literacy. Number Talks supported teachers to ensure every student was catered for in numeracy.

Data Chat timetabling and RFF staff funding allocation

Stage meetings

TPL

Funding Sources:

- Early action for success (\$200803.00)
- Socio-economic background (\$112000.00)
- Socio-economic background (\$44847.00)

Process 3: Professional Learning - Draw on solid research to develop and implement high quality professional learning in Literacy and Numeracy practices.

Evaluation

Funds Expended (Resources)

High quality professional learning was implemented using staff experience and strengths during collaborative planning and stage meetings. These collaborative sessions led to members of staff improving their practice in response to the needs of their students.

ILs, APs and teachers to identify their needs, proactively seek and attend relevant courses and TPL relevant to their needs.

Targeted Teacher Professional Learning was successful for most teachers, however, it needs to be fine-tuned to allow all teachers to access this type of professional learning and allow teachers to observe model classrooms to support their problem of practice.

Timetabling and funding allocation

Next Steps

- Using the Areas of Focus option where indicators can be chosen for focus groups and updated on PLAN2 every 5 weeks. Keeping a focus on reading, number, writing a series of weeks.
- Targeted Teacher Professional Learning worked well for teachers who ILs/APs were focusing on for number talks, guided reading or writing. Teachers observed IL/AP demonstrating quality teaching and strategies in classrooms followed by reflection conversations. IL/AP supported the implementation into teacher's practice.
- Opportunities for all staff to observe lessons and provide feedback based on the focus of the observation and the teacher's practice. Developing a system to include all staff in PL when other staff are participating in targeted teacher professional learning.

Strategic Direction 3

Enhancing Community Partnerships

Purpose

Our aim is to:

Increase community engagement within the school.

To strengthen our interconnected learning community that values and fosters strong connections within and beyond the school for the purpose of improving outcomes for students.

Improvement Measures

Increased use of Seesaw, website interaction and communication through our School App.

Increase intervals at which the website is updated and maintains consistency.

Increased attendance data at parent events.

Increased parental participation in school run and external surveys.

Increased parental participation in school run and external surveys.

Progress towards achieving improvement measures

Process 1: Provide increased opportunities for parent participation.

Evaluation	Funds Expended (Resources)
Due to COVID our Annual Presentation Day was held at school and recorded live via facebook. This was well received by our families.	Awards - trophies / medals, balloons, funding to provide buses to and from venue Funding Sources: <ul style="list-style-type: none">• Low level adjustment for disability (\$2000.00)

Process 2: Provide effective communication strategy between home and school.

Evaluation	Funds Expended (Resources)
Due to COVID we had an increase in parents accessing information online, since the return of students on site, this has been maintained.	School Stream app Seesaw Dojo

Process 3: Continue to work with our School as Community Centre (SACC) to increase parent participation and engagement in our school .

Evaluation	Funds Expended (Resources)
Interrupted due to COVID and hindered by the guidelines stating that non essential adults are not on site. Alternate means of engaging parents such as zoom P&C meetings were trialled.	

Next Steps

- Engaging parents in school wide events.
- Engagement with our families at planned school information session.
- Increased attendance data at parent events.
- Wellbeing, in particular, student belonging, to be included as a direction.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Purchasing resources Celebration of NAIDOC week Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$6 014.00) 	Due to COVID our NAIDOC celebrations were at a smaller scale. Every class created an artwork for our Aboriginal Art Gallery. This involves lots of discussion around Aboriginal Dreaming Stories, culture and meanings of artwork. Every Aboriginal / Torres Strait Islander student had a personalised learning pathway which was created with parents and student. These goals were reviewed regularly. Resources were also purchased using this funding.
English language proficiency	Staffing allocation EAL/D flexible funding Newly Arrived Program funding Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$46 304.00) Targeted support for refugees and new arrivals (\$7 831.00) English language proficiency (\$109 384.00) 	Our EAL/D teacher worked shoulder to shoulder with classroom teachers to build their capacity in meeting the needs of our EAL/D students. As a result our teachers have improved their practice as evidenced through lesson observations and problems of practice. Funds were also used to enable specialist staff to work intensively with students in all phases of English Language Learning - Beginning, Emergent, Developing and Consolidating. The funding also provided for the resourcing of various programs to enable high quality teaching and learning. As a result of our EAL/D teacher reviewing our school data and completing the EAL/D survey accurately our EAL/D staffing allocation for 2021 was significantly increased. Through the Newly Arrived Program a teacher was employed one day a week to specifically provide intensive support to our newly arrived students. This support also continued throughout the home learning period, with the teacher having daily zoom sessions with the students to ensure continuity of learning.
Low level adjustment for disability	Flexible and staffing allocation Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$245 837.00) 	Teachers reported that smaller class sizes increased student / teacher interactions and less classroom disruptions. With an increase in student / teacher interactions students articulated that they are cared for by their teachers and that the teachers have high expectations of their learning. Teachers also were able to manage behaviours in the classroom more effectively, therefore, increasing the teaching time in the classroom. Funding two Assistant Principals off class resulted in students being more engaged in the lessons, teachers feeling more confident in delivering high quality lessons that were responsive to student needs.
Socio-economic background	Staffing allocation and flexible funding	Due to COVID there was no NAPLAN to give us specific growth data in Year 5. Internal data showed that our students are

<p>Socio-economic background</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$451 649.00) 	<p>maintaining a year's growth in a year of learning.</p> <p>K-2 reading data shows that on track students (students achieving stage level) stay consistently between the range of 55% and 61%. Our off the boil students (just below stage level) at the end of kindergarten each year is between 19% - 23% and grows typically up to 13% over the next two years.</p> <p>All students that were referred to the Learning and Support Team were catered for either through Access Requests (two places offered and integration funding for two students approved). All Individual Learning Plans were written using SMART goals and reviewed regularly. Individual behaviour plans resulted in a decrease of negative behaviour incidences.</p> <p>We trialed differentiated professional learning, however, this is an area we need to improve on and refine.</p> <p>Student Learning and Support Officers were employed with the flexible funds, as well as the purchase of various resources to support learning needs, such as weighted implements and sensory toys. Funding in this area provided for the school to meet the needs of all students and facilitate academic growth and improved wellbeing.</p> <p>Additional Classroom Teachers were employed to support teaching and learning across K-6 and funds were also allocated for Professional Learning in continued L3 and intervention strategies, which resulted in improved student outcomes. As an identified EAfS (Early action for Success) we have also used funding to continue supporting quality classroom practices and the development of resources across Literacy and Numeracy programs and initiatives.</p> <p>The school continued to employ a speech therapist and an occupational therapist one day a week. Both therapists screened all Kindergarten students and then worked in all K-2 classrooms upskilling teachers and working with students in identified areas. Pre and post data showed the improvement in specific language skills.</p>
<p>Support for beginning teachers</p>	<p>Funding for 1 beginning teacher in 2020</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$25 000.00) 	<p>Funding enabled the beginning teacher to have time with the Instructional Leader or Assistant Principal in order to build their capacity. This was done through weekly chats, as well as whole day planning when appropriate.</p> <p>As a result our beginning teacher had a successful first year of teaching, with improvements in her practice evidenced through lesson observations.</p>
<p>Targeted student support for</p>	<p>staffing allocation</p>	<p>During online learning our Newly Arrived</p>

<p>refugees and new arrivals</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Targeted support for refugees and new arrivals (\$18 000.00) 	<p>Program teacher maintained contact with our NAP students daily or every two days. The NAP teacher contacted parents and supported them through accessing zoom so students could participate in daily reading lessons.. This helped students maintain their learning whilst at home. As a result our NAP students maintained their reading skills and were more confident in participating in class lessons when students were able to come back into the school..</p>
<p>Schools as a Community Centre</p>	<p>SACC funding</p>	<p>Due to COVID playgroup was not permitted on site. Funding was spent on sending home quality resource packs to all families over the course of the year. Playgroup was conducted via zoom with an average of 13 families participating in each session. The online playgroups were very well received and this enabled a connection with the families to continue despite the isolation / lockdown. It also enabled the SACC facilitator to check in with families during the really tough time.</p> <p>Funding was also utilised to support Granville South PS Kindergarten transition. All families were invited to come in to pick up a quality resource pack which included literacy and numeracy resources with instructions, a Granville South 'A day in the life of a GSPS Kindy student' book, a special t-shirt and access to an app. The app contained recorded messages and videos that would help our families and the Kindy student to get to know the school and the teachers, even though they were unable to come on site.</p> <p>The speech therapy program (in partnership with University of Sydney) continued to run with all therapy being conducted on line via zoom. This program enabled all students participating in the program to receive consistent support.</p> <p>Funding was used to purchase a dishwasher for the SACC. This dishwasher will be used to wash toys etc at the end of each playgroup session in order to follow COVID guidelines.</p> <p>A COVID safety plan was also written and will be implemented once face to face playgroups return.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	166	161	171	177
Girls	157	168	165	171

Student attendance profile

School				
Year	2017	2018	2019	2020
K	89.5	91.7	88.4	87.6
1	88.5	89.7	88.9	80
2	86.4	88.7	89.8	83.2
3	87.1	88.1	88.3	81.6
4	89.9	87.9	88.4	85.8
5	89.7	93.7	91.3	85.4
6	90.4	87.5	91.8	85.3
All Years	88.7	89.4	89.4	84
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)	13.04
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	1.5
Teacher Librarian	0.8
Teacher ESL	1
School Counsellor	0.6
School Administration and Support Staff	2.87
Other Positions	0.8

*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	267,427
Revenue	4,291,837
Appropriation	4,201,295
Sale of Goods and Services	472
Grants and contributions	88,864
Investment income	707
Other revenue	500
Expenses	-4,180,902
Employee related	-3,747,977
Operating expenses	-432,925
Surplus / deficit for the year	110,935
Closing Balance	378,362

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	22,854
Equity Total	892,003
Equity - Aboriginal	6,014
Equity - Socio-economic	484,464
Equity - Language	155,688
Equity - Disability	245,837
Base Total	2,523,878
Base - Per Capita	80,809
Base - Location	0
Base - Other	2,443,069
Other Total	668,224
Grand Total	4,106,959

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

STUDENT SURVEY

In the 2020 Tell Them From Me student survey we had 84 responses from students in Years 4 - 6. Below is a summary of the results.

- 73% of students feel accepted and valued by their peers and by others at their school.
- 73% of students reported that they do not get in trouble at school for disruptive or inappropriate behaviour.
- 68% of students are interested and motivated in their learning.
- 40% of students feel that they are subjected to moderate to severe physical, social, or verbal bullying, or are bullied over the Internet.
- We are on par with the state norm with students feeling they have someone at school who consistently provides encouragement and can be turned to for advice.
- We are below the state norm for students feeling that school staff emphasise academic skills and hold high expectations for all students to succeed.
- Most students reported that the upgraded playground is what they most like about the school.

K-3 students:

- Students indicated that we have limited cases of bullying and some incidences of 'teasing' and name-calling.
- Students indicated that they find it hard to make friends.
- Students articulated that they are cared for by their teachers and that the teachers have high expectations of their learning.

TEACHER SURVEY

In the 2020 Tell Them From Me teacher survey we had 17 responses. We were above state norms in all areas except for technology and parent involvement. Below is a summary of our strengths and our areas of improvement as indicated by teachers.

Leadership

Strengths

- School leaders have provided guidance for monitoring student progress. 7.9
- School leaders have provided guidance for monitoring student progress. 7.9
- I work with school leaders to create a safe and orderly school environment. 7.9
- School leaders have supported me during stressful times. 7.9

Areas for improvement

- School leaders have taken time to observe my teaching. 7.5
- School leaders have helped me establish challenging and visible learning goals for students. 7.5

Collaboration

Strengths

- I talk with other teachers about strategies that increase student engagement. 8.4
- I discuss my learning goals with other teachers. 8.4
- I discuss learning problems of particular students with other teachers. 8.5

Areas for improvement

- Other teachers have shared their learning goals for students with me. 7.0
- Teachers have given me helpful feedback about my teaching. 7.2

Learning Culture

Strengths

- I monitor the progress of individual students. 9.1
- I set high expectations for student learning. 9.0
- In most of my classes I discuss the learning goals for the lesson. 9.3
- I am effective in working with students who have behavioural problems. 8.8

Areas for improvement

- I give students written feedback on their work. 7.3
- I talk with students about the barriers to learning. 7.3

Data Informs Practice

Strengths

- I use results from formal assessment tasks to inform my lesson planning. 9.0
- My assessments help me understand where students are having difficulty. 9.0

Area for improvement

- I provide examples of work that would receive an "A", a "B", or a "C" (or their equivalent). 7.3

Teaching Strategies

Strengths

- I use two or more teaching strategies in most class periods. 9.0
- Students receive feedback on their work that brings them closer to achieving their goals. 8.8
- I discuss with students ways of seeking help that will increase learning. 8.5
- When I present a new concept I try to link it to previously mastered skills and knowledge. 9.1

Area for improvement

- Students receive written feedback on their work at least once every week. 7.3

Technology

Strength

- I work with students to identify a challenging learning goal relevant to the use of interactive technology. 7.3

Areas for improvement

- Students use computers or other interactive technology to track progress towards their goals. 5.9
- I help students set goals for learning new technological skills. 6.0
- Students have opportunities to use computers or other interactive technology to analyse, organise, and present subject matter. 5.8
- I help students use computers or other interactive technology to undertake research. 6.2

Inclusive School

Strengths

- I establish clear expectations for classroom behaviour. 9.6
- I strive to understand the learning needs of students with special learning needs. 9.1
- I make an effort to include students with special learning needs in class activities. 8.8

Area for improvement

- I help low-performing students plan their assignments. 7.7

Parental Involvement

Strengths

- I share students' learning goals with their parents. 7.2
- I use strategies to engage parents in their child's learning. 7.3

Areas for improvement

- I ask parents to review and comment on students' work. 4.6
- Parents understand the expectations for students in my class. 6.7

Challenging and Visible goals

Strengths

- In most of my classes I discuss the learning goals for the lesson. 9.3
- I set high expectations for student learning. 9.0
- I establish clear expectations for classroom behaviour. 9.6

Areas for improvement

- Parents understand the expectations for students in my class. 6.7
- I work with students to identify a challenging learning goal relevant to the use of interactive technology. 7.3

Planned Learning Opportunities

Strengths

- When I present a new concept I try to link it to previously mastered skills and knowledge. 9.1
- I use results from formal assessment tasks to inform my lesson planning. 9.0

Areas for improvement

- I make an effort to involve parents and other community members in creating learning opportunities. 6.7
- I use strategies to engage parents in their child's learning. 7.3
- Students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts. 6.9

Quality Feedback

Strengths

- I monitor the progress of individual students. 9.1
- Students receive feedback on their work that brings them closer to achieving their goals. 8.8
- I am regularly available to help students with special learning needs. 8.0
- I make sure that students with special learning needs receive meaningful feedback on their work. 8.2

Areas for improvement

- I help students use computers or other interactive technology to undertake research. 6.2
- I ask parents to review and comment on students' work. 4.6

Overcoming Obstacles to Learning

Strengths

- My assessments help me understand where students are having difficulty. 9.0
- I strive to understand the learning needs of students with special learning needs. 9.1
- I make an effort to include students with special learning needs in class activities. 8.8
- I talk with other teachers about strategies that increase student engagement. 8.4
- I am effective in working with students who have behavioural problems. 8.8

Areas for Improvement

- Students use computers or other interactive technology to track progress towards their goals. 5.9
- I help students to overcome personal barriers to using interactive technology. 6.8
- I am in regular contact with the parents of students with special learning needs. 6.7

A PBL teacher survey also indicated that there is better behaviour management within the school and that there are clear expectations for classroom behaviour.

PARENT SURVEY

In 2020, nineteen parents completed the Tell Them From Me parent survey. This is not enough responses to give us a true indication of parental satisfaction. In saying this, however, the responses placed us above state norms in all areas. Below are some areas of strengths as well as areas for improvement that were identified by the 19 parents.

PARENTS FEEL WELCOME

Strengths

- I can easily speak with the school principal. 8.0
- The school's administrative staff are helpful when I have a question or problem. 8.4
- I feel welcome when I visit the school. 7.9

Areas of improvement

- Parent activities are scheduled at times when I can attend. 6.7
- I am well informed about school activities. 7.4

PARENTS ARE INFORMED

Strengths

- If there were concerns with my child's behaviour at school, the teachers would inform me immediately. 8.1
- The teachers would inform me if my child were not making adequate progress in school subjects. 7.5

Areas of improvement

- I am informed about my child's social and emotional development. 6.1
- Reports on my child's progress are written in terms I understand. 7.1
- I am informed about opportunities concerning my child's future. 7.1

SCHOOLS SUPPORT LEARNING

Strengths

- My child is encouraged to do his or her best work. 8.3

- Teachers show an interest in my child's learning. 7.7

Areas of improvement

- Teachers expect my child to work hard. 7.2
- Teachers take account of my child's needs, abilities, and interests. 7.2

SCHOOL SUPPORTS POSITIVE BEHAVIOUR

Strengths

- My child is clear about the rules for school behaviour. 8.3
- Teachers expect my child to pay attention in class. 7.9
- Teachers maintain control of their classes. 7.8

Area of improvement

- Teachers devote their time to extra-curricular activities. 7.2

SAFETY AT SCHOOL

Strengths

- My child feels safe at school. 8.4
- My child feels safe going to and from school. 8.4

Areas of improvement

- The school helps prevent bullying. 7.0
- Behaviour issues are dealt with in a timely manner. 7.2

INCLUSIVE SCHOOL

Strengths

- School staff create opportunities for students who are learning at a slower pace. 7.6
- Teachers try to understand the learning needs of students with special needs. 7.6

Area of improvement

- Teachers help students develop positive friendships. 7.2

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.