

2020 Annual Report

Newtown North Public School



2744

Introduction

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

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

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Message from the principal

It is with great pleasure that I present to you the Newtown North Public School Annual Report for 2020. What an extraordinary year we have had.

From the first week in the first term, students and families in our community were required to self-isolate as they returned from overseas trips. The plans we all made for the year to come were put on hold, first for a few weeks, then for a few months and eventually the changes to our year became a regular and permanent feature. The year started with anxiety, fear and trepidation and we all felt a little lost and unsure of what was coming next and what we could actually look forward to.

As the pandemic became more prevalent, our community went from being vigilant about hygiene, hand washing and social distancing to learning from home. It was a sudden and quick turnaround. Announced on the Sunday night and in place by Tuesday. And there it was…95% of our school community learning from home.

It is here that I acknowledge the extraordinary efforts of my staff, their flexibility, their creativity, their tenacity and their professionalism. Every plan had an alternative plan just in case the advice changed. Class dojo in boxes were filled with messages, daily updates, instructional videos and morning assemblies.

We realise that while our students were learning from home their parents were also trying their best to work from home or were required to go to work and somehow manage home learning. It was around this time that I personally decided that I needed to look for the silver linings.

Yes it was challenging. Yes, the unknown lay before us with all its complexities. Loved ones, colleagues, neighbours and friends with complex needs seemed much more at risk than they ever did before but at that point (somewhere around the middle of April) I was witness to the emergence of positivity, kindness and a whole lot of optimism. The feedback and kind words from our community gave us that little bit extra we needed and it was time to get on with it.

Disappointments popped up. I don't think I have said "no" to teachers, children and families as much, ever before, but everyone took it in their stride and reinvented how we did things at Newtown North. In line with departmental guidelines we were required to exclude parents from the site, cancel assemblies, stop singing, limit dancing, stand apart, stop hugging, sneeze into our elbows, meet over zoom and sanitise, sanitise, sanitise. But it worked.

This year has seen some great achievements. Our nature play space was designed, developed and installed, flexible learning spaces were further developed in our classrooms, our native bee project flourished in stage two. Our teachers have developed an array of competencies in the areas of classroom technology. We have worked out ways of sharing school events via zoom. Kindergarten information and transition was managed with social distancing factored in, P&C meetings were held via Zoom in our homes and let's not forget…we won Wakakirri Story of the Year.

Our student leadership team deserve a special mention this year. Running the first ever virtual mufti day, they managed to raise over \$1,000 to sponsor injured Koalas. They thought creatively about how to engage our school community

throughout the year and led the student community with fun, friendship, and kindness. They supported our transitioning Kindergarten families and represented our community with pride. Thank you and congratulations.

As a community I think we can be very proud of our achievements this year. What was originally viewed as a time of disappointment and missing out has turned into a year of opportunity, learning, adaptability, resilience and achievement. Who knows what 2021 will bring but we have learned to meet it head on this year.

I look forward to the implementation of the new school plan in 2021 and further improving our school and the learning outcomes for our students. Together we can look forward to another year of a love of learning, creativity and achievement, fairness and respect Inclusiveness and community, friendship and fun.

Elizabeth McGlynn

Principal

School vision

Our School holds high expectations for all students and continuously strives to support the learning needs of all students.

Staff, students and families of Newtown North Public School work together to provide a creative and supportive learning environment, offering a rich and balanced education. Our aim is for each student to work towards achieving their potential and to inspire within them a life-long love of learning with the courage to explore the world with integrity, compassion and respect.

The school's motto, 'to grow to help,' encapsulates the school's ethos of valuing and promoting

- Love of learning
- Creativity and achievement
- Fairness and respect
- Inclusiveness and community
- Friendship and fun.

School context

Newtown North Public School is an innovative inner city school, attracting students from the local community. The school has local historic significance for its ongoing association with public education since 1883. The school has a long and rich history associated with the University of Sydney and was the site of Sydney Teacher's College for many years. The site has been used as an infants, primary and secondary college.

Newtown North Public School has social significance for past and current students, staff and other community members associated with the school.

Thousands of students from all walks of life and cultural backgrounds have been educated at Newtown North Public School. The school community is characterised by caring parents with a high level of interest in education and a commitment to working together toward common goals. The school has a very experienced staff committed to quality educational outcomes. The school offers an engaging curriculum, enriched by a wide range of co-curricular and after school activities.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
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	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Wellbeing and Learning

Purpose

At NNPS student learning and wellbeing is at the centre of everything we do. Every student is known, valued and cared for, with equal access to quality learning. We support student at every stage of development and position them to connect, succeed and thrive.

Improvement Measures

School wellbeing data shows a reduction in negative incidences and an increase in positive incidences

Tell Them From Me data shows increase in student engagement and positive advocacy for school

School-devised student survey shows increasing growth mindset, resilience, confidence, reduced anxiety

School wellbeing tool shows increasing whole school strategic and planned wellbeing processes that support student so they can connect, succeed, thrive and learn

Overall summary of progress

Wellbeing continues to be valued as an integral part of our learning community and school culture. The development of this strategic direction was informed by data and evidence collected by the school from parents, staff and students. Positive wellbeing is crucial to the development of a positive school climate and is highly valued by our whole school community as an essential element to quality teaching and learning.

Progress towards achieving improvement measures

Process 1: Growth Mindset Project

Growth mindset philosophy used in every classroom to foster positive attitudes to learning, facing challenges and developing strategies for successful learning through teacher professional learning and program implementation

Evaluation	Funds Expended (Resources)
A whole school approach to embedding a Growth Mindset in classroom and whole school culture. Stage developed age appropriate weekly strategies through our Positive Behaviour for Learning framework to foster engagement and a positive attitude to learning. Strategies are explicitly taught, practised and refined.	Stage based activities planned and implemented . No additional funds required.

Process 2: PBL Project

Consolidation of Teir One PBL implementation.

Implementation of Teir Two and Teir Three.

Improving wellbeing, happiness and engagement for all students through professional learning, specific instruction and intervention and a consistent approach to support and recognition.

Evaluation	Funds Expended (Resources)
Positive behaviour for Learning is embedded in the school culture and supported with a whole school scope and sequence. The implementation team regularly reviews the schools processes and procedures. New staff members are provided with PBL induction materials to ensure consistent delivery. The PBL team is made up of staff from across all stages . PBL values and	Teacher professional learning managed within regular meeting schedules. No additional funds required for 2020

Progress towards achieving improvement measures

systems are evident in all classrooms and learning spaces across the school and provide a focus for classroom and whole school behaviour and wellbeing.

Process 3: Calm School Project

Developing whole school, small group and individual strategies for teachers and students to manage behaviours resulting from anxiety, mental health needs, challenging behaviours and trauma.

Whole school, small group and individual interventions, learning programs and wellbeing practices in all settings.

Evaluation	Funds Expended (Resources)
Opportunities for students seeking additional support to engage safely and comfortably in both the classroom and playground. Teachers are given additional support to develop supportive strategies for students who require additional support. Staff, students and families recognise this initiative as a valuable and effective method for supporting the students with anxiety or other additional needs.	<p>\$8,000 in staffing to support soft start program</p> <p>.2 teacher allocation for individual student support/check in program</p> <p>\$5,000 teacher release for planning, professional learning and resource development</p> <p>\$15,000 SLSO playground support</p>

Next Steps

A focus on wellbeing and supporting the social and emotional learning needs of the entire school community remains a focus at Newtown North Public School. Programs, strategies and initiatives that focus on positive wellbeing will continue to be a focus of future school planning. Our current systems, strategies and programs will be reviewed to determine their efficacy. The creation of a leadership role within the school to coordinate wellbeing and learning support programs has enabled a clear process of monitoring and evaluating current systems. This role is deemed highly effective and valuable and will continue as part of our leadership structure. Wellbeing will continue to be a feature of future school improvement planning.

Strategic Direction 2

Teaching and Learning

Purpose

At NNPS all teachers are dedicated to implementing effective teaching methods to enhance student learning outcomes in literacy and numeracy. Our teachers employ research-based and data-informed practices that promote quality learning for all students. Teachers engage in collaborative planning with a collective focus. At NNPS teachers personalise instruction, integrate technology and set high expectations to instill a culture of student excellence.

Improvement Measures

Increased proportion of students in top 2 bands of literacy and numeracy in NAPLAN

Internal and external data shows continual value added/growth in literacy and numeracy.

Increasing evidence of change in teaching practices that include data analysis and individualisation of learning goals and monitoring of student progress.

Collaboration with Newtown Community of Schools

Observations, teacher reflections and student work samples show increasing quality use of flexible learning spaces.

Overall summary of progress

In 2020, our plans for continued improvement in teaching and learning were adjusted significantly to accommodate modifications in relation to managing a COVID safe environment. This included the implementation of significant change in technology based instruction, student access to technology and self paced learning plans. A range of digital platforms were employed to support teaching, learning and communication. This also provided opportunities for professional development and whole school improvement in communication, collaboration, planning and responding to data.

Progress towards achieving improvement measures

Process 1: Newtown Network Mathematics Project

Focusing on the teaching and learning of mathematics through the Newtown Professional learning Community through School Hubs and Staff development days.

Evaluation	Funds Expended (Resources)
Cross school professional learning was postponed for the 2020 school year due to COVID 19 and replaced with focused stage based review and assessment of teaching and learning in the area of mathematics. Collaboration as a stage has seen a focused review of stage data to inform responsive programming across each stage. A range of on line platforms were introduced to support remote and independent learning. The Assistant Principal Learning and Support works with stage teams to implement strategies for students requiring additional support.	Additional chrome books were purchased with the support of the P&C to enable equitable access to technology and online learning platforms implemented to provide additional resources for remote learning. \$13,000

Process 2: Teaching and Learning project.

Developing teaching and learning practices to improve student engagement and outcomes in all learning areas.

Enhancing teacher capability to effect continued improvement of literacy and numeracy for all students

Teachers will employ evidence based practices to support student growth

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

Structured release time table to enable stages regular collaborative planning. Utilised QTSS to provide time for stage leaders to work with teams to develop a clear coordinated approach to planning assessment and reporting with a view to developing responsive planning at the student's point of need in mathematics, spelling and reading.

Provided stage based planning days each term to consolidate collaborative planning and respond to the unique needs of the community as part of the COVID19 response.

.4 QTSS staffing allocation

\$10,000 additional professional learning funds for teacher release.

Process 3: Quality Learning Spaces

Developing and improving indoor and outdoor learning spaces to support teaching, learning and engagement. focusing on:

Classroom spaces/Breakout spaces quiet spaces

Flexible learning spaces / Library/playground

Evaluation	Funds Expended (Resources)
Flexible learning spaces were developed in all Early Stage One and Stage One rooms. Outdoor nature play spaces were developed to encourage independent, imaginative play. Classroom and outdoor play spaces were reorganised to allow for the implementation of the whole school COVID safe plan.	\$20,000 for out door nature play space. \$15,000 ES1/S1 flexible furniture.

Next Steps

A focus on continued improvement in teaching and learning for teachers and students will be the underlying driver of our future school planning process. We will further develop our methods of collecting and responding to student data in relation to learning and improvement. We will engage with Plan2/3 , Learning Progressions and associated resources to develop explicit , effective teaching practices and further improve our collaborative planning for responsive programming.

Strategic Direction 3

Leadership, community engagement and learning

Purpose

At NNPS the school leadership team creates a culture of learning that fosters continued growth for students, teachers and the school community. Leadership practices focus on developing the capabilities of every teacher to find the best ways to facilitate quality teaching and learning for all students.

School leaders help to build stronger positive relationships within our community in order to foster a culture of belonging and mutual understanding.

Improvement Measures

Surveys show that the leadership team increasingly establishes a professional learning community which is focused on continuous improvement of teaching and learning.

Students voice: authentic project across all schools

Increased alignment and consistency of school administrative practices. The school is consistently delivering anticipated benefits to the staff, students and school community, ensuring effectiveness.

Increasing levels of community satisfaction and connection with the school as demonstrated in Tell Them From Me.

Overall summary of progress

At Newtown North Public School we continue to develop our practices that focus on developing the capabilities of every teacher to find the best way to facilitate quality teaching and learning for all students. In 2020 we developed a sharp focus on the quality of collaboration and stage based planning resulting in high quality programming and highly supportive collegiate practices. Staff developed their capacity to communicate across stages and in meaningful and productive ways with the wider community.

Progress towards achieving improvement measures

Process 1: Newtown Network Student Leadership project will engage identified student leaders in each school to collaborate across schools to work on a real world authentic problem.

Evaluation	Funds Expended (Resources)
The students developed a range of new skills and adapted quickly to the changes imposed on them. The students did however feel isolated by the lack of interaction with neighboring schools. Future opportunities to facilitate interaction with inter school peers and student leadership projects have been proposed as part of the 2021-24 School Improvement Plan.	No funds spent

Process 2: School Protocols Project

Whole school systems are effectively aligned and communicated to improve all staff access to resources, systems and practices.

Evaluation	Funds Expended (Resources)
Our current systems support the efficient management of the school processes, procedures and systems. They have been strategically developed as part of this project over the past three years and modified at points throughout the year when reviewed by staff. More effective and responsive community communication systems were implemented and refined throughout the year to enable more effective	

Progress towards achieving improvement measures

methods of contact with families .This included a significant increase in the use of Class Dojo as a community communication platform.

Effective whole school communication continues to support the implementation of daily procedures school projects. Systems are in place to enable clear staff communication.

Systems and on line platforms are being trialled to further improve whole school communication and organisation.

Process 3: Newtown North Leadership Project School leadership practices are developed to include all staff in a process of distributive and instructional leadership. Staff teams lead projects to affect continued school improvement.

Evaluation	Funds Expended (Resources)
<p>A focus on Distributive and Instructional Leadership has been enhanced in 2020 with a more specific focus on our collaborative practices. Executive engage their teams in stage and project evaluation at touch points throughout the year in line with milestone monitoring.</p> <p>Whole staff and executive evaluation sessions provide opportunities for all staff to provide feedback and contribute to whole school planning.</p> <p>Authentic practices in Distributive Leadership and whole school evaluation provided the opportunity to develop a detailed situational analysis to inform future school planning.</p>	<p>.4 QTSS allocation provided the time necessary for this projet.</p> <p>Staff meetings.</p>

Next Steps

School Leadership will be evaluated and further developed through Strategic Direction 3 in the 2021-24 School Improvement Plan. External Validation and a review of leadership practices through the School Excellence Framework have highlighted opportunities for school leadership to engage in continuous improvement to effect positive change and contribute to improved teaching and learning at Newtown North Public School

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2,132	Funding was utilised to support Aboriginal students engage with specific learning programs in class and provide financial support for students to engage in all whole school programs.
English language proficiency	\$21,519	Identified students were provided with adjustments and small group interventions to support the development of English language proficiency. Adjustment plans in class inform learning and language development. SLSO support provides opportunities for identified students to access additional support.
Low level adjustment for disability	Staffing .4 Flexible \$17,118	Class Teachers develop adjustment plans in consultation with the Learning and Support Team. The Assistant Principal Learning and Support supports the additional needs of students either individually, in small groups or in class. Individual adjustment plans or learning and support plans are developed to support students identified needs.
Quality Teaching, Successful Students (QTSS)	\$47, 582	Executive, Stage leaders and project leaders were provided with release time to lead and manage projects focussed on the school plan, collaborative planning, instructional leadership and professional learning. Funds were also redirected to provide stage leaders with time to facilitate the quick turn around change associated with supporting the schools COVID safe plan and remote learning.
Socio-economic background	\$3,687	Students from low socio-economic background were supported with access to non-funded school initiatives and access to additional SLSO support in class.
Support for beginning teachers	\$14,481	Our beginning teachers were provided additional weekly release from face to face teaching and mentored by an experienced teacher. Teachers were given the chance to work collaboratively with their stage on a regular basis and receive feedback on their practice.
Targeted student support for refugees and new arrivals	.2 staffing allocation	An EAL/D teacher was employed one day per week to provide small group English Language development support for newly arrived students.

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	143	143	132	135
Girls	140	135	126	121

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.2	95.9	96	95
1	96	96.1	94.1	93.9
2	95.9	96	89.8	91.7
3	96.1	94.9	95.4	94.1
4	96.3	95.3	94.1	96
5	96.1	95.5	92.9	92.6
6	95.9	93.4	93.9	95.2
All Years	96	95.3	93.7	94.1
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)	8.26
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.6
School Administration and Support Staff	2.52

*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	395,217
Revenue	2,610,112
Appropriation	2,477,260
Sale of Goods and Services	4,417
Grants and contributions	122,614
Investment income	1,572
Other revenue	4,250
Expenses	-2,840,156
Employee related	-2,615,388
Operating expenses	-224,768
Surplus / deficit for the year	-230,044
Closing Balance	165,173

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	149,232
Equity Total	88,210
Equity - Aboriginal	2,132
Equity - Socio-economic	3,687
Equity - Language	21,519
Equity - Disability	60,872
Base Total	1,935,524
Base - Per Capita	62,050
Base - Location	0
Base - Other	1,873,474
Other Total	138,488
Grand Total	2,311,455

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

In 2020 Newtown North Public School sought the opinions of parents/caregivers, students and teachers about our school through the Tell Them From Me Survey. The survey provides feedback about teaching, learning, resources, leadership, engagement, participation and program delivery..

PARENT AND CARER SURVEYS

66 parents responded to the "Partners in Learning" survey

- 84% stated they felt welcome when they visited the school but only 65% felt that activities were scheduled at a time they could attend.
- 82 % of parents felt that reports were written in terms they could understand but only 55% felt they were informed about opportunities concerning their child's future.
- 81% of parents believe that our teachers show an interest in the children's learning but only 55% of parents believe that teachers expect homework to be done on time. 67% believe teachers expect their children to work hard.
- 79% of parents believe that the school supports positive behaviour with 85% believing that teachers expect children to pay attention in class and 88% believing that their children are clear about the rules for school behaviour.
- 82% of parents state their children feel safe at school with only 69% feeling that behaviour issues are dealt with in a timely manner.
- 66% of the parents surveyed believe that we are an inclusive school with 67% believing that teachers help students who need extra support.

STUDENT SURVEYS

109 year 4 to year 6 students responded to questions about student outcomes and school climate.

- 75% of our students reported that they felt accepted and valued by their peers and others at the school.
- 94% of students reported that they have friends at school they can trust and who can encourage them to make positive choices.
- 93% of students believe that schooling is useful and will have a strong bearing on their future.
- only 27% of students report that they do homework with a positive attitude and in a timely manner
- 89% of students report they have positive behaviour at school.
- 63% of students report they are interested and motivated in their learning.
- 81% of students report they try hard to succeed.
- 78% of students report they have someone at school who provides encouragement and can be turned to for advice.
- 84% of students believe that teachers are responsive to their needs.

TEACHER SURVEYS

17 Teachers completed the "Focus on Learning " survey

- In relation to school leadership 84% of the staff agree that they work with our school leaders to create a safe and orderly school with 66% stating that school leaders have helped them establish challenging and visible learning goals for students.
- In relation to collaboration 80% of our teachers state that they work with other teachers to develop cross curricular or common learning opportunities and 90% of teachers discuss student learning problems with other teachers.
- In relation to learning culture 91% of our teachers set high expectations for student learning with 70% of teachers discussing learning goals for their lessons.
- In relation to data, 90% of teachers report that assessments help them understand where students are having difficulty and 72 % use results from formal assessments to inform lesson planning.
- In relation to technology 78% of teachers give students the opportunity to use technology to analyse, organise and present subject matter.
- In relation to Inclusion 91% of teachers report that they strive to understand the learning needs of students with special learning needs and 85% create opportunities for success for students who are learning at a slower place.

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.