

2020 Annual Report

Toronto Public School



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Introduction

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

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

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School vision

We believe all students can be successful.

At Toronto Public School we:

- Provide diverse, engaging learning opportunities to empower students.
- Focus on building teacher capacity and expertise to meet the needs of all students.
- Encourage authentic leadership opportunities and value the contributions of all stakeholders.

School context

Toronto Public School currently has an enrolment of 168 students including 35 (21%) Aboriginal students. In 2020, our FOEI is 148.

We are identified as an Early Action for Success (EaFS) School and this initiative has led to significant increases in student outcomes for students K-2. Analysis of NAPLAN results for 2017 revealed that students in Years 3 and 5 at Toronto Public School performed below state averages in Literacy and Numeracy. The challenge for our 2018-2020 School Plan was to ensure that we build on the success of the EaFS initiative and continue this growth in Years 3-6. In addition to a strong emphasis on quality teaching of evidenced based pedagogy in Literacy and Numeracy, we focused on developing every child's self esteem and confidence through PBL initiatives and rich Creative Arts, Creative and Critical Thinking, Information and Communication Technology, Personal Development and Sport programs.

Our 2018-2020 initiatives included the creation of an Executive role - Wellbeing Coordinator. The Assistant Principal in this role focused on student wellbeing and providing additional support for students to develop self-regulation strategies and engage effectively in learning. This complemented our PBL practices to ensure that learning takes place in a safe and respectful environment.

Our Instructional Leader and QTSS initiatives enabled staff to access ongoing, quality professional support to improve student learning outcomes with particular focus on Reading, Writing and Numeracy. We continued to incorporate Explicit Instruction (EI) pedagogy introduced in our 2015-2017 School Plan but extended our repertoire of teaching strategies and programs to ensure rich learning experiences and the development of vital skills for flourishing - now and in the future.

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Empowered Learners

Purpose

To provide effective learning and wellbeing systems for all students to enable them to deliver their best and develop as confident, creative individuals with personal resources for future success and wellbeing.

Improvement Measures

The number of students with Tier 2 behaviour will be reduced to 10%.

All students can set clear, measurable goals and articulate their progress towards achieving them.

All students are supported in goal setting by a parent or carer.

Progress towards achieving improvement measures

Process 1: Professional Learning

Professional Learning on evidenced based practice, goal setting and wellbeing.

Evaluation	Funds Expended (Resources)
<p>Our school culture reflects our Positive Behaviour for Learning (PBL) values of safety, respect and learning. Our PBL data demonstrates this through 96% of students with Tier 1 behaviour. This is a significant improvement on 68% in 2017. In 2020, only 1% of students were in Tier 3. This indicates that our teachers, together with the support of the Wellbeing Co-ordinator, have strong systems in place to support the wellbeing of all students.</p> <p>Berry Street Professional Learning in Trauma Informed Practice has been scheduled for staff development days in 2021, due to the COVID- 19 restrictions this year. The Wellbeing Coordinator, who has completed the Berry Street training, has worked closely with 27% of students throughout the year to provide additional support and daily check-ins to vulnerable students.</p>	<p>Wellbeing Co-ordinator \$40 000</p> <p>Berry Street Professional Learning \$8000</p> <p>PBL initiatives \$2 500</p> <p>AP release 0.2 to support Special Education classes FTE 0.2 \$20 000</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$62500.00)• Professional learning (\$8000.00)

Process 2: Support Systems

Quality systems are embedded to support evidence based practices.

Evaluation	Funds Expended (Resources)
<p>PBL is consistently implemented, monitored and evaluated to empower students and promote a positive school culture. Our PBL data indicates continual improvement in the number of students meeting behaviour expectations at school.</p> <p>In 2020, 77% of students reached level 40 on our Ladder of Success. These children engaged in all school activities without requiring additional support to regulate their behaviour and meet expectations across all school environments. This achievement is also reflected in our data, showing significant improvements in the number of students in Tier 1. This has increased from 86% in 2018 to 96% in 2020. The reduction in negative incidents and off-task behaviours has positively impacted classroom environments and improved student engagement and achievement. Our classrooms have high expectations that are focused on all children engaging in teaching and learning activities and achieving their personalised learning goals.</p>	<p>Aboriginal Education Officer (Social and Emotional Support) \$24 000</p> <p>Year 6 Leadership initiatives \$1 000</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Aboriginal background loading (\$24000.00)• Socio-economic background (\$1000.00)

Progress towards achieving improvement measures

Our positive school culture has also been evidenced with 80% of Year 6 students achieving prefecture by demonstrating role model behaviour consistently throughout the year.

Next Steps

- Maintain PBL systems and processes to ensure classroom environments are safe, supportive and engaging for all students.
- Build on current leadership opportunities to empower and support Year 6 students to successfully transition to high school
- Engage all staff in Berry Street Education Model professional learning in 2021 and 2022

Strategic Direction 2

Expert Teachers

Purpose

To embed explicit systems that continually build the capacity of all teachers to employ evidenced based teaching to optimise learning progress for all students.

Improvement Measures

Sustain Kinder 2017 to match state expectations through to Year 3. ie. NAPLAN 2020 meets state expectations.

80% of students match state growth in reading, writing and numeracy.

A 20% increase in the number of students achieving in the top two bands in reading, writing and numeracy

Progress towards achieving improvement measures

Process 1: Professional Learning to develop expertise in: the teaching of Literacy, Numeracy and Creative and Critical Thinking, the analysis of data, pedagogy and evidenced based practice.

Evaluation	Funds Expended (Resources)
<p>NAPLAN assessments were not undertaken in 2020, however Check-In Assessments provided valuable insights into student progress against similar school groups and state. Student growth data was unavailable.</p> <p>In Year 3, cohort averages were above similar school groups but below state for reading and numeracy. 38% of students were in the top two bands for both reading and numeracy.</p> <p>In Year 5, cohort averages were below similar school groups and below state in reading and slightly above similar school groups and below state in numeracy. 32% of our Year 5 cohort were in the top two bands for reading and 17% in numeracy.</p> <p>As a Year 3 and Year 5 combined cohort, 36% of students achieved in the top two bands in reading, which is a 23% increase since 2017. 30% of students achieved in the top two bands in numeracy, which is a 24% increase since 2017. This shows that we achieved our improvement measure of a 20% increase in reading and numeracy. Writing data was unavailable as it was not assessed in the Check-In Assessments.</p>	<p>Instructional Leader \$96 000</p> <p>Curriculum Advisor Primary \$60 000</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Early action for success (\$96000.00)• Socio-economic background (\$60000.00)

Process 2: Develop explicit systems to enhance evidenced based strategies and collaborative practice to ensure consistency in teaching and learning.

Evaluation	Funds Expended (Resources)
<p>Throughout the 2018-2020 school plan, a number of systems have been implemented and embedded across the school to support collaboration and quality teaching practice.</p> <p>Planning Time, where every teacher is released from class to collaboratively plan with the Instructional Leader or Curriculum Advisor has received extremely positive feedback. Teacher surveys have indicated that this time has had significant impact on their improvements in teaching practice. Classroom observations conducted by the Instructional Leader and Curriculum Advisor reflect a positive shift in the quality of teaching.</p> <p>Support provided by the Instructional Leader (IL) and Curriculum Advisor (CA), has led to improved teacher confidence and competence to deliver evidenced based pedagogy and support systems. The IL and CA have</p>	<p>Additional classroom teacher \$110 000</p> <p>Literacy and Numeracy support Aboriginal students \$35 000</p> <p>Additional release for teacher PL (1 hour per week) \$40 000</p> <p>Additional Last Support FTE 0.1 \$10 000</p> <p>Additional release, mentoring and support for beginning teachers \$30</p>

Progress towards achieving improvement measures

consistently modelled teaching, team taught and undertaken classroom observations, providing feedback to teachers to ensure quality teaching.

Peer observations have been provided over the past two years on an inconsistent basis. While teachers have regularly shared their practice with their supervisors, this was not extended to their peers as frequently as we had hoped. All teachers have engaged in formal peer observations at least two times per year. We recognised the need for a more structured approach in our 2019 School Plan evaluations, however the disruptions and challenges we faced due to COVID-19 continued to impact on this goal in 2020. Building greater collective efficacy will continue to be a focus of our school planning moving forward.

Our Assessment Scope and Sequence evolved over the 2018-2020 School Plan. Systems to support tracking improved, with the use of the online SharePoint to store tracking documents. The cancellation of NAPLAN 2020 highlighted the lack of external assessment data that we collect, initiating the implementation of PAT assessment in 3-6 cohorts. All assessments on the school Assessment Scope and Sequence have been adhered to, with the support of the IL and CA to ensure data is up to date and used to personalise learning in classrooms. Mathematics is an area that is not well covered by internal assessment data. A priority in our next School Plan is to embed systems and processes for assessing mathematics across the school.

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Release for peer observations \$5 000

SLSO Intervention and support \$160 000

Funding Sources:

- Socio-economic background (\$10000.00)
- Low level adjustment for disability (\$10000.00)
- Aboriginal background loading (\$35000.00)
- Socio-economic background (\$110000.00)
- Integration funding support (\$160000.00)
- Support for beginning teachers (\$30000.00)
- Professional learning (\$5000.00)
- Quality Teaching, Successful Students (QTSS) (\$32000.00)

Next Steps

- Continue Curriculum Advisor role in Years 3-6, to continue to build teacher capacity in the delivery of evidenced based, data driven practice.
- Continue to build collective efficacy through collegial planning, assessing and evaluating
- Continue school-wide focus on expert delivery of evidenced based literacy and numeracy teaching.

Strategic Direction 3

Strong Leaders

Purpose

To model instructional leadership and support a culture of high expectations and community engagement resulting in sustained whole school improvement.

Improvement Measures

A 20% increase in the number of students achieving in the top two bands in reading, writing and numeracy

Leadership programs culminate in 80% of Year 6 students achieving prefecture.

90% of parents and carers attend three way conference opportunities.

Effective communication systems support and encourage parent and community engagement in the school.

Progress towards achieving improvement measures

Process 1: Leadership

Professional Learning and the development of authentic leadership systems ensure all staff and students have opportunities to succeed, thrive and grow.

Evaluation	Funds Expended (Resources)
<p>The inclusion of leadership goals in PDPs has encouraged staff to accept new challenges and extend on their current skills set. In 2020, 82% of staff achieved their goals. Throughout our 2018-2020 School Plan, ten staff members have achieved permanent classroom teacher positions or higher duties in a temporary or permanent capacity. Where COVID restrictions impacted on staff achieving goals, goals were revised to reflect the delivery of remote learning and effective incorporation of technology into teaching and learning activities.</p> <p>In 2020 we met our 2018-2020 improvement measure of 80% of Year Six students achieving prefecture. This is reflected in the safe, inclusive and welcoming environment of the school.</p> <p>An effective Special Education network has been established in Lake Macquarie West and supports the capacity building of Special Education staff from six of our local schools. The feedback from participants is that the network provides an opportunity to share expertise, resources and experience, while contributing to staff wellbeing. The hub is proactive and responsive to the needs of participants.</p>	<p>Special Education Hub \$200</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$200.00)

Process 2: Community Engagement

Develop systems and structures to support authentic engagement of parents and carers.

Evaluation	Funds Expended (Resources)
<p>Parental engagement has significantly increased in our school. Strong communication through Class Dojo (99% of families connected), Facebook and newsletters have contributed to this. We have 60% of families participating in the TTFM survey and receive strong feedback to Polls and surveys conducted. Our next step is to encourage greater participation in classroom learning activities. Our parents have strongly supported our 3-Way conference initiatives (72% in 2019) and participate in open classrooms and all school celebrations with enthusiasm. We now need to empower our parents to engage in their children's learning. both at school and at home.</p>	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Literacy and Numeracy intervention \$35,000</p> <p>Social and Emotional Support for students \$22,000</p> <p>Pondee Teacher release \$10,000</p> <p>Incursions and Excursions \$6,000</p> <p>* Additional funds from exisiting balance in school account</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$51 131.00) 	<p>Our students proudly identify as Aboriginal and enjoy Pondee time. Our SLSO supporting Aboriginal students has strong partnerships with our families and Aboriginal community. This has led to greater engagement of families within the school. The school has a strong partnership with the Mankillikan AECG. Our Aboriginal Education team has supported staff to embed Aboriginal history, perspectives and culture in teaching and learning activities across the school. 62.5% teachers embed Aboriginal perspectives on a weekly basis and 25% embed on a fortnightly basis. Quality teaching resources have been purchased to support this.</p> <p>In 2020, we have specifically targeted our lowest performing Aboriginal students for 2 hours of literacy intervention four days per week. Every child has made significant progress, many however, are still performing below their peers. 77.8% of Aboriginal students who have had Literacy intervention feel they have made growth since the beginning of the year with 88.9% students finding it easier to join in with whole class activities.</p> <p>Future steps:</p> <ul style="list-style-type: none"> * Continue to provide targeted intervention in Primary classes. * Continue to deliver PL to teachers on embedding Aboriginal Perspectives. * Increase student accountability in goal settings through Goal Hub. * Explore opportunities to improve engagement of Aboriginal families in their child's learning.
Low level adjustment for disability	<p>LAST 0.8 - \$80,000</p> <p>SLSO support \$23,725</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$103 725.00) 	See Strategic Directions 1 and 2.
Quality Teaching, Successful Students (QTSS)	<p>1 hour per week X 10 teachers FTE 0.4</p> <p>* Additional funds from existing school funds</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$34 000.00) 	See Strategic Direction 2.
Socio-economic background	<p>Wellbeing Coordinator \$40,000</p>	See Strategic Directions 1 and 2.

Socio-economic background	Additional Class \$104,000 Curriculum Advisor \$60,000 Additional LAST \$10,000 Special Education AP release \$20,000 Additional release for Classroom teachers \$6000 Funding Sources: • Socio-economic background (\$247 658.00)	See Strategic Directions 1 and 2.
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Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	81	76	83	100
Girls	82	88	92	91

Student attendance profile

School				
Year	2017	2018	2019	2020
K	91.2	93.7	92.9	90.2
1	94.9	90.3	91.8	83.6
2	93.8	93.9	90.4	84.6
3	90.6	93	93.3	84.5
4	91.1	87.6	91.3	88.3
5	93.1	92.6	86.7	90.4
6	90.5	89.2	92.6	86.8
All Years	92.1	91.5	91.3	86.9
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)	8.45
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.4
School Counsellor	1
School Administration and Support Staff	4.82

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

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

Workforce ATSI

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

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

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

Financial information

Financial summary

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

	2020 Actual (\$)
Opening Balance	425,623
Revenue	3,297,397
Appropriation	3,234,577
Sale of Goods and Services	7,915
Grants and contributions	54,326
Investment income	579
Expenses	-3,417,026
Employee related	-2,998,468
Operating expenses	-418,558
Surplus / deficit for the year	-119,629
Closing Balance	305,994

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	128,633
Equity Total	409,877
Equity - Aboriginal	51,131
Equity - Socio-economic	247,658
Equity - Language	7,363
Equity - Disability	103,725
Base Total	2,035,588
Base - Per Capita	44,570
Base - Location	0
Base - Other	1,991,018
Other Total	373,315
Grand Total	2,947,413

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 K-6

(response indicates strongly agree or agree)

Personal Wellbeing

- * 69% like coming to school (17% neutral)
- * 89% have friends
- * 74% classmates like me (18% neutral)
- * 85% my teacher cares about me
- * 80% I can talk to an adult if I have problems
- * 89% if someone is mean I know how to get help
- * 86% I meet behaviour expectations
- * 93% I know class rules
- * 89% my teacher has consistent expectations for all

Learning

- * 73% like learning (19% neutral)
- * 61% like Reading lessons (27% neutral)
- * 70% like Writing lessons (18% neutral)
- * 71% like Math lessons (16% neutral)
- * 88% the things I learn are important
- * 83% I try my best
- * 68% I persevere with a challenge (19% neutral)
- * 86% mistakes are an important part of learning
- * 71% my teacher gives feedback on learning (22% neutral)
- * 88% my teacher has high expectations
- * 93% know class rules
- * 89% teacher has consistent expectations for all

This data provides us with insights to what is working well and areas for opportunity. We have defined the percentage of children who neither agree or disagree with the statements as we see this as an opportunity for growth.

Teacher surveys

Our teacher surveys were based on the effectiveness of the additional Executive support roles we have in the school: Instructional Leader, Curriculum Advisor and Wellbeing Coordinator.

Instructional Leader K-2

100% of teachers strongly agree that planning time is well planned, resourced and meets the needs of staff/students.

100% of teachers agree or strongly agree that planning time is a valuable part of the IL role.

100% of teachers strongly agree that feedback is provided by the IL when lessons are observed.

100% of teachers agree or strongly agree that personal teaching goals are formed in collaboration with the IL to help improve their teaching.

100% of teachers strongly agree that the IL works alongside them to help improve the learning outcomes of students in their classroom.

Implications:

- * Continue to embed systems and processes established by IL.

- * When EAfS Initiative concludes at the end of 2021, continue to provide support to K-2 teachers for remainder of the School Plan.

- * Opportunities exist for the IL to develop stronger systems to support collaborative practice, such as more frequent and targeted peer observations.

Curriculum Advisor Years 3-6

Curriculum Advisor feedback surveys have indicated that:

100% of staff strongly agree that collaborative planning has increased since the role of the CA was introduced and that planning time is a valuable part of the CA role.

100% of staff agree or strongly agree that valuable formative and summative assessment practices have been introduced that help guide teaching and learning programs.

100% staff agree or strongly agree that appropriate data analysis PL has been provided after the completion of assessments.

100% of staff agree or strongly agree that lesson demonstrations are provided by the CA that help improve the learning outcomes of the students.

Implications for 2021:

- An area for improvement in 2021 will be to set personal teaching goals in collaboration with the Curriculum Advisor to help improve classroom practice.
- Continue to fund a Curriculum Advisor to deliver professional learning and facilitate collegial practice 3-6
- Curriculum Advisor to focus on building teacher capacity to use the Learning Progressions to track student achievement and inform future teaching.

Wellbeing Coordinator

The Wellbeing Coordinator role which commenced in 2018 has been a successful addition to our wellbeing initiatives. Since this initiative began, there have been considerable positive changes in student behaviour as reflected in our whole school PBL data. The Wellbeing Coordinator provides in-class and playground behaviour support to identified/vulnerable students, which equates to approximately 27% of our school population. In addition to this, the Wellbeing Coordinator assists teachers to support student learning through the development of effective behaviour management plans, risk assessment plans, access requests and resource development to support individual needs.

Teacher surveys have indicated:

- * In 2020, 100% of teachers at Toronto Public School felt the Wellbeing Coordinator role was valuable and should be continued in 2021 to support vulnerable students.

- * The Wellbeing Coordinator assisted students to feel safe and supported at school.

- * Class learning has improved as students requiring additional support have the opportunity to co-regulate their behaviour outside the classroom with the assistance of the Wellbeing Coordinator.

- * Staff feel supported with behaviour management and the implementation of PBL expectations.

Implications

- * The role needs to continue to have a proactive approach to student behaviour and wellbeing.

To improve this role in 2021, some staff have indicated that more regular communication between teachers, parents and the Wellbeing Coordinator, supported by documentation and effective Learning and Support Team processes, could further improve student achievement and overall wellbeing.

Parent/Carer surveys

The 2020 TELL THEM FORM ME SURVEY was completed by 49 K-2 parents and 33 3-6 parents.

Overall Perception

- * 97% would either recommend or highly recommend the school
- * 86% believe that the school provides adequate resources to support students with additional needs
- * 94% believe the school supports students and makes students with additional needs feel welcome
- * 94% agree that their child is enrolled in their first choice for a public school
- * 91% believe the school is well maintained

Communication

- * 97% believe the physical environment is welcoming
- * 94% believe social media is a useful/very useful communication tool
- * 87% value the newsletter
- * 84% value the school website
- * 49% find the P&C is NOT useful or only SOMEWHAT useful

Reporting processes

- * 93% appreciate formal interviews to report student progress
- * 97% find report cards informative
- * 93% value informal meetings with teachers

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.