

# 2020 Annual Report

## Toukley Public School



3250

# Introduction

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

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Toukley Public School

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## School vision

At Toukley Public School, we value academic excellence and respectful and responsible learners, to provide every student the opportunity to achieve to their full potential.

## School context

Toukley Public School is a P - 6 primary school with over 564 students in 25 classes. This includes three multi-categorical classes catering for children with disability. There are approximately 139 students who identify as Aboriginal. There is additional support for students through the implementation of intervention programs in speech, literacy, numeracy and social skills.

The school is a member of the Muru Bulbi Aboriginal Educational Consultative Group and members of staff attend the meetings each term and report on programs and activities that are implemented across the school involving Aboriginal students.

Teachers implement the high quality research based literacy and numeracy programs to improve and develop students' outcomes. In 2017 the school commenced on the Early Action for Success program and will continue until at least the end of 2019.

Kooloora Preschool is an outstanding DoE designated Aboriginal preschool preparing children for primary school and is an integral part of the school. It is one of only three preschools on the central coast of New South Wales and the only designated Aboriginal preschool in the region.

The enthusiastic and hard-working members of staff from P - 6 are a mix of newly qualified and experienced teachers.

The school receives significant funding for equity programs that are implemented to enhance students' access to the curriculum.

The use of technology and online learning is a feature of the school through use of Wi-Fi, iPads and interactive learning in all classrooms.

## 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	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1

### The Essentials

#### Purpose

To ensure that all students have the essential skills and knowledge to embark on a learning journey throughout their primary, secondary and tertiary education.

Major Links to SEF V2:

Leading - Educational Leadership, School Resources

Teaching - Effective Classroom Practice, Data Skills and Analysis, Professional Standards, and Learning and Development.

Learning - Curriculum, Assessment, Reporting and Student Performance Measures

#### Improvement Measures

85% of students K-2 will be reading at or above the reading levels for EAFS schools.

By 2020 there will be 10% increase in the number of students in the top two bands in reading in Year 3 and Year 5. (Baseline Average 2015-2017 -Year 3 - 31.3%, Year 5 - 16.8% )

By 2020, there will be an increase of 10% of students in Year 3 and Year 5 in numeracy in the top two bands. (Baseline Average 2015-2017 Year 3 - 24%, Year 5 - 11%)

By 2020 there will be an increase in the proportion of Aboriginal and Torres Strait Islander students in the top two NAPLAN bands for reading and numeracy by 35%, inline with the State priorities. (Baseline average 2015- 2017 Year 3 Reading 19.4, Year 5 Reading 9.1, Year 3 Numeracy 13.7, Year 5 Numeracy 9.1).

#### Progress towards achieving improvement measures

**Process 1:** Implement research based best practice in literacy.

Evaluation	Funds Expended (Resources)
<p>Solid gains have been made in reading over the 4 year period. 2020 results declined to 57.7% of students in K - 2 achieving expected reading benchmark at the end of the year. Significant intervention will be implemented 2021 to counter the disruptions to learning experienced this year.</p> <p>In the 2020 Check In assessment, 42.3% of Year 3 students were in the top 2 bands for reading. An increase of 11% from Baseline Average 2015-2017 of 31.2% 23.9% of Year 5 students were in the top 2 bands for reading. An increase of 7.1% from Baseline Average 2015-2017 of 16.8%</p> <p>In the 2019 NAPLAN assessment, Year 3 Aboriginal students' average NAPLAN scores are meeting or exceeding the average scores of their non Aboriginal peers in reading, spelling and writing. In Year 5, Aboriginal students' average NAPLAN scores have trended upwards in reading but results dipped in 2019. Writing is once again trending upwards but scores are below their non Aboriginal peers.</p> <p>In 2020 Check In assessment, the the proportion of Aboriginal and Torres Strait Islander students in the top two NAPLAN bands for Year 3 reading dipped from 2019 NAPLAN results. For Year 5, there were 2.1% of Aboriginal students in the top 2 bands for reading. Maintaining student growth for all students in Reading will be a focus for professional learning from the instructional leadership team alongside our intervention programs for targeted students.</p>	<p>1.365 FTE additional intervention teachers</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$149311.00)</li></ul>

## Progress towards achieving improvement measures

**Process 2:** Implement research based best practice in numeracy.

<b>Evaluation</b>	<b>Funds Expended (Resources)</b>
<p>In the 2020 Check In assessment, 44.4% of Year 3 students were in the top 2 bands for numeracy. An increase of 20.4% from Baseline Average 2015-2017 of 24%. 8.5% of Year 5 students were in the top 2 bands for numeracy. A decrease of 3.5% from Baseline Average 2015-2017 of 11%</p> <p>In 2020 Check In assessment, the the proportion of Aboriginal and Torres Strait Islander students in the top two NAPLAN bands for numeracy for Year 3 31.1%. An increase of 17.6% from Baseline Average in 2015 - 2017. For Year 5, there were no students at TPS in the top 2 bands in the Check In assessment.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$30000.00)</li></ul>

## Strategic Direction 2

### Future Focused Learning

#### Purpose

To equip students, teachers and our community with the knowledge and skills, which enables them to succeed in an ever-changing society.

Major Links to SEF V2:

Leading - Educational Leadership, School Resources

Teaching - Effective Classroom Practice, Data Skills and Analysis, Professional Standards, and Learning and Development.

Learning - Curriculum, Assessment, Reporting and Student Performance Measures

#### Improvement Measures

Increase the usage of computers/tablets at school so that every student uses technology at least once or twice a week. (Baseline 2017 school TTFM data computer/tablet use for work at school 11% never or almost never, 22% once or twice a month, 58% once or twice a week, 9% almost every day).

#### Progress towards achieving improvement measures

**Process 1:** Implement a whole school approach to future focused learning including ICT, critical and creative thinking.

Evaluation	Funds Expended (Resources)
<p>Dispositions are strongly implemented among K-2 staff and students but will need consolidation in 3-6 classes. Further training is required to ensure critical and creative language is implemented in classrooms and STEAM teaching becomes more embedded in classroom programs and assessment.</p> <p>Staff showed enthusiasm and interest in STEAM. Will need to continue to work on embedding STEAM learning in the classroom so both teachers and students don't see it as an isolated subject area.</p> <p>K-2 results indicated a large increase of students flexible thinking. While many students had fewer ideas than in the previous assessment, their ideas were different and showed they could apply their creative skills to various other subjects or other learning environments. There was also a higher percentage of students working with in the 15 - 27 range (76%). Results also indicated that students added more originality to their designs with 8% of students scoring above 30.</p> <p>While 3-6 results have not been as pleasing as K-2, there has still been growth contributed by some classes which has added to a pleasing overall shift in data. With at least 30 students moving from 6-10 into 11- 15 and 14 students moving up into the higher band of 16-20 (54%). While the shift is pleasing, it is important that we continue to support students in creative and critical thinking through a STEAM approach to see larger growth in the higher bands and also fewer students scoring below 10.</p> <p>Classroom observations and collaborative discussions with teachers, show students having a stronger understanding of STEAM and using a more positive mindset and willingness to solve problems. They also indicate that the older students get, the less likely they are to take risks in their learning and implement flexible thinking.</p> <p>Assessing in STEAM and planning for integrated STEAM will be a strong</p>	<p>Technology - new units, repairing existing, maintenance</p> <p>STEAM resources including 3D pens, spheros etc</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$100000.00)</li></ul>

## Progress towards achieving improvement measures

focus in 2021.

**Process 2:** Build the capacity of all staff in school management, teaching and leading.

Evaluation	Funds Expended (Resources)
<p><b>Data analysis-</b> The leadership team comprehensively analyses student progress and achievement data for insights into students learning and discusses results with the whole staff.</p> <p>All teachers contribute to gathering and analysing data</p> <p><b>Data use in teaching-</b> Assessments are developed/sourced and used regularly across stage/year levels or the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress and identify skills gaps for improvement and areas for extension.</p> <p><b>Teaching and learning programs-</b> Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.</p>	<p>Planning/Programming evaluation/Agreed Practices</p> <p>Additional DPIL for a 7 week period of time</p> <p>Maths resources</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$40700.00)</li></ul>

## Strategic Direction 3

### Community and Wellbeing

#### Purpose

To develop greater partnerships with the school and the wider community to enhance wellbeing.

Major Links to SEF V2:

Leading - Management Practices and Processes, Educational Leadership .

Teaching - Professional Development, Professional Standards, Learning and Development

Learning - Learning Culture, Wellbeing, Reporting

#### Improvement Measures

By 2020, The percentage of students achieving or exceeding expected growth in year 3-5 data increases to 65% in reading, 55% in numeracy (baseline rolling average 2015-2017 44.5% and 48.6% respectively)

Students exceeding expected growth from Year 5 to Year 7 increases to 50% in reading and 55% in numeracy (baseline rolling average 41.3% and 48.4% respectively).

Exceed State average in the Tell Them From Me student survey "Advocacy" aspect. (Baseline Tell Them From Me Student survey 2017, 7.7 school and 7.8 state)

Exceed State average in the Tell Them From Me survey "Parents feel welcome" aspect. (Baseline TTFM Parent Survey 2017, 7.2 school and 7.4 state)

#### Progress towards achieving improvement measures

**Process 1:** Review and further develop whole school programs to support the wellbeing of everybody.

Evaluation	Funds Expended (Resources)
<p>CLO linked 23 families with external services-eg. pediatricians, speech and support services.</p> <p>The Wellbeing procedures have been reviewed, leading to a change in the reward and award systems. We opened a shop in the spirit of Timezone where students can exchange their B-mers for concrete rewards of different values. We have added some big ticket items that students can save for over time. Students are more engaged in the reward process and B-mers are highly coveted.</p> <p>PBL data indicates a decrease in aggressive behaviours from term 3 75% of incidents to 44% of incidents in term 4. Playground structures had changed to K-2 and 3-6 playtimes and structured play, quiet areas and teacher placement may have also contributed. Classroom incidents overall increased in the middle session term 3 22% to term 4 29%, while morning and afternoon sessions decreased. Morning session 18% of incidents term 3 to 15% term 4. Afternoon session term 3 23% to term 4 19%.</p>	<p>PBL</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$20000.00)</li> </ul>

**Process 2:** Implement a whole school approach to developing positive, effective and sustainable community engagement.

Evaluation	Funds Expended (Resources)
<p>Exceeding state average in the Tell Them From Me student survey <i>advocacy</i> aspect has been achieved in every period since (at or above state) except October 2020. Exceeding state average in the Tell Them From Me survey <i>parents feel welcome</i> aspect has been achieved each year with the K-2</p>	<p>0.4FTE CLO</p> <p>1FTE AEO</p>

## Progress towards achieving improvement measures

parents but has declined for the 3-6 parents.

We have supported parental involvement and have explored a number of options in to build and maintain positive home-school relationships with all families, including moving the AEO position to the primary school, employing a designated CLO and streamlining access to information. Facebook is now for school promotion only. Seesaw teacher/family communication. Seesaw is now the main source of school information for current families.

### Funding Sources:

- Socio-economic background (\$35179.00)
- Aboriginal background loading (\$76277.00)

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	AEO AP Aboriginal Education <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$107 686.00)</li> </ul>	AEO - Staff very supportive of the reallocation of the role. 100% of staff have utilised the AEO at some point for the purposes of connecting with families and embedding Aboriginal perspectives. Role description and responsibilities established and reviewed regularly to meet the needs of the students.  AP Aboriginal Education - Difficulties identified by AP Aboriginal Education with this position being based in the preschool.
<b>English language proficiency</b>	EALD teacher <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>English language proficiency (\$8 704.00)</li> </ul>	All identified students have progressed along the EALD continuum. Improved communication with families of EALD students.
<b>Low level adjustment for disability</b>	3.6 FTE School Learning Support Officers <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$236 348.00)</li> </ul>	School Learning Support Officers are providing support for students with identified diverse learning needs including disability in classrooms and other learning environments under the direction and supervision of a teacher to support the achievement of educational outcomes. Supported students demonstrate a more sustained focus on their learning and are supported through social/emotional challenges.
<b>Quality Teaching, Successful Students (QTSS)</b>	Teacher <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$110 150.00)</li> </ul>	See Strategic Direction 2 Process 1
<b>Socio-economic background</b>	DPIL DP CLO SLSOs LSTs <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Socio-economic background (\$814 132.00)</li> </ul>	A large team of RFF/Intervention teachers require a supervisor with a Learning Support focus. This will be addressed in 2021 with the appointment of a AP Learning and Support. Support teachers have been attached to stage teams to ensure they are part of the collegial team and to ensure consistency for the whole school community. The large team has been developed to ensure no RFF in the morning and the maximum amount of intervention to be provided in the literacy/numeracy time.  Our very large SLSO team need to access PL on how best to support students, both behaviourally and academically and to ensure that their practices and philosophies align with both the school vision and the Department of Education's policies and procedures.  Leadership training will be imperative to ensure that relieving executive staff in higher duties are able to perform the role in a ethical, informed, supportive way. This will create better outcomes for students by ensuring that senior executive can support students, staff and families and access and embrace the wider community.

<p><b>Socio-economic background</b></p>	<p>DPIL DP CLO SLSOs LSTs</p> <p><b>Funding Sources:</b> • Socio-economic background (\$814 132.00)</p>	<p>The CLO role has been extremely successful in 2020 with numerous families supported to access programs, medical help and services where needed.</p> <p>All positions created under this funding have improved outcomes for students by allowing specialist staff to focus on smaller groups and to be more readily available and proactive and responsive to family and student needs.</p>
<p><b>Support for beginning teachers</b></p>	<p>Classroom teacher</p> <p><b>Funding Sources:</b> • Support for beginning teachers (\$76 780.00)</p>	<p>With a high number of early career teachers, we need to ensure that their supervision/induction program is consistent, supportive and rigorous to ensure a smooth transition and the best start to a teaching career possible. Although including Beginning Teacher RFF in the timetable worked well for some, others indicated they would like to structure this support differently in 2021.</p>
<p><b>Early action for success</b></p>	<p>1.6 FTE DPIL</p> <p><b>Funding Sources:</b> • Early action for success (\$267 737.00)</p>	<p>The DPILs at Toukley have worked with teachers to develop targeted action plans, which are individualised plans to improve practice. 88% of teachers had targeted professional learning/support provided by ILs throughout semester 2. This support was identified either through varying means including program reflection conversations. 76% of teachers have been observed using the professional learning provided by ILs to improve student outcomes including an improved guided reading proforma, adjustments to learning for students who struggle to write, ensuring a balance teaching curriculum, reciprocal reading strategies and word study.</p> <p>Programming conversations/reflection - assessment focus led by APs with coaching questions as provided by ILs. The type of assessments used across each stage and the school identified assessment. ILs to work with teachers on targeted professional learning as per the differentiated professional learning plan.</p>
<p><b>Integration funding support</b></p>	<p>4.963 FTE School Learning and Support Officers</p> <p><b>Funding Sources:</b> • Integration funding support (\$407 345.00)</p>	<p>Teachers indicate that School learning support officers are supporting eligible students with additional learning needs with classroom activities, school routines, and other care and management. They are implementing individual education programs devised by teachers in consultation with families and medical professionals, assisting students to develop social skills and self regulation skills, and supporting students to engage successfully in all aspects of schooling.</p>
<p><b>Literacy and numeracy</b></p>	<p>CT</p> <p><b>Funding Sources:</b> • Literacy and numeracy (\$15 285.00)</p>	<p>See Strategic Direction 1</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	270	286	293	304
Girls	249	265	250	242

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	92.3	93	92.9	95
1	91.9	93.4	91	95.2
2	91.8	91.3	92.1	94.5
3	91.7	91.3	91.3	94
4	90.5	92	90.6	94.8
5	89.6	89.7	91.5	94.2
6	91	89.3	89.7	95.4
All Years	91.3	91.4	91.3	94.7
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
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	24.07
Literacy and Numeracy Intervention	0.84
Learning and Support Teacher(s)	1.5
Teacher Librarian	1
School Administration and Support Staff	9.26

\*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 <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	1,370,407
<b>Revenue</b>	7,172,814
Appropriation	7,103,416
Sale of Goods and Services	12,046
Grants and contributions	41,367
Investment income	984
Other revenue	15,000
<b>Expenses</b>	-7,216,108
Employee related	-6,314,384
Operating expenses	-901,725
<b>Surplus / deficit for the year</b>	-43,295
<b>Closing Balance</b>	1,327,113

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	382,455
<b>Equity Total</b>	1,273,710
Equity - Aboriginal	214,527
Equity - Socio-economic	814,132
Equity - Language	8,704
Equity - Disability	236,348
<b>Base Total</b>	4,432,547
Base - Per Capita	137,135
Base - Location	0
Base - Other	4,295,411
<b>Other Total</b>	832,029
<b>Grand Total</b>	6,920,741

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](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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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

The Tell Them from Me (TTFM) survey in the areas of *advocacy*, *sense of belonging* and *high expectations* showed an increase over the last 3 years, sitting above state average. Results dipped overall in 2020, notably indicating that students are feeling a lower *sense of belonging* across the state due to the events of 2020. It is noted, however that the students perceive that the level of expectation continues to be high. We will need to address *sense of belonging* in 2021 to ensure engagement and self esteem is high and every student is known, valued and cared for.

We aimed to exceed state average in the Tell Them From Me student survey *advocacy* aspect. (Baseline Tell Them From Me Student survey 2017, 7.7 school and 7.8 state). This has been achieved in every period since (at or above state) except October 2020. With parents, we aimed to exceed state average in the Tell Them From Me survey *parents feel welcome* aspect. (Baseline TTFM Parent Survey 2017, 7.2 school and 7.4 state). This has been achieved each year with the K-2 parents but has declined for the 3-6 parents.

In the teacher TTFM survey, *data informs practice* showed results with the largest difference from state (7.0 school, 7.8 state). This is a big focus for the 2021-2024 school plan. *Feedback* will be another focus as (6.8 school compared to 7.3 state).

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.