

# 2020 Annual Report

## Undercliffe Public School



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# Introduction

The Annual Report for 2020 is provided to the community of Undercliffe 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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Undercliffe Public School  
Bayview Ave Earlwood NSW 2206  
, 2206  
[www.undercliff-p.schools.nsw.edu.au](http://www.undercliff-p.schools.nsw.edu.au)  
[undercliff-p.school@det.nsw.edu.au](mailto:undercliff-p.school@det.nsw.edu.au)  
9558 3432

## Message from the principal

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As we reflect on the past several months, our lives have changed in immeasurable ways.

As our current circumstances have made clear: schools are more than just physical buildings that provide academic content; educators do more than just stimulate minds; community-based organisations, often interwoven into the activities of our schools and families, are essential to the fabric of our lives; and equity and access to educational opportunity are even more critical in this rapidly changing world.

Through the COVID-19 pandemic, many more are seeing clearly that education is not only the foundation for opportunity and growth, but that educators also provide crucial emotional and social support, guide development in numerous ways, and are an integral part of our social safety net.

Reflecting on the achievements this year and more importantly what the future holds for the students, staff and our wonderful school, I work my way through all the very hard work that the students have accomplished, the challenges, perseverance, excellence, triumphs, individual stories, caring stories and the staff who go out of their way to do anything they can to help. There are so many things to think about. I always come up with a feeling of being thankful and appreciative.

Helen Missiris

## School vision

Our vision is that all students, staff and the school community at Undercliffe Public School will achieve their full potential to empower students with intrapersonal, interpersonal and academic skills to be able to contribute to the changing nature of our society.

## School context

Undercliffe Public School has an enrolment of 197 students who come from diverse cultures and socio-economic backgrounds.

Undercliffe Public School is a small school whereby partnerships of students, teachers, parents and the community are encouraged to work together to achieve the best outcomes for all children.

We acknowledge and celebrate individual differences and talents by providing opportunities for students to showcase these through extra-curricular activities.

The school maintains a culture which is based upon continuous improvement to provide the best teaching and learning outcomes for all students.

Regardless of students' background, socio-economic status and learning needs, we strive to develop self-confidence, respect, optimism, independence, tolerance and excellence in all areas.



# 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	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
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	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1

Educate students for the future by developing flexible and reflective thinkers.

### Purpose

The purpose of developing flexible and reflective thinkers underpinned by the student wellbeing framework is to prepare students to think creatively, critically and imaginatively in order to make connections between personal experiences and the real world. This will support students to be resilient and effective communicators.

### Improvement Measures

- Surveys show increase in staff confidence and expertise in using data to inform and improve student performance.
- Decrease in the number of referrals of students to attend reflection time.
- Increase in student participation in goal setting and evaluation of own learning through the use of success criteria.
- Staff show evidence of differentiation in programs across Key Learning Areas.
- Observations and teacher reflections show increase in real world learning opportunities as demonstrated in student work samples.

### Progress towards achieving improvement measures

#### Process 1: Wellbeing Project

Teachers will be supported to implement wellbeing programs across the curriculum by engaging regularly and consistently in quality student welfare programs to improve resilience, wellbeing and engagement.

Evaluation	Funds Expended (Resources)
<p>All staff and students benefited greatly from the abundance of wellbeing programs inherent in our school. These programs include Growth Mindset, White Ribbon Awareness, Wellbeing Week, Weekly Values, Best You Can Be, class circle time and mindfulness exercises which are embedded in our teaching and learning programs. These are inspired by the vision and culture of our school and in line with our school plan.</p> <p>The new outdoor seating arrangements accentuates social interaction, engagement in learning and improves viewing of sporting games and activities. Students look forward to using the seating.</p> <p>Whole school activities have strengthened friendships and enhanced enjoyment in school experiences.</p>	<p>Wellbeing Programs</p> <p>Grandstand seating</p> <p>Outdoor table settings</p>

#### Process 2: Integrated Learning Project

Teachers and students will engage in high order learning experiences that will enable success through, robust and significant learning opportunities, linking all areas of the curriculum. This will create more purposeful and meaningful learning linked to the real world.

Evaluation	Funds Expended (Resources)
<p>Throughout the year, our integrated units increased overall student engagement, enthusiasm and participation across a range of topics and have meaningfully integrated numerous Key Learning Areas including literacy, maths, science, history, geography and art.</p> <p>It is evident that integrated units have allowed students to explore learning concepts in more real-life contexts and make connections between ideas. The incorporation of support and extension tasks have challenged students</p>	<p>Theme-specific materials and resources</p> <p>Engaging class displays</p> <p>Vocabulary word walls</p> <p>Integrated programs</p>

## Progress towards achieving improvement measures

thinking and promoted higher order and critical thinking, innovation and creativity of our students. Student's vocabulary has expanded to include more topic-specific and technical terms and their knowledge about topics has deepened.

The use of quality resources, excursion experiences and hands-on activities has allowed students to access the information in new ways, develop new skills and provided memorable learning experiences for them.

### Process 3: Differentiated Learning Project

Teachers will develop programs that cater for the diverse and challenging needs within the classroom. This will enhance student engagement and improve expected student growth through critical thinking and reflecting processes.

Teachers will continue to develop assessments to ensure that all students make the expected growth through meaningful learning.

Evaluation	Funds Expended (Resources)
Students' needs and abilities are catered for through differentiation programs, staff professional development and collaboration. This has enabled student learning outcomes to be achieved across K-6. Measures put in place to ensure differentiation occurred in 2020 have been successful and will be embedded in the 2021 program.	Mainstream Teaching and Learning Programs  MiniLit and MacqLit Programs and assessments e.g. WARL/WARP  PLPs



## **Strategic Direction 2**

To continue upskilling staff capacity to deliver explicit, high level educational teaching practices.

### **Purpose**

The purpose of building and upskilling staff is to provide the best opportunities for our students by continually improving upon professional practice. Staff will deliver high standards of education through ongoing professional development to maximise student learning outcomes.

### **Improvement Measures**

Increase proportion of teachers showing evidence of working towards Personalised Development Plan goals, including improvement in Quality Teaching Rounds.

Internal data from effective systems project will show improved teacher practice has led to an increase in literacy results across the school.

Increase proportion of students in top 2 bands in NAPLAN literacy and numeracy.

Internal and external measures show increase in student growth and value-added.

### **Progress towards achieving improvement measures**

#### **Process 1: Quality Teaching Rounds**

All staff will participate in regular QTR which will include observations of lessons, individual evaluations using the Quality Teaching Framework, followed by professional dialogue to improve and inform teaching and learning programs.

Evaluation	Funds Expended (Resources)
Staff will identify areas for improvements for next year, regarding their teaching practice and programs. This will be completed during their respective team planning meetings for 2021 and will be used to inform the nature of QTR for 2021.	Team meeting minutes

#### **Process 2: Professional Learning**

Teachers demonstrate responsibility, adaptability and ethical practice in working towards Professional Development Plans and to contribute to broader school programs. Teachers will actively share targeted professional development with others to build on teachers' understandings of effective, current teaching strategies.

Evaluation	Funds Expended (Resources)
All teachers completed the 'What Works Best: Use of Data to inform practice' CESE course online to revise and consolidate their understanding of data results and using this to direct teaching. Teachers engaged in discussion during our respective stage meetings about how this will inform teaching next year. Furthermore, all PDPs were finalised and signed off for 2020.	'What works Best document' What Works Best online modules Reflection responses

#### **Process 3: Assessment and Reporting Action Plan( Effective Systems Project)**

Staff will use the action plan that has been created based on our key teaching and learning priorities. This will further enhance and develop staff knowledge, skills and expertise in the areas of quality feedback, explicit expectations and formative assessment.

Evaluation	Funds Expended (Resources)
Teachers have reflected in their stage teams upon teaching/learning strategies currently in place that need modifying or replacing and discussed	Effective Systems Project resources

## Progress towards achieving improvement measures

where to for next year. Further strategies explicitly regarding making quality teaching visible in our classrooms will be discussed with new teams going into 2021 beginning SDD next year.

What Works Best document

Quality Teaching Framework



### Strategic Direction 3

Design innovative systems and practices in technology that support students for the demands ahead.

#### Purpose

To enhance student skills, capabilities and knowledge, through exposure to a range of technology so they can be successful in a globalised and highly digital society.

#### Improvement Measures

Surveys, programs and initiatives show teacher increase in confidence and use of ICT across all learning areas.

Observations and reflections show teachers' use of flexible learning spaces, increasing student opportunities.

Classes using flexible seating and contemporary learning practices.

#### Progress towards achieving improvement measures

##### Process 1: Flexible Learning Space

Flexible learning spaces will be set up in trial classes to enable collaborative learning and the delivery of an integrated curriculum which helps foster innovative and critical thinking, relationship building and problem solving skills. This will prepare students for innovative learning experiences which relate to the real world.

Evaluation	Funds Expended (Resources)
<p>Flexible seating continued across the school throughout the year with various structures being used across the different classrooms. Some classes ran flexible seating across the whole day and some teachers chose the lessons where flexible seating would optimize learning and groupings.</p> <p>Teachers reported student choices about seating had improved with a decrease in distractions during lessons where flexible seating was an option. Students reported having a clear understanding of teacher expectations and enjoyed having the choice to chose their seating options and the opportunity to work collaboratively with a range of peers throughout the day.</p>	<p>Lap desks</p> <p>New furniture</p> <p>Stools</p> <p>Low tables</p>

##### Process 2: PBL and STEM Programs

Teachers will engage in collaborative planning to create programs that enable students to participate in multidisciplinary problem based learning and STEM approaches to learning.

Evaluation	Funds Expended (Resources)
<p>STEM was covered in terms 1 and 3 and Project Based Learning in terms 2 and 4 across the school. This ensured that both areas were covered in an integrated and authentic way.</p> <p>Students were given opportunities to solve a range of problems in group settings and as a result they demonstrated creative and innovative thinking skills.</p> <p>Through STEM group projects, students developed the skills to research, plan, design, create, test and evaluate a project and come up with solutions to problems. Student collaboration and time management improved as a result of groups working together to complete a final project.</p> <p>Project Based Learning tasks encouraged students to research, plan and create an end product for an authentic audience. Projects included business models which then were used to develop stalls for a school Fun Fair and students created picture books based on Fairy Tales.</p>	<p>STEM equipment</p> <p>STEM project boxes</p> <p>Recyclable materials</p>

## Progress towards achieving improvement measures

STEM and Project Based Learning will continue across the school in 2021.

### Process 3: Technology

Teachers will continue to develop their capacity to implement quality ICT, coding and robotics programs that are integrated and meaningful across all Key Learning Areas.

Evaluation	Funds Expended (Resources)
<p>In 2020 ICT time was timetabled regularly in classrooms and students were explicitly taught ICT skills. Students developed skills in using Word and PowerPoint and engaged in learning tasks and demonstrated their learning through apps such as Seesaw and Google classroom.</p> <p>There was increased use of coding equipment across grades. Coding was integrated effectively into authentic classroom learning to develop creative thinking and problem solving through collaborative work.</p> <p>The BYOD program will be revised for 2021 and the regular use of devices in the 3-6 classrooms will encourage students to bring their devices to school regularly.</p>	New netbooks Beebot mats New interactive whiteboards ICT school scope and sequence Mathletics subscription



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>		Students and staff participated in an incursion 'Snake Tails'. They were provided an educational and interactive experience with native flora and fauna and were exposed to a number of hunting and cooking techniques.
<b>English language proficiency</b>	EALD Teaching and Learning Programs PLPs What Works best: 2020 Update EAL/D Learning Progression ESL Scales ESR Momentum	EALD teaching and learning programs have been successful in promoting meaningful exchanges of language in both small group settings and in the classroom. As a result, students' English language proficiency has improved and students' confidence in using the language has soared. PLPs have been evaluated, with improvements noted. The EALD teacher prepared the end-of-year EALD reports for parents and carers. EALD students' academic achievements are valued and recognised during our Presentation Day ceremony.
<b>Low level adjustment for disability</b>	Essential Assessment Workshop PLPs Class formations and teacher allocations 2021	<p>All students with an identified disability have individual PLPs which are monitored and evaluated regularly. Teachers meet with parents each term to discuss student progress and any concerns. Class programs are adjusted as required to meet the needs of all students.</p> <p>Teachers are better equipped to meet the numeracy needs of all learners, especially those with disability. All classroom teachers are provided with individual learning plans for all learners in numeracy so that they can target their teaching and closely monitor their students' progress in numeracy.</p> <p>Updated PLPs are stored electronically in staff share so that teachers can familiarise themselves with the particular students with disability they will be teaching and appropriate adjustments can be made in advance. Anxiety levels in students are lowered when they discover who their teacher will be for the year ahead and are more likely to be prepared to learn in a safe and caring environment.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	QTSS Funding What Works Best Modules	<p>Staff and the executive team worked together to determine the priorities for in class teacher support and further professional learning. Writing and further development of teacher knowledge of additive strategies were identified. Executive staff then developed timetables and regularly supported classroom teachers through demonstration lessons, team teaching and observation lessons in these areas.</p> <p>Teams also completed the What work Best modules and discussed these in team meetings to further improve and develop classroom practices.</p> <p>Staff were provided with regular professional</p>

<b>Quality Teaching, Successful Students (QTSS)</b>	QTSS Funding  What Works Best Modules	learning and ongoing in class support. Teachers reported feeling more confident teaching writing and developing students writing skills through word banking and the development of student vocabulary.  Additive strategies were incorporated regularly across all classrooms. This resulted in the improvement of students vocalizing their mathematical thinking and learning to use more efficient strategies for mental computation.
<b>Socio-economic background</b>	Differentiated teaching and learning programs e.g. STEM, PBL, etc.  (CESE) What works best: 2020 update + Reflection Tasks  MiniLit and MacqLit Timetable / Program  Learning Links  Music program  Growth Mindset programs / Values Education  Extra-curricular activities e.g. NRL, dance, walking club, chess, etc.  SMART Goals  PLPs	Effective evidence-based strategies that improve the learning and wellbeing outcomes of our students, particularly from low socio-economic backgrounds, have been successfully implemented, monitored and evaluated. We have promoted a consistent and positive learning culture in which all students valued their learning outcomes and have been encouraged to reach their full potential both socially and academically.
<b>Support for beginning teachers</b>	Additional RFF time  Planning days  Mentoring	Beginning teacher plans were scaled back due to COVID-19. Beginning teachers were supported through mentoring, co-planning and in class support. In class support included demonstration lessons, team teaching and observations.  As a result beginning teachers have developed critical reflection which has led to improved learning outcomes for students.
<b>Targeted student support for refugees and new arrivals</b>	N/A	N/A



## Student information

### Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	118	116	115	105
Girls	105	107	100	104

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.8	95.7	93.2	96
1	94.6	95.6	93.6	94.7
2	95.3	94.8	94.4	96.6
3	96.3	94.7	94.5	94.7
4	95.1	94.4	93.4	94.4
5	94.6	92.5	96	93.3
6	94.9	92.7	90.6	96.4
All Years	95.3	94.3	93.7	95

  

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)	2
Classroom Teacher(s)	8.14
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration and Support Staff	2.42

\*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.

	<b>2020 Actual (\$)</b>
<b>Opening Balance</b>	470,417
<b>Revenue</b>	2,194,969
Appropriation	2,101,149
Sale of Goods and Services	2,111
Grants and contributions	91,261
Investment income	449
<b>Expenses</b>	-2,096,413
Employee related	-1,892,069
Operating expenses	-204,345
<b>Surplus / deficit for the year</b>	98,555
<b>Closing Balance</b>	568,972

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 Approved SBA (\$)
<b>Targeted Total</b>	52,126
<b>Equity Total</b>	145,184
Equity - Aboriginal	2,142
Equity - Socio-economic	14,594
Equity - Language	38,393
Equity - Disability	90,053
<b>Base Total</b>	1,738,587
Base - Per Capita	51,708
Base - Location	0
Base - Other	1,686,878
<b>Other Total</b>	123,682
<b>Grand Total</b>	2,059,579

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](http://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

## Tell Them From Me Survey - Student Engagement - Primary Survey

Students report (above the NSW Government norm):

- Positive behaviour at school.
- A high participation in school sport for students in years 4 and 5.
- Students try hard to succeed in their learning.

Students would like improvements in the following areas (below the NSW Government norm):

- Positive sense of belonging.
- Positive homework behaviour.
- Increased student motivation and interest.
- Increased student participation in extracurricular activities.
- Students to complete homework with a positive manner and in a timely manner.

## Tell Them From Me Survey - Partners in Learning - Parent Survey Report

Parents report that (above the NSW Government norm):

- They can easily speak with their child's teacher and the principal.
- Teachers listen to the concerns they have.
- Written information from the school is in clear, plain language.
- The school's administrative staff are helpful when they have a question or problem.
- Reports on student progress are written in terms they understand.
- Teachers show an interest in student's learning.
- Student's are encouraged to do their best work.
- Teachers expect students to pay attention in class.
- Student's are clear in understanding the rules for school behaviour.
- Students feel safe at school.
- Students feel safe going to and from school.
- Teachers help students develop positive relationships.
- Informal and formal interviews are the most useful forms of communication.
- Emails and the school app are the most useful ways of receiving information about the school.
- The school is well maintained.
- The physical environment is welcoming.
- The school helps student with a disability or special needs feel welcome.
- They would recommend the school to other parents.

Parents would like further improvements in the following areas (below the NSW Government norm):

- Scheduling parent activities at times when they can attend.
- Informing parents about the social/emotional development of their child.
- Teacher's take account of student needs, abilities and interests.
- Teachers devoting their time to extracurricular activities.
- School staff create opportunities for students who are learning at a slower pace.

## Tell Them From Me Survey - Focus on Learning - Teacher Survey Report

Teachers report that (above the NSW Government norm):

- School leaders have helped establish challenging and visible learning goals for students.
- School leaders have helped create new learning opportunities for students.
- School leaders have provided useful feedback about teaching.
- School leaders have helped improve teaching.
- School leaders have provided guidance for monitoring student progress.
- Teachers work with school leaders to create a safe and orderly school environment.
- School leaders have taken time to observe teaching.
- School leaders have been supportive during stressful times.
- Teachers work with other teachers to develop cross curricular or common learning opportunities.
- Teachers talk with other teachers about strategies that increase student engagement.
- Teachers share their lesson plans and other materials with them.
- Teachers discuss their assessment strategies with other teachers.
- Teachers discuss learning problems of particular students with other teachers.
- Teachers discuss learning goals with other teachers.
- Teachers give students written feedback on their work.
- Learning goals for lessons are discussed.
- Teachers monitor the progress of individual students.
- Teachers set high expectations for student learning and classroom behaviour.
- Assessments help understand where students are having difficulty.

- Formal assessment tasks are used to help students to set challenging goals.
- Results from formal assessment tasks are used to inform lesson planning.
- Teachers help students set challenging learning goals.
- When presenting new concepts, they are linked to previously mastered skills and knowledge.
- Two or more teaching strategies are used in most class periods.
- Students have opportunities to use computers or other interactive technology for describing relationships amongst ideas or concepts and to analyse organise and present subject matter.
- Teachers help students to use technology to undertake research.
- Teachers are regularly available to help students with special learning needs.
- Teachers strive to understand the learning needs of students with special learning needs.
- Teachers establish clear expectations for classroom behaviour.
- Teachers make an effort to include students with special learning needs in class activities.
- Teachers work with parents to help solve problems interfering with their child's progress.
- Teachers are in regular contact with the parents of students with special needs.
- Parents are regularly informed about their child's progress.
- Teachers set high expectations for student learning.
- Students are fully engaged in class activities.
- Students receive feedback on their work that brings them closer to achieving their goals.
- Teachers are regularly available to help students with special learning needs.
- Teachers are effective in working with students who have behavioural problems.
- Teachers discuss with students ways of seeking help to improve their learning.

Teachers would like to make further improvements in (below the NSW Government norm):

- Providing examples of work that would receive an 'A' 'B' or a 'C' or equivalent.
- Students using computers to track progress towards their goals.
- Using strategies to engage parents in their child's learning.
- Asking parents to review and comment on students' work.
- Sharing student learning goals with parents.
- Using strategies to engage parents in their child's learning.



# 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.

