

2020 Annual Report

Cronulla South Public School



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Introduction

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

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

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Message from the principal

As a new principal in 2020, I came to the school in the final year of the 2018-2020 school plan. Following considerable disruption in the school leadership team, this was to be a year of consolidation that was somewhat disrupted by the emergence of the COVID-19 pandemic. Additionally, principal components of strategic directions 1 of the school plan were discontinued due to a recognition that they had been disruptive and not constructive to learning. The school had seen a sharp decline in enrolments and had been downgraded to a P1 school classification.

There was also a big focus on wellbeing at the beginning of the year as a number of issues had emerged during 2019 and had led to a program of strategic support in wellbeing focussed around improving practices at the school. The school leadership team was changed to have a K-2 and 3-6 departmental head in charge of 5 or 6 classes and a wellbeing assistant principal who was responsible for working with the principal of reorganising wellbeing at the school. A big part of this was the reintroduction of better data-keeping practices and the tracking of wellbeing practices. Additionally, processes for learning support team referrals were realigned.

The COVID-19 pandemic merged with restrictions leading into a period of 3 way - online- distance, onsite and offline - distance learning. This immense pivot happened over a period of 3 days with every staff member doing their bit to redirect programs, survey the community, understand the needs of the community, and then offer Microsoft Teams based distance learning. It was an effort that I was mighty proud of and will stand out as being one of the massive achievements of the 2020 school year.

The much-appreciated return to school in May brought a respite for parents supporting children at home but also brought new challenges as the school became aware of the stress and pressure of COVID-19 leading to greater anxiety in the returning students. This manifested itself as low-level bullying incidents. The school's wellbeing initiative was able to respond strongly to this, further strengthening wellbeing practices.

The final part of the school year was focused on the school improvement plan for 2021-2024 which was well enabled through a program of inner, outer and forward-thinking based on school data. The recommendations of this led to three strategic directions based on the areas of most need for the school, including numeracy, assessment practice and the effective use of data in the school. This has led to a restructure in the school which will take us into 2021 and beyond.

School vision

To provide a teaching and learning environment in which every child thrives, learns and grows to enjoy a productive, rewarding and fulfilling life, while contributing to their local and global communities.

School context

Cronulla South Public School is located in the southern coastal suburbs of Sydney and has a population of approximately 260 students. The school and wider community have high expectations for learning and behaviour and provide the support necessary for the students to meet those expectations.

Student learning is focussed on literacy and numeracy and staff are committed to catering for the needs of all students through quality teaching programs. Specialist teachers, such as learning support, and an English as an additional language or dialect are employed to help support students.

The school supports a gifted and talented program for students in Years 3 to 6, as well as providing enrichment opportunities within the school. The school integrates technology into all facets of the curriculum including a focus on digital technology and film-making.

Students are able to participate in inter-school sport and have the opportunity to perform in one of the two school choirs, band and dance as well as a P&C supported language program.

Cronulla South Public School welcomes and encourages parental and community involvement and works closely with the P&C. Joint initiatives have included the establishment of a languages program, facilities improvements and environmental sustainability initiatives.

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	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
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	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Teaching and Learning

Purpose

To engage teachers in a culture of collaboration around each student's growth. To empower students to lead their own learning.

Improvement Measures

Increased proportion of students demonstrate deep reflection and intellectual engagement in their learning.

Teachers increasingly engage in the collaborative practice of implementing Learning Sprints and demonstrate an improved ability to reflectively make adjustments to ensure student growth.

Increasing numbers of teachers work towards and/or maintain accreditation at Proficient or beyond, reflecting in their practice the goals of this School Plan.

Internal and external data shows increase in value-added and growth in literacy and numeracy

Increased proportion of students in top 2 NAPLAN bands in Reading and Writing.

Overall summary of progress

General

Strategic Direction 1 for the 2018-2020 school plan was considered by all teachers as being very difficult to engage in. While some improvement measures were clear around NAPLAN bands and value add, others were very ambiguous and would be difficult to assess. In particular, accreditation is mandatory - highly accomplished or leadership levels remain a bridge too far for many teachers and the value attached to them is not clear.

Progress towards achieving improvement measures

Process 1: 4MAT Assessment

Professional learning in the use of formative and summative assessment, including the use of rubrics.

Evaluation	Funds Expended (Resources)
<p>The 4MAT system cost Cronulla South Public School \$270,000 in consultancy fees over the 2 years from 2018 to 2019 and yet by 2020, the deliverables in terms of impact were zero and could be argued to be negative. Many teachers considered 4MAT to have short-circuited and disrupted their approach to programming units of work to such an extent that they no longer programmed effectively. They found the system convoluted and uninspiring. The products of 4MAT are a number of units of work which staff have no ownership of and in many cases they are incomplete. In particular, the focus on learning styles as the driver of student growth was difficult to understand and detracted from the core process of formative assessment. Research now tells us that learning styles are a largely discredited approach (William, 2016) and will not deliver the significant impact required to drive student results.</p> <p>The approach was abandoned by the school due to cost and negative impact at the end of 2020 in favour of an instructional leadership approach. This approach has been semi-successful in 2020 and has been found to be massively dependent on the abilities of educational leaders.</p>	None

Process 2: Seven Steps to Writing Success

Staff trained to implement the program to inspire students to rapidly improve their writing results.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>While the seven steps have provided teachers with resources, the change in staff and the lack of consistency of programming across stages has resulted in a fragmentation of this program and not all staff are consistently using it. Subscription to the resources will be discontinued in 2021 and teachers will be required to use the framework where appropriate but not use it exclusively.</p>	<ul style="list-style-type: none"> • \$2,000 for subscription to the seven steps to writing success <p>Funding Sources:</p> <ul style="list-style-type: none"> • Literacy and numeracy (\$2000.00)

Process 3: Improvement Sprints in Writing and Numeracy

PREPARE

Define: What outcomes do we need to improve and for which learners? Why aren't they making the desired progress?

Design: What small specific actions can we take in our classrooms to improve student learning?

Assess: How will we know if it's working?

SPRINT

How can we test our improvement approach in a short 1-4 week Sprint?

What evidence of student learning progress should we collect as part of our Sprint?

How can we best use peer and expert guidance to support our Sprint?

REVIEW

What does the evidence tell us about the impact of our improvement approach?

How will what we've learnt in this Sprint inform our next one?

How can we transfer what we've learned into future practice, programs and resources.

Evaluation	Funds Expended (Resources)
<p>This is a Simon Breakspear practice that has emerged out of the Agile Project management methodology. It is based on a model that fits software engineering. This practice was used in the early stages of the school plan but was non-existent by the end of 2019. It was referred to in teacher evaluation of a thing that we do not do anymore and there was some confusion with teaching sprints. Again the approach is very much dependent on being driven consistently and there is a clear effective evaluation of the impact. The learning sprint approach was adopted for the introduction of online programming for literacy in mid-2020 after the COVID19 crisis. The intention here is to develop a culture of online top-level programming that bind units of work to clear formative assessment. The value of assessment-driven learners is a key objective in the new plan going forward.</p>	<ul style="list-style-type: none"> • 2 school development days and a twilight session • 2 days of additional casual time to use for teachers to develop a capability in the use of Learning Sprints

Next Steps

Future directions for this project are detailed in the new 2021 - 2024 School Improvement plan which details three strategic directions focused on the school targets for achievement, particularly numeracy. Strategic Directions 2 and 3 focus on assessment and data use to significantly reinforce the processes in operation for Strategic Direction 1. The initiatives here essentially form the next steps for this strategic direction.

Strategic Direction 2

Leadership

Purpose

To empower students to lead their own lives, make a difference with others and provide them with tools to better achieve their goals and find their voice.

Improvement Measures

Increasingly positive data will be drawn from the Tell them from Me Survey - 4 dimensions of classroom and school practices

Increased student understanding and capacity to reflect upon their own learning and plan where to next for continual improvement.

Increasingly positive PBL data using the Tiered Fidelity Indicator and Self -Assessment Survey.

Overall summary of progress

Strategic Direction 2 for the 2018-2020 school plan was considered by all teachers as having significant value. The impact across the school is both visual and a part of the practice, however, again the practices in the school plan around effective feedback are reflected on by staff as being bound to wellbeing. The school has had considerable problems with communicating the value of Positive Behaviour for Learning and Leader in Me to its community and the practices of the 7 Habits are still inconsistently taught across the school. This is in part due to the two systems competing with each other rather than complementing and being taught as one. The improvement measures for this direction are driven around the tiered fidelity index for PBL which has not been completed since 2018. The way in which the school collects and stores data is a major problem that is identified in the What Works Best survey for staff. This is identified as a key area for improvement in the new school plan as it works across all areas of learning and wellbeing. Prior to 2020, the school was operating without Sentral in all but the areas of attendance. This was a massively regressive step from a practice that developed prior to 2017. In 2020 this was corrected and the school is now correctly tracking wellbeing.

Progress towards achieving improvement measures

Process 1: Positive Behaviour for Learning (PBL)

Review PBL as part of the Wellbeing Framework for Schools, to drive student engagement and facilitate positive wellbeing.

Evaluation	Funds Expended (Resources)
Positive Behaviour for Learning (PBL) is embedded across the school with clear signage, the teaching of expectations and a good understanding from students of our key expectation areas. Teachers reflect positively about PB for L and consider it a win. There are some clear areas for improvement. The rewarding of students in the playground is inconsistent and not visible. It is not clear whether it is valued by students.	<ul style="list-style-type: none">- 30% of wellbeing assistant principal time to manage LiM and Pb4L time under the new Wellbeing Team umbrella.- two school development sessions focusing on teacher professional learning

Process 2: The Leader in Me/7 Habits

Explicitly teach the core paradigm that everyone can be a leader when they understand how:

personal effectiveness (initiative, vision and self discipline) leads to *interpersonal effectiveness* (relationship building, communication, collaboration).

Evaluation	Funds Expended (Resources)
This is a program that is very popular with teachers and is built on classroom instruction based on a structured program and the formation of a number of	- 30% wellbeing assistant principal time to manage LiM under the

Progress towards achieving improvement measures

LiM groups focussed on particular issues such as 'upstanders,' a group focused on anti-bullying. The program has been in operation for two years but is possibly inconsistently taught and valued across the school. There is a district lack of visibility of the groups which operate behind the scenes and are not embedded into the other roles and responsibilities across the school.

Wellbeing Team umbrella.

Next Steps

While wellbeing continues to be a focus at the school it has not formally been included in the 2021 - 2024 school improvement plan. The use of data in assessment combined with greater use of feedback in the classroom is expected to lift wellbeing as will the approach to improve attendance in the school through a greater focus on and follow up on non-attendance.

Strategic Direction 3

Culture

Purpose

To create a culture of trust and engagement amongst staff, students and parents to collaborate around a shared purpose of success for all.

Improvement Measures

- Increased numbers of students are motivated to deliver their best and continually improve as a result of effective learning partnerships between home and school.
- Increasingly positive data from the parent engagement survey and the Tell them from me parent and teacher surveys

Overall summary of progress

This strategic direction was designed to connect with the community, create a master plan for change around the school that included learning spaces, environmental spaces and signage. There was also an intention to embrace a culture of leadership around a: Physical Environment (see) Common Language (Hear) and Emotional Environment (feel).

Staff feel that while this has led to improvements in the physical environment and the creation of fresher furniture, this has had a less actual impact on students learning. The event of COVID-19 in 2020 certainly led to greater partnership with parents though at the cost of them not being visible on the school site. The evidence shows that students have high expectations of themselves.

Progress towards achieving improvement measures

Process 1: Connections

Identify and develop opportunities for new programs and tasks that enable authentic connections to be fostered and promote student- community connections across the curriculum and beyond the school.

Evaluation	Funds Expended (Resources)
There has been a conscious effort to build closer relationships with parents and this has seen initiatives across the school including Leader In Me (EOI's), STEAM initiatives and initiatives such as the performance club. These initiatives have bonded practices and built partnerships with parents as well as students.	- parents sessions

Process 2: Future planning project

Implementation of the master plan for facilities to maximise future focused learning opportunities.

Evaluation	Funds Expended (Resources)
The school now has a master plan that was developed with the aim of improving physical spaces and promote environmental sustainability and improve the safety of all. This has progressed spending through the P & C and led to the introduction of new furniture in classrooms, the upgrade of the school library and in 2021 better toileting facilities and wayfinding signage.	-\$60,000 for the School Toilet block donated from P&C money and business development grant funding.

Process 3: Community engagement project

Develop, implement and evaluate a range of strategies to facilitate authentic parent and community engagement.

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation	(Resources)
<p>The COVID-19 pandemic was bittersweet in terms of addressing community engagement. It largely prevented parents from coming onsite yet simultaneously provided a good opportunity to bring the community into the world or remote information sessions. A number of online Microsoft Teams and later Zoom sessions were helpful for the purpose of supporting:</p> <ul style="list-style-type: none">• information updates on changes in school operations during distance learning• opportunities for the community to ask questions about distance learning• online parent-teacher interview sessions post distance learning• sessions for kindergarten orientation 2021• frequent surveys on matters such as evaluating distance learning, parent-teacher interviews, a new logo and associated style guide for the school• community consultation sessions at flexible times for the purpose of supporting school initiatives such as wellbeing - antibullying, school improvement plans and P&C meetings.	<ul style="list-style-type: none">• A number of Zoom sessions with casual relief time to prepare for the sessions

Next Steps

Strengthening ties with the community and in particular communication and working with the community more through the P&C continues to be of great importance. We expect there also to be a larger focus on evaluating and feeding back the results of those evaluations to the community to provide a greater sense of interactive involvement in the decision making that is happening.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	Funding Sources: <ul style="list-style-type: none"> • Targeted support for refugees and new arrivals (\$45 120.00) • Targeted support for refugees and new arrivals (\$21 000.00) 	This provided the opportunity for: <ul style="list-style-type: none"> • targeted support for low progression EaL/D students • targeted early intervention support for four students who were new arrivals at the school
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Integration funding support (\$110 028.00) • Integration funding support (\$32 345.00) 	<ul style="list-style-type: none"> • MiniLit and MacLit programs were implemented K-6 by specialist LaST. • up to 10% of students at the school received targeted intervention in reading through the implementation of MiniLit and MacLit programs • up to 10% of students made positive growth after the 20-week intensive program • key students received SLSO time to support their learning including students with ASD, ADHD and trauma
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$55 458.00) 	Provided 3 days per week for assistant principals to be off-class to focus on instructional leadership
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$9 460.00) 	Used flexibly to cover disadvantage including: <ul style="list-style-type: none"> • covering on non-payment of students fees • provision for technology facilities for students who are at a disadvantage • provision of additional SLO time for students needing support • provision of additional RFF time for teachers to plan for students behaviour management plans, health care plans and risk management plans
Support for beginning teachers		Not applicable in 2020

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	164	177	166	151
Girls	155	156	135	109

Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.2	95.1	96.1	92.1
1	96.7	96.1	93.3	94.5
2	95.7	94.5	94.9	89.3
3	94.5	92.5	94.7	93.6
4	97.2	94.4	93.9	92
5	96.4	94.2	91	91.6
6	92.7	95.4	93.4	89.3
All Years	95.7	94.6	93.8	91.7
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
Assistant Principal(s)	3
Classroom Teacher(s)	9.47
Literacy and Numeracy Intervention	0.2
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
School Administration and Support Staff	2.82

*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	150,557
Revenue	2,695,468
Appropriation	2,479,785
Sale of Goods and Services	5,228
Grants and contributions	209,751
Investment income	504
Other revenue	200
Expenses	-2,508,171
Employee related	-2,158,905
Operating expenses	-349,266
Surplus / deficit for the year	187,297
Closing Balance	337,854

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	32,345
Equity Total	167,473
Equity - Aboriginal	2,866
Equity - Socio-economic	9,460
Equity - Language	45,120
Equity - Disability	110,028
Base Total	2,087,012
Base - Per Capita	72,392
Base - Location	0
Base - Other	2,014,620
Other Total	143,264
Grand Total	2,430,094

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

Students, parents and teachers were invited to participate in the Tell Them From Me survey which measures indicators based on the most recent research on school and classroom effectiveness. Data from students, teachers and parents can help schools develop policies and practices that increase student engagement, belonging and overall wellbeing.

At Cronulla South Public School, 120 students completed the Tell Them From Me Survey in May 2020 and October 2020, which included nine measures of student engagement alongside the five drivers of student outcomes. The May results are discussed here as on balance they are seen to be more representative of trends.

The student data showed that:

- There was a big drop in confidence in the student body between May and November 2021 which is believed to be a function of many factors including COVID-19 and the fall out around that and the change in leadership in 3-6
- 86% of students (more for boys than girls) considered themselves to have a strong sense of belonging - 6% higher than the NSW Government mean.
- 73% of students considered themselves to be interested and motivated -substantially more so for girls rather than boys, leading to a lower mean than the NSW Government mean
- Students have a strong sense of advocacy (8.2) which is higher than the NSW Gov mean.
- School perseverance levels are high and considerably higher than the NSW Gov mean.
- During distance learning, the main area of concern was the lack of teacher feedback and a lack of connectedness with learning.
- There were considerable concerns about the cleanliness of the toilet facilities with 59% feeling they were below standards.

The parent data showed that:

- participation in the survey was very low with 20 respondents in this school who completed the Parent Survey between 23 Sep 2020 and 22 Oct 2020
- All parent measures with respect to parents feel welcome had risen including parents feel welcome, parents feel informed, the school supports learning, the school supports positive behaviour, safety at school and inclusive school.
- Parents support learning at home had fallen

Areas for development and future focus may include:

- Looking for opportunities to stabilise confidence in stage 3 by improving buddy, leadership opportunities and playtime opportunities
- Looking for ways to improve parent participation in the survey which was a fifth of what it was in 2019.
- Re-engaging with the school community as COVID-19 restrictions lift to re-energise collaboration with the community.

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.