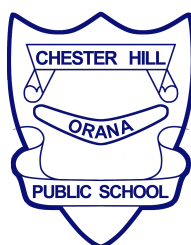


2020 Annual Report

Chester Hill Public School



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Introduction

The Annual Report for 2020 is provided to the community of Chester Hill 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

Welcome to the Chester Hill Public School 2020 Annual School Report. The information below reflects and includes the amazing efforts of all my staff in relation to the Covid-19 pandemic and our immense efforts to develop, distribute and support high quality remote learning to all our students. I must also recognise our parent community for their support and efforts during the time of remote learning. Our whole school community pulled together to do as much as we could for all our students

As for every year the information included in this report is only a small example of the wonderful teaching, learning and student welfare that goes on every day in our school. I would like to acknowledge the amazing efforts of our teaching and administrative staff who consistently produce and support learning of the highest standard. A big thank you to our wonderful Parents and Citizens Association for all their efforts this year supporting our wonderful school community.

An effective school is made up of many moving parts working all together. This was demonstrated perfectly throughout 2020 by our learning results, our sporting and cultural achievements (in school only) and our very strong emphasis on student welfare. As you read through the report you will hopefully begin to understand how complex and rewarding a modern primary school like Chester Hill P.S. can be over a year. As always I am very happy to answer any questions relating to the information contained in our 2020 Annual School Report at one of our monthly Parent and Citizens meeting or make an appointment.

Brent Kunkler

Principal

School vision

At Chester Hill Public School we enable the pursuit of excellence and the achievement of every individual's academic potential in literacy and Numeracy through fostering a stimulating, positive and caring learning environment which is committed to the welfare of each individual student.

School context

Learning at Chester Hill Public School is provided through innovative and enriched teaching and learning activities. Grade based learning enables ongoing support and development of social, leadership and mentoring skills. Our early learning strategy provides for flexible delivery of curriculum in the K-2 years, allowing students to progress through stage outcomes at a rate appropriate to their needs and abilities. Years 3-6 are placed in classes that support and enable explicit teaching across all Key Learning Areas. Quality teaching, literacy and numeracy remain the principal areas of focus and these continue to be supported, developed and enhanced through professional learning, purchasing of resources, maths consultancy support and the provision of two Instructional leaders. Learning support programs include Early Action for Success, LAS, EAL/D, Targeted Early Numeracy (TEN), Focus on Reading initiative guided and home reading, Best Start, and Count Me In Too. Chester Hill Public School is completely computer networked with Interactive Whiteboards in all classrooms, the library and specialist teaching areas.

The school has a proud history of success on the sporting field due to its excellent programs in gross motor and skills development. Grades 3-6 participate in Summer and Winter Primary Schools Sports Association (PSSA) competitions as well as Swimming, Cross Country and Athletics carnivals. Students are also able to embrace choir and dance activities through the school's participation in major district and regional concerts and festivals. Students participate in a variety of extracurricular programs including the Tournament of Minds, the Premier's Spelling Bee and Reading Challenge, Debating, Community Mentoring Program and the District Public Speaking Competition. To support and enhance our Parents and Citizens association and our focus of lifelong learning, a Community Hub leader works closely with parents to support increased involvement and learning of all school stakeholders.

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

Strategic Direction 1

Quality teachers and teaching

Purpose

To create productive learning environments underpinned by collaborative learning approaches, dynamic teaching and learning programs and student evidence of learning.

Improvement Measures

Increased teacher collaboration.

Increased student performance measures against syllabus outcomes and literacy and numeracy progressions.

Increased number of teachers achieving PDP goals and higher levels of accreditation.

Overall summary of progress

Increased collaboration - partially achieved. In 2018 and 2019 staff were provided additional time off class to collaborate on a problem of practice. This system of collaboration and moderation didn't continue towards the end of 2019 or 2020 due to behavioural concerns across the school. Building a similar collaborative system will need to be a focus in the next school planning cycle.

Increased student performance measures against syllabus outcomes and literacy and numeracy progressions - This goal has not been achieved. While the staff completed training on the progressions in 2018 they have not been updating it regularly to measure growth and achievement. The Progressive Assessment Tests (PAT) were purchased in 2019 to assist in measuring growth, professional learning on the PAT data will need to be a focus in the next school planning cycle. NAPLAN analysis occurred in 2019 but further professional learning is needed to consolidate staff understanding. There were NAPLAN shifts in 2019 in 3-5 growth for reading and writing due to increased teacher collaboration in 2018.

Increased number of teachers achieving PDP goals and higher levels of accreditation - partially achieved. Some staff members attended workshops about accreditation during 2017-2020. A recent survey of staff indicated 19% of staff achieved all of their goals in 2020. Staff have indicated there needs to be further time given to achieve PDP goals.

Progress towards achieving improvement measures

Process 1: Implement National Literacy and Numeracy progressions.

Evaluation	Funds Expended (Resources)
This was partially achieved. Teachers had training on the progressions in 2018 and programs now reflect progression information. K-2 teachers enter data but not regularly. This will need to be a focus for 3-6. The school will implement DOE assessments where the data goes directly into PLAN 2 in 2021.	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$10000.00)

Process 2: Implement professional learning communities to enhance instructional leadership where teachers observe evidenced based practices, moderate work samples, analyse assessment records and gain a better understanding of student achievement.

Evaluation	Funds Expended (Resources)
This was partially achieved. K-2 teachers implemented Initialit in 2020 and regularly completed assessments and data analysis. A similar system needs to be created for 3-6. Additional teachers were employed to lower class sizes to enable teachers to personalise the learning for students.	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$150000.00)

Process 3: Encourage teachers to continually improve by seeking higher levels of accreditation through support networks and coaching and mentoring and completion of the PDP process.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
Partially achieved. This will need to be a focus in the next planning cycle.	

Process 4: Create a learning culture where students take risks, learn from mistakes and feel successful by having student learning goals for literacy and numeracy, challenging tasks and classrooms where students learn from one another.

Evaluation	Funds Expended (Resources)
This was not achieved due to interruptions from COVID and the implementation of PBL.	

Next Steps

Analysis of data suggests that Chester Hill needs to focus on creating systems to enable teachers to have the necessary skills to cater for all students. This system would plan teacher professional learning opportunities and ongoing staff collaboration and feedback, to build the capacity of staff members. This system would included data analysis and interpretation.

Strategic Direction 2

Collaborative learning culture

Purpose

To establish a strong collaborative learning culture through:

- strategic and planned approach to wellbeing through the implementation of PBL
- establish learning centres in a creative learning environment

Improvement Measures

- increased student wellbeing
- increased student engagement

Overall summary of progress

Increased student wellbeing - this goal has not been achieved. With the implementation of PBL, planned SLSO and LAS support, OT and speech, there has been little improvement in the student wellbeing. This has been reflected in the analysis of the PBL and TTFM data that shows a decrease in the students sense of belonging. The negative referrals in SENTRAL continue to remain high. The main behaviour expectations of concern are physical violence and defiance. The continued focus on the second year of implementation of PBL is crucial to reversing this trend.

Increase student engagement - this goal has not been achieved. The school has implemented a range of evidenced based intervention programs for learning and PL for differentiation within the classroom. Evidence based strategies need to be implement to improve student behaviour that will create an learning environment that is conducive to higher student engagement.

Progress towards achieving improvement measures

Process 1: **WELLBEING**

For all students to receive strategic and planned scaffolded support for their learning and behaviour and develop their ability to build positive and respectful relationships that allow them to reach their full potential.

Evaluation	Funds Expended (Resources)
<p>The school continues its Positive Behaviour for Learning (PBL) journey with the school being lead by the PBL team that is driving the whole school initiatives. The school has implemented a range initiatives such as school approved game for the playground, structured scope and sequence of PBL lessons and professional learning to build capacity of staff to support all students.</p> <p>The Learning and Support Team (LST) is working hard to continue to improve the safety net of support for all identified students through working collaboratively with all relevant agencies as well as implementing targeted and timely interventions through in class and small group support</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Low level adjustment for disability (\$75000.00)• Socio-economic background (\$100000.00)

Process 2: **COLLABORATION**

For students to establish the ability to collaborate through the implementation of innovative and evidence-based future-focussed practices

Evaluation	Funds Expended (Resources)
<p>The school has been implementing collaborative structures through the implementation of a Quality Teaching Mentor 3 days a week. Teachers have</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background

Progress towards achieving improvement measures

been trialing using Google Classroom to support student collaboration on rich tasks in stage 2 and 3. Processes have been established to ensure the technology hardware is available to enable online collaboration. K - 6 teachers have been collaborating with the digital technology mentor to build staff knowledge of a range of technologies.,	(\$75000.00)
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Next Steps

Analysis of data collected suggests that Chester Hill needs to focus on creating systems to enable teachers to have the necessary skills to cater for all students. This system would plan teacher professional learning opportunities and ongoing staff collaboration and feedback, to build the capacity of staff members.

Tell Them From Me suggests that students at Chester Hill do not have a strong sense of belonging. PBL data indicates that there are concerns about classroom management and ongoing playground issues regarding physical aggression. Tier 2 and 3 structures for behaviour need to be examined in next planning cycle for out most vulnerable students.

Strategic Direction 3

Learning Communities

Purpose

To increase parent, student and community participation in school leadership and create pathways for lifelong learning so that our school community grow into confident, creative and resilient global citizens.

Improvement Measures

Increased parent participation at

- participation level
- engagement level
- strategic level

Improved strategic and holistic school planning and resourcing enabling greater collaboration and community involvement

More targeted evaluation and assessment of impact of all supporting agencies and third party providers

Overall summary of progress

Unfortunately the biggest impact of Covid-19 on Chester Hill P.S. was the total removal of parent access to the school grounds. It also negatively impacted on the ability for the school and its teachers to meet and discuss with parents individual student issues..

Policy development and some data and evidence relating to all three process steps were able to be achieved through a variety of collection methods. These were mainly social media and online meeting software. (e.g. Teams, Zoom.)

As well as reduced parental and third party provider access a new Community Hub Leader was also engaged to fill the vacancy of Desiree's leaving. This process is long and took until the end of term three. This had a great impact on being able to complete fully the activities and practices that were planned for process three.

Overall we have achieved many of our milestones however, several activities will need to be include in our 2021 - 2024 new school management plan.

Progress towards achieving improvement measures

Process 1: Increased opportunities to enable all parents to engage with the school at one of the three identified areas. This will be developed through an alignment of identified engagement barriers with professional learning opportunities and increased engagement activities.

Evaluation	Funds Expended (Resources)
<p>The Community Hub and Community Project Officer developed or facilitated parent programs that did continue in a modified form during the second semester were very well supported. In particular by our new Dari speaking community. Each third party provider had their own covid guidelines which was another barrier to fully meeting all milestones.</p> <p>If the full three years are taken as a whole many opportunities were developed and implemented to support parents being able to help their children at home. These programs will be continued and expanded in the 2021-2024 school management plan</p>	<p>The resources to support this process included:</p> <ul style="list-style-type: none">• employment of a Community Liaison Officer (Community Hub leader)• employment of Community projects Officer• stationary, printing, community hub resources• hospitality• course levy support funding <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$250000.00)

Process 2: To develop an evaluation matrix of external third party providers and programs which will measure the impact of achieving our purpose. This will include human resource and financial expenditure data. It will also reflect all composite school demographics.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
Majority of milestones that were able to be met for the third year activities were completed	As per process one Funding Sources: • Socio-economic background (\$2000.00)

Process 3: Development of specific policies, procedures and programs to enable all school community stakeholders to engage in learning reflective of the strategic purpose.

Evaluation	Funds Expended (Resources)
As a result of Covid the Parent handbook and the Community Engagement and Support guidelines are still in a draft format. Final parental consultation will be sort at the beginning of 2021 if covid guidelines permit.. The CPO role statement has been completed	Writing release days Funding Sources: • Socio-economic background (\$2000.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Materials to construct and paint the Yarning Circle</p> <p>Teacher casual release day for ILP development</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$4 940.00) 	All milestones met
English language proficiency	<p>Teaching resources</p> <p>professional development days utilised</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$461 400.00) 	All milestones met
Low level adjustment for disability	<p>Extra FTE for Learning and Support teachers</p> <p>Funding for School learning Support officers. Academic and behaviour</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$390 210.00) 	All milestones met
Quality Teaching, Successful Students (QTSS)	<p>QTSS FTE 0.6 Quality teaching mentor was employed</p> <p>Teacher professional Learning Days (in school)</p> <p>Observation and feedback sessions funded.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$127 214.00) 	All milestones met
Socio-economic background	<p>As outlined above</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Socio-economic background (\$933 862.00) 	Not all milestones could be met as a result of school changing to remote learning and covid guidelines relating to parental and third party access.
Support for beginning teachers	<p>Mentoring release day allocation</p> <p>Executive release to support Beginning teachers</p> <p>Professional learning course fees and release day.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Beginning Teachers (\$41 275.00) 	Not all milestones could be met because of covid restrictions
Targeted student support for	Dari speaking School	The milestones were impacted to a degree by

<p>refugees and new arrivals</p>	<p>Learning Support officer</p> <p>Extra EAL/D days were funded</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Targeted support for refugees and new arrivals (\$5 976.00) 	<p>the advent of covid and remote learning</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	333	334	352	340
Girls	327	337	340	347

Historically Chester Hill Public School has a high percentage of student mobility. This is not always reflected in the data above and in most years the students numbers leaving and new students arriving basically match.

Major housing projects have been given planning approval which will impact greatly on student numbers over the next few years.

A new enrolment policy came into force in 2020 which effectively closed the out of area application process for families. This also impacted on our student numbers.

Student attendance profile

School				
Year	2017	2018	2019	2020
K	92.8	90.7	90.5	91
1	92.8	91.8	88.7	90.8
2	92.5	91.8	91.1	91
3	94.4	91.8	90.1	91.7
4	91.3	92.6	89.1	90.8
5	92.3	90.9	91.7	85
6	91.7	91.2	89.1	87.3
All Years	92.6	91.6	90.1	89.6
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)	4
Classroom Teacher(s)	27.38
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	2.2
Teacher Librarian	1.2
Teacher ESL	4
School Counsellor	1
School Administration and Support Staff	4.47
Other Positions	1.8

*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.

The school has been given permission to select a second Deputy Principal. This position will begin in 2021.

Anticipated 2021 student numbers at the end of 2020 indicated that we will lose one classroom teacher position in 2021.

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	2,086,625
Revenue	7,842,078
Appropriation	7,763,871
Sale of Goods and Services	2,147
Grants and contributions	73,278
Investment income	2,083
Other revenue	700
Expenses	-8,091,595
Employee related	-6,933,226
Operating expenses	-1,158,369
Surplus / deficit for the year	-249,517
Closing Balance	1,837,108

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.

The operating negative surplus is covered through the carry over funding.

Major items such as the construction of the new bottom playground Covered Outdoor Learning Area and the upgrade to the senior girls and boys toilets have yet to be taken from the closing balance

Extra school funded staffing has yet to be taken from the closing balance.

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	28,689
Equity Total	1,812,289
Equity - Aboriginal	4,940
Equity - Socio-economic	933,862
Equity - Language	483,277
Equity - Disability	390,210
Base Total	4,731,751
Base - Per Capita	166,429
Base - Location	0
Base - Other	4,565,322
Other Total	997,102
Grand Total	7,569,831

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.

Funding for all schools is based on the Family Occupation and Education Index (FOEI). This index equates to a numerical value from which funding is calculated. The larger the student population and the higher the FOEI the greater the funding. An average school would have a FOEI of 100. In 2020 we had a FOEI of 148.

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.

With no NAPLAN (see above) our school invested in more student assessment resources for both Literacy and Numeracy. Our current "in school" student academic tracking guidelines for all Key learning Areas were also reviewed and strengthened.

The assessment of remote learning was very challenging because of the inequity of family access to online remote learning.

Parent/caregiver, student, teacher satisfaction

Tell Them From Me Surveys

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Their responses are presented below.

In 2020 Chester Hill Public School participated in the 'Tell Them from Me' surveys for teachers, students and parents. These surveys aim to help improve student learning outcomes and measure factors that are known to affect academic achievement and other student outcomes. The focus of the NSW-wide survey was on student well-being, engagement and effective teaching practices. The survey was scored on a ten-point scale. The scores for the questions ranged from strongly agree to strongly disagree. Participating in the survey was entirely voluntary. The survey percentages across all three stakeholder groups have remained basically static from previous years results.

A larger parental cohort for the 2021 survey is a future direction.

The responses from the various surveys are listed below:

Parent Survey

The "Partners in Learning", parent survey focused on aspects of parents' perceptions of their children's experiences at home and school. The survey also provided feedback about the extent to which parents felt the school supported learning and positive behaviour and promoted a safe and inclusive environment.

57 parents completed the survey:, a slightly larger number than in 2019 which was a positive in relation to the no parents on site Covid guidelines.

The survey reinforced that parents feel welcome when they come to the school and they are well informed about events at school through the various forms of sharing information. Teachers listen to any concerns that they have and parents are generally well informed about their child's progress. 86% of parents have spoken to their child's teacher 2 or more times in a year and 44% of parents have attended 2 or more school meetings in a year. This drop in parent attendance may be a product of COVID restrictions. Parents agreed that teachers devote much of their own time planning extra curricula activities for the students and have high expectations for their learning. The introduction of PBL has had a positive effect on the school community, with 88% of parents believing that our school rules and procedures are fair and 76% of parents feel that their child is frequently recognised for good behaviour at school.

Student Survey

285 students from Years 4 to 6 completed the 'Tell Them from Me' student survey in 2020. The survey was designed to measure, assess and report insights at the school and system levels. The focus of the New South Wales survey was on student well-being, engagement and effective teaching practices. *Highlights from the student survey are as follows:*

Well Being:

- 66% of students feel accepted and valued by their peers and by others at their school.
- 76% of students have friends at school they can trust and who encourage them to make positive choices
- 82% of students believe the school staff emphasise academic skills and hold high expectations for all students to succeed.
- 73% of students feel they have someone at school who consistently provides encouragement and can be turned to for advice.
- 74% of students expect to go to university when they finish high school.

Engagement:

- 64% of students are interested and motivated in their learning.
- 84% of students try hard to succeed in their learning.
- 78% of students feel teachers are responsive to their needs and encourage independence with a democratic approach.
- 79% of students agreed that important concepts are taught well, and class time was used efficiently
- 73% of students found classroom instruction relevant to their everyday lives.
- 76 of students feel that teachers set clear goals for learning, establish expectations, check for understanding and provide feedback

The Teacher Survey

The teacher survey provided insights into school and classroom effectiveness from the perspective of teachers. 49 teachers completed the teacher survey in 2020. The survey asked questions related to the following drivers of student

outcomes:

Leadership, teaching strategies, selecting challenging and visible goals for students, the use of data to inform practice, teacher collaboration, classroom technology, planned learning opportunities, parent/carer involvement, the learning culture, school inclusiveness, quality feedback to students and helping students overcome obstacles to learning.

Highlights from the teacher survey are as follows:

- 78% of teachers work with school leaders to create a safe and orderly school environment.
- 80% of teachers talk with other teachers about strategies that increase student engagement.
- 69% of teachers feel that students become fully engaged in their class activities.
- 71% of teachers give students written feedback on their work.
- 83% of teachers set high expectations for student learning.
- 74% of teachers discuss the learning goals for each lesson with students.
- 80% of teacher believe students are very clear about what they are expected to learn.
- 91% of teachers establish clear expectations for classroom behaviour.
- 78% of teachers create opportunities for success for students who are learning at a slower pace.

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.

Each year staff are invited to do the training in relation to becoming an Anti discrimination Contact officer. In this way staff gain a better understanding of the issues and challenges associated with the role.

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.