# 2020 Annual Report

## Oatley West Public School

3797

# Introduction

The Annual Report for 2020 is provided to the community of Oatley West 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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## School vision

At Oatley West Public School, we are learning to live and living to learn through developing and enriching successful life-long learners taught by quality teachers utilising positive partnerships with our community.

## School context

Oatley West Public School is set in Sydney's south in the beautiful surrounds of Oatley Park and has a uniquely peaceful environment which encourages an active lifestyle and has provided quality education since 1947. It is a K-6 school growing significantly over recent years and has a current enrolment of 571 students. The school has increased enrolments of students who have a language background other than English with 47% of students in this category. There are 40 different languages spoken at home with the predominant language being Mandarin. Oatley West Public School is founded on a strong culture of school improvement and success. The staff is committed to achieving high learning outcomes with the students, in partnership with the parents and its wider community. This culture of effective learning is clearly expressed by the school's motto 'Learning to Live - Living to Learn.' The school's emphasis is on developing contemporary well-rounded students. The school offers a large range of extra-curricular activities that include band, chess, choir, dance, debating, guitar, Premier's Reading Challenge, Percussion Power, PSSA sport, public speaking, recorder, Student Representative Council, swimming scheme and talent quests. After school programs are also offered including Out Of School Hours (OOSH) for parents needing this service as well as French, Chinese, Taekwondo and Yoga. OWPS demonstrates outstanding achievements in the areas of the performing arts and sport. Enrolment to the school is highly sought after due to the school's outstanding academic reputation and results. An enormous part of the success of Oatley West Public School can be attributed to the high number of parents and carers involved in and around the school. The Parents and Citizens Association has a number of active subcommittees. These include uniform shop, Music Council, Community Festival and canteen. There is also a school club. The annual Community Festival is one of the longest running and most revered events in the St George Region, and relies on parent and wider community involvement. This showcases the unique aspects of Oatley West Public School and local artists. Volunteers support other school programs including reading, BEAR, MiniLit, mentors, gardening, PSSA, school carnivals and school banking.

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

## Strategic Direction 1

Successful Contemporary Learners

## Purpose

To provide a strongly focused, student centred learning environment that nurtures, guides, challenges and inspires all students to become skilled, effective and motivated contemporary learners through analysing individual strengths in literacy and numeracy.

## Improvement Measures

Increase proportion of students achieving expected growth in literacy.

Increase proportion of students achieving expected growth in numeracy.

Increase expertise in teaching practice, visible learning and differentiation.

Data showing students have an increasing understanding of themselves as contemporary learners.

## Progress towards achieving improvement measures

**Process 1:** **Development of Number Sense**

Professional Learning provided to staff through research informed numeracy programs.

Team teaching, visible learning strategies and collaborative teaching approaches, including the collection and analysis of data, is used to track and monitor stage/class/individual progress.

| Evaluation | Funds Expended (Resources) |
|---|---|
| All staff members have implemented TEN and Number Talks strategies within their classrooms by providing adjustments within their programs to support numeracy. Staff facilitate student learning by giving feedback and reflecting on their own learning incorporating visible learning principles. Formative assessments were collectively developed and data was reviewed during stage meetings to update PLAN 2 Additive Strategy data across the school.<br><br>All staff participated in a reflection PL on feedback and formative assessment, where cross stages shared evidence of student growth. These samples were collated and displayed on the staff bulletin board for review and discussion for future development and training. | Mathematical program<br><br>PLAN 2 tracking sheet<br><br>Staff survey<br><br>**Funding Sources:**<br> • Maths equipment for the whole school ($2040.00)<br> • Teacher resources for teaching Maths and Number Talks (Stage 2 & 3) ($354.80) |

**Process 2:** **Writing Project**

Instructional Leader position created to focus on the planning, teaching and assessing to improve all aspects of writing. Professional learning to be provided, implemented and supported through team teaching and collaborative teaching approaches. Formative Assessment practices embedded in all class programs and teaching and learning plans.

| Evaluation | Funds Expended (Resources) |
|---|---|
| Teachers implemented the *Seven Steps to Writing Success* strategies within their classroom. Numerous staff members participated in additional Seven Steps to Writing Success online professional learning "**Applying the Seven Steps with Beginner Writers**". Various forms of feedback are used by teachers within the classrooms to allow students to progress further in their learning. K-2 teachers updated individual student 'Creating Text' element data on the literacy progressions so this is tracked as students move into 2021 classes. 3-6 students utilised rubrics to facilitate self and peer assessments. | Staff survey<br><br>Writing programs<br><br>Student feedback observations<br><br>Literacy progression<br><br>**Funding Sources:**<br> • 7 staff attended online professional |

## Progress towards achieving improvement measures

Teachers were provided with opportunities to team teach during writing using the Seven Steps to Writing Success strategies., however, due to timetabling issues, whole school reflection was unable to occur. Various discussions and moderation for writing samples were reviewed during stage meetings. Seven Steps to Writing Success strategies are embedded across teaching pedagogy and are visible in teaching and learning programs.

learning on Applying the Seven Steps with Beginner Writers ($1128.00)
 • 8 staff attended online professional development on Seven Steps to Writing ($2904.00)

## Next Steps

- Continue to implement TEN across all K-2 classes and Number Talks across all 3-6 classrooms.
- All staff (K-6) to enter data on the Learning Progressions (Additive Strategy and/or Writing Sub Element)
- Continue the implementation of the *Seven Steps to Writing* program across the whole school
- Provide opportunities for staff to engage in sharing and reflecting opportunities on TEN, Number Talks & Seven Steps to Writing
- Executive to continue to support staff in the implementation of targeted literacy and numeracy programs through team teaching, observations and demonstration lessons.

## Strategic Direction 2

Quality Teaching

## Purpose

To create a stimulating and engaging learning environment through quality teaching that is informed by whole school-based high expectations, accurate data, targeted professional learning and effective feedback.

## Improvement Measures

Teachers show an increase in a whole school approach to strategic planning, evidence-based teaching and explicit and timely feedback.

Teachers increasingly utilise a range of assessment strategies to collect, analyse and interpret quality, valid and reliable data to implement plans for continuous improvement.

Teachers increasingly engage in professional learning which includes modelling of effective practice, mentoring and trialling of innovative practice.

## Progress towards achieving improvement measures

**Process 1:    Effective Classroom Practice**

Teachers develop and implement whole-school consistent and transparent procedures for effective planning, teaching, assessing, evaluating and reporting.

| Evaluation | Funds Expended (Resources) |
|---|---|
| All staff were surveyed about the report format. The feedback was then collated and referred to when setting up the report format on Sentral in 2021. The report format was reviewed and changes were made to comment/indicator selection. Future goals were included to align with visible learning and the What Works Best document. The changes applied comply with NESA reporting guidelines.<br><br>The design of the whole school-based core practice and assessment and reporting documents are kept relevant by regular reviews and updates according to school needs, syllabus documents, and evidence-based teaching and learning. This will require a commitment to an annual review of our school-based procedures and documents in stage-based teams.<br><br>Music, creative arts, science and PDHPE resources were audited and new equipment purchased to supplement future school-based programs. Teachers were given time to organise stocktake, resource purchasing and organise resources. | $5000 for release of staff to review, evaluate and modify whole school procedures.<br><br>Review of scope and sequence, reporting and assessment procedures and the completion of the core practice document.<br><br>Survey completed supporting future planning for teacher development using the *What Works Best* document. |

**Process 2:    Data Skills and Use Project**

Teachers implement whole school systems to ensure that student performance data is reliable, analysed in a timely manner, shared and effectively used to inform instruction.

| Evaluation | Funds Expended (Resources) |
|---|---|
| The executive team worked individually with staff to analyse data to inform the best teaching and learning experiences that would show student progress. PAT data, check-in assessment and school-based assessments allowed for comparable data to monitor student growth over time.  The data was reviewed in stage teams, which helped support all students. The inclusion of learning intentions and success criteria in teacher programs supported students in creating individual future goals for learning.<br><br>Developing a deeper understanding of data was used to provide information | $1800 for the purchase of PAT (Progressive Achievement Test) assessments for years 1 to 6. |

| **Progress towards achieving improvement measures** | |
|---|---|
| for class formations, subject groupings, learning needs and students requiring extension. These modifications are evident in teaching and learning programs. | |

## Next Steps

- Ongoing review of school scope and sequence and assessment and reporting schedule to align with NESA requirements.
- Use DoE What Works Best documents to support and continue developing teacher knowledge of data to implement teaching and learning activities that suit the needs of all students.
- Continue to develop programs that incorporate visible learning practice and provide ongoing professional learning.
- Use Sentral as a central source for collecting and monitoring data.

## Strategic Direction 3

Community & Wellbeing

## Purpose

To create confident, resilient, respectful and an engaged educational community of parents, teachers and students.

## Improvement Measures

Increased attendance of parents at community forums and events held by the school.

Data collected indicates an increase in the number of responses and a higher satisfaction of families.

Wellbeing and restorative practice data shows increasing teacher consistency in the use of the flowchart resulting in positive, respectful relationships.

## Progress towards achieving improvement measures

**Process 1:** **Wellbeing and Restorative Justice**

The school community will be trained to compliment the new Wellbeing Framework based on Restorative Justice principles. Student behaviours will be recorded and playground 'hotspots' investigated.

| Evaluation | Funds Expended (Resources) |
|---|---|
| Team members reflected on latest survey data to see if students have a staff member they feel comfortable to seek assistance from. TTFM results reflected that a greater percentage of students now felt that was the case. Attention will now need to be given to look at how will this can be be determined for K-2 students.<br><br>Further evaluation by OWPS to look at ways the Peaceful Parents program can be further implemented in 2021. | TTFM survey data<br><br>Resilient Youth data<br><br>Staff survey |

**Process 2:** **Communication**

Achievements, values and expectations are communicated to the school community through a range of innovative marketing and promotion strategies.

| Evaluation | Funds Expended (Resources) |
|---|---|
| Facebook was our main communication channel to ensure a high level of parental and community engagement. Teachers followed a planned schedule to post student success within their classroom. According to Facebook Page Insights, Oatley West Public School page views, posts reached and post engagements have increased. | School Facebook page<br><br>Facebook page insights (business suite) |

## Next Steps

- Peaceful Kids program will continue to run and Peaceful Parents will be delivered to parents and caregivers to support students and improve social and emotional wellbeing.
- Peaceful Kids program will continue to run and Peaceful Parents will be delivered to parents and caregivers to support students and improve social and emotional wellbeing
- A focus on staff wellbeing
- Improved communication with all stakeholders
- A sense of belonging is established through targeted initiatives where students work together to make positive change in their world.

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|---|---|
| **Aboriginal background loading** | Casual days to release teachers to attend PLP meetings.<br><br>**Funding Sources:**<br> • Aboriginal background loading ($6 500.00) | The Community greening plant out was completed to a high standard using Eastern Suburbs Banksia Scrub plants. The project manager was on-site to liaise with and guide contractors.<br><br>PLP meetings were held via a mixed-mode of communication - face to face, phone and zoom. 100% attendance of all PLP meetings in Semester 2. Goals were reviewed and amended if required.<br><br>David Coleman confirmed the successful completion and created a media release from his office.<br><br>NAIDOC Week was celebrated at the amended time. Aboriginal students and SRC seniors presented a K-6 ZOOM assembly which was multimedia in nature<br><br>Classroom activities were made available to teachers using the SBS resource which was issued to schools. |
| **English language proficiency** | EAL/D 1.0 FTE<br><br>**Funding Sources:**<br> • English language proficiency ($109 000.00) | All EAL/D withdrawal groups received an EAL/D report, and copies were placed in student records cards.<br><br>EAL/D Data and analysis was presented to the Assistant Principals, Deputy Principal and Principal.<br><br>Obtained feedback from stages on EAL/D support model, make adjustments for 2021.<br><br>Continued to update student levels on ERN - Maintain EAL/D.<br><br>Used the EAL/D School Evaluation Framework as a tool to reflect on the EAL/D support model.<br><br>Determined staffing for 2021 based on FTE allocation. |
| **Low level adjustment for disability** | Staffing allocation 0.5 assigned to LaST.<br><br>Flexible funding used to cover an additional 0.1 allocation.<br><br>P & C contributed an additional 0.2.<br><br>Flexible Funding was provided for an additional SLSO to support students.<br><br>Casuals to release for teachers to plan with LaST on drafting new goals on Sentral. | Provided all reports and assessments to class teachers in preparation for the transition/handover meetings.<br><br>Created social stories to help targeted students understand the expectations when returning to school after the holiday break. Gave copies to some students and others received verbal or visual information.<br><br>Allocated specific time to teachers to discuss and handover priority students were successful.<br><br>Most miniLit students made great process in their reading ability and skills. Some students will require additional Literacy support in 2021. LST reports were presented outlining student progress throughout the year. |

| Low level adjustment for disability | Casual days to release teachers to attend review meetings.<br><br>**Funding Sources:**<br> • Low level adjustment for disability ($91 000.00) | A thorough handover between the teachers was completed, all information reviewed, and the student database updated. The database was updated and supplied to all members of the Learning Support Team and executive team.<br><br>NCCD Semester 2 student summary sheets and evidence was also collated at the end of term 4 for NCCD collection in 2021. |
|---|---|---|
| **Quality Teaching, Successful Students (QTSS)** | **Funding Sources:**<br> • Quality Teaching, Successful Students (QTSS) ($106 000.00) | Teachers were provided with an opportunity to work with executive staff on data analysis. Staff collected various forms of data over the year. This provided the basis for developing effective teacher programs with various levels of differentiation. Corwin visible learning strategies supported an evidence-based approach in assessment and deeper knowledge learning using solo taxonomy.<br><br>COVID interruptions also required executive staff to focus on student well-being and supporting families during this period. |
| **Socio-economic background** | Salary cost for Well-being Officer covered through RAM socio-economic background<br><br>+ Generate + P&C = $21,000<br><br>**Funding Sources:**<br> • Socio-economic background ($7 000.00) | Students identified by the Learning and Support Team worked with the Well-being Officer, Year 1 and Year 2 targeted.<br><br>Resources developed and distributed on google classroom and class dojos.<br><br>Well-being and mindfulness resources developed and distributed on google classroom and class dojo.<br><br>During the COVID period of home learning, all students received social stories through the official school Facebook page.<br><br>Students identified by the Learning and Support Team have worked with Well-being Officer in small groups targeted years 1, 2, 3 and 4. During Term 3, two Peaceful Kids groups operated.<br><br>The Well-being Officer supported a stage 1 group for Peaceful Kids to focus on mindfulness and a stage 3 group focusing on the transition to high school for 2021.<br><br>Our current model for a Well-being teacher has ended. |
| **Support for beginning teachers** | **Funding Sources:**<br> • Support for beginning teachers ($28 962.00) | Beginning teachers were supported through a variety of measures including quality induction program, mentoring, lesson observations, one to one support for professional learning, professional formal and informal conversations this process was guided by the Australian Professional Standards for Teachers. |
| **Targeted student support for refugees and new arrivals** | **Funding Sources:**<br> • Targeted support for refugees and new arrivals ($12 000.00) | Funding was granted in semester 2 to support three new arrival students. A teacher was employed one day a week to work intensively with these students. Assessments of English |

| Targeted student support for refugees and new arrivals | **Funding Sources:** • Targeted support for refugees and new arrivals ($12 000.00) | skills were administered and a program was created and implemented to address individual needs. The students were also supported in mainstream classes to assist in developing language skills with their peers. |

# Student information

## Student enrolment profile

| Students | Enrolments | | | |
|---|---|---|---|---|
| | **2017** | **2018** | **2019** | **2020** |
| Boys | 299 | 295 | 311 | 311 |
| Girls | 278 | 284 | 278 | 263 |

## Student attendance profile

| School | | | | |
|---|---|---|---|---|
| **Year** | **2017** | **2018** | **2019** | **2020** |
| K | 96.2 | 95.8 | 96 | 95.2 |
| 1 | 95.9 | 95.9 | 94.8 | 94.4 |
| 2 | 95.4 | 96 | 94.3 | 92.8 |
| 3 | 97 | 94.7 | 94.9 | 94.7 |
| 4 | 95.6 | 95.5 | 95 | 94.7 |
| 5 | 95.7 | 94.8 | 96.4 | 95.5 |
| 6 | 94.6 | 92.9 | 93.8 | 94.6 |
| All Years | 95.8 | 95.2 | 95 | 94.6 |
| **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) | 22.02 |
| Literacy and Numeracy Intervention | 0.4 |
| Learning and Support Teacher(s) | 0.5 |
| Teacher Librarian | 1 |
| Teacher ESL | 1 |
| School Counsellor | 1 |
| School Administration and Support Staff | 4.06 |

*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.

Oatley West Public School 3797 (2020)

# 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** | 428,101 |
| **Revenue** | 5,275,240 |
|     Appropriation | 4,930,449 |
|     Sale of Goods and Services | 38,828 |
|     Grants and contributions | 304,653 |
|     Investment income | 1,310 |
| **Expenses** | -5,230,565 |
|     Employee related | -4,478,634 |
|     Operating expenses | -751,931 |
| **Surplus / deficit for the year** | 44,674 |
| **Closing Balance** | 472,776 |

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** | 76,410 |
| **Equity Total** | 254,740 |
|     Equity - Aboriginal | 6,508 |
|     Equity - Socio-economic | 11,587 |
|     Equity - Language | 145,521 |
|     Equity - Disability | 91,124 |
| **Base Total** | 4,093,168 |
|     Base - Per Capita | 141,657 |
|     Base - Location | 0 |
|     Base - Other | 3,951,511 |
| **Other Total** | 364,513 |
| **Grand Total** | 4,788,832 |

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

*Parent/caregiver, student, teacher satisfaction*

*Students from Oatley West Public School in Years 4, 5 and 6 completed the online 'Tell Them From Me' survey.*

*Key findings from the survey include:*
- 94% of students *try hard to succeed in their learning*
- 94% of students *value schooling outcomes, they believe school is useful in their everyday life*
- 91% of school staff *emphasise academic skills and hold high expectations for all students to succeed*
- 85% of students feel *they have someone at school who consistently provides encouragement and can be turned to for advice.*

*Teachers*

*In Term 3, teachers were asked to provide feedback in regards to Teaching and Learning.*

*The key findings of the survey include:*
- 80% of staff believe *school leaders have supported me during stressful times*
- 90% of staff *set high expectations for student learning.*
- 85% of staff *are very clear about what they are expected to learn*
- 93% of staff e*stablish clear expectations for classroom behaviour.*

*Parents and Caregivers*

*In Term 3, parents were asked to provide feedback in regards to Teaching and Learning.*

*The key findings of the survey include:*
- 84% of parents state their *child feels safe at school*
- 71% of parents believe *that teachers help students who need extra support*
- 77% of parents believe *teachers listen to concerns I have*
- *78% of parents believe that *reports on my child's progress are written in terms I understand.*

# 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.