

# 2020 Annual Report

## Tarrawanna Public School



3820

# Introduction

The Annual Report for 2020 is provided to the community of Tarrawanna 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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Tarrawanna Public School

Kendall St

Tarrawanna, 2518

[www.tarrawanna-p.schools.nsw.edu.au](http://www.tarrawanna-p.schools.nsw.edu.au)

[tarrawanna-p.school@det.nsw.edu.au](mailto:tarrawanna-p.school@det.nsw.edu.au)

4284 4399

## School vision

Our school vision is to be:

The best school delivering the best education.

## School context

Tarrawanna Public School community values a comprehensive education for all its students. Our quest for continual improvement is emphasised in our nine key directional statements:

- \* Students are connected successful and thrive;
- \* Learning is comprehensive, innovative and personalised;
- \* Students are informed and self-directed learners;
- \* Teachers are professional, progressive and accountable;
- \* Teachers collaboratively focus on continuous teaching practice improvement;
- \* Teachers collect, analyse and use data to inform best practice;
- \* Systems and processes are strategic, consultative and clear;
- \* Parents are informed advocates and partners; and
- \* Leaders are constantly building their leadership skills and consistently use data to monitor and shape the school plan.

The school has approximately 120 students, 23% from non-English speaking background and 16% Aboriginal and Torres Strait Islanders.

We are an Early Action for Success school. We received funding for a 0.6 FTE Instructional Leader to work with teachers, improving practice to better meet the needs of all students. Our committed staff regularly engage in ongoing research based professional learning to continually improve practice.

The school is committed to meeting the Premier's priorities of raising the number of students in the top two bands in reading and numeracy by 8% and by 30% for our Aboriginal and Torres Strait Islander students.

## 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

The Best Learners - Self-Regulated, Connected and Successful Lifelong Learners.

### Purpose

To prepare our students to lead rewarding and productive lives in a complex and dynamic world.

### Improvement Measures

Formative assessment is a focus in every classroom to build independent lifelong learning skills.

90% of students demonstrating the school values of safe, respect and learn.

Teachers and students are confident users of ICT for learning and integrate it throughout all KLAS.

All students gain a years learning each year.

### Progress towards achieving improvement measures

**Process 1:** Students are connected successful and thrive

Evaluation	Funds Expended (Resources)
<p>Student welfare policy was reviewed and implemented. Transparent and clear steps were followed. Teachers are entering behaviour data into EBS4 and referring to supervisor. Resulting in strong school systems and practices.</p> <p>Behaviour plans and individual learning plans are continuously reviewed and are active working documents. Students are self-regulating behaviours and pathways within the school are being utilised.</p> <p>Systems between counsellor, school and families provided consistent support and actions. Counsellor employed above establishment one day a week. Success with early identification for student support.</p> <p>Greater understanding of the needs of EALD students with training in ESL scales, refugee students and new arrival funds utilised to support students.</p> <p>Active learning conversation data, co-planning and co-teaching with AP off class, working as an additional interventionist for years 3-6.</p> <p>Internal data on Engagement Matrix showing improvement in learning attainment. Suspension rates reduced, improved attendance, improved wellbeing markers on students.</p> <p>Extra teachers within the school has been an outstanding resource for learning outcome improvement.</p>	<p>Working and collaborating with supervisor on behaviour plans, ILPs and PLPs and active learning conversations.</p> <p>Maintaining two extra classes with RAM and roll-over funds.</p> <p>Interpreters utilised to assist with learning outcomes for refugee students.</p> <p>Teacher referrals and assessments being conducted.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$142912.00)</li><li>• Low level adjustment for disability (\$67453.00)</li></ul>

**Process 2:** Learning is comprehensive, innovative and personalised

Evaluation	Funds Expended (Resources)
<p>Environmental teacher working brilliantly. Sustainability and permaculture garden created. Outdoor learning environments supporting learning outcomes.</p> <p>Active learning conversations held weeks 5 and 10. Engagement matrix supporting conversations to personalise learning.</p> <p>NAPLAN did not occur in 2020, however year 3 and 5 students participated in check-in assessments. We completed PAT tests in term 1 and term 4 in 2020, and a whole school data wall established to monitor progress in</p>	<p>Environmental teacher 1 day per week and Permaculture Garden \$30 000 completed using RAM and rolled over funds.</p> <p>Wellbeing including lunchtime clubs.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Aboriginal background loading (\$16325.00)</li></ul>

## Progress towards achieving improvement measures

reading and numeracy.

Extra curricula opportunities were impacted by COVID 19 and we hope to participate in out of school activities again next year. Art classes, cooking, gardening and in-school extension opportunities including Fantasy Lego League were offered.

• Literacy and Numeracy (\$22971.00)

**Process 3:** Students are informed and self-directed learners

### Evaluation

Many programs were affected by COVID 19 this year, including SRC and fundraising events.

Year 6 boys participated in the Top Blokes program in terms 1 and over zoom in term 4.

Pathways for self - directed learners is successful with identified students. Pathways included transition to high school, permaculture, peer connection, PLPs, sport attainment and cooking.

1-1 technology in all classrooms and upgraded interactive whiteboards supporting learning outcomes. Textbooks and online learning such as Soundwaves and iMaths were purchased to support home learning during COVID 19 home learning.

### Funds Expended (Resources)

#### Funding Sources:

• Socio-economic background (\$6000.00)

## Next Steps

Early Action for Success will continue for 2021 with an Instructional Leader allocation.

We will continue to meet in 3 weekly cycles to analyse to use data to inform teaching and learning based on student need. We will become skilled in our ability to use internal data to differentiate the curriculum so that every child will reach their potential.

We will streamline the process of collecting work samples and formative and summative assessments to plan learning intentions, success criteria and personal learning goals for every student.

## Strategic Direction 2

### The Best Teachers - the Key to Student Achievement

#### Purpose

To develop reflective, progressive teachers of the highest calibre. Professionals who know their students, have a deep understanding of quality pedagogy, assessment and can effectively integrate this information to inform their teaching and learning program. Teachers who actively contribute to the efficacy and leadership of the school beyond their own classroom.

#### Improvement Measures

All students make progress through differentiated programs and achievement of personal learning goals.

An increased percentage of students will achieve at proficient levels in literacy and numeracy incorporating the Premier's Priorities.

All students are achieving at or above expected growth in reading, numeracy and wellbeing.

All teachers use data to inform teaching and learning programs.

#### Progress towards achieving improvement measures

**Process 1:** Teachers are professional, progressive and accountable.

Evaluation	Funds Expended (Resources)
<p>K-2 Plan data is collected every 5 weeks. Planning days and Active learning conversations occurred twice a term, however they were also affected by COVID 19 in terms 2 and 3.</p> <p>Literacy Leadership Masterclass and school sessions were held twice a term via zoom, and sessions held at the school were also affected by COVID 19. K-2 and 3-6 sessions had a focus on reading and comprehension.</p> <p>In term 3 and 4 when students returned to school, personal learning goals were a great success and students were very engaged in the process of deciding where to next in collaboration with their teacher. Families were also included in this process using the Seesaw app.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Professional learning (\$22993.00)</li><li>• Quality Teaching, Successful Students (QTSS) (\$22311.00)</li></ul>

**Process 2:** Teachers collaboratively focus on continuous teaching practice improvement.

Evaluation	Funds Expended (Resources)
<p>At the end of term one teachers worked collaboratively to create an online learning hub for students to access while learning at home. Daily lessons were held via zoom, resources such as textbooks and art packs were delivered to homes.</p> <p>Planning days were held at the end of term 2 after students returned to school, using data from formative assessments to plan for teaching and learning at students point of need.</p> <p>Sharing staff meetings were held in term 3 and 4 and were an opportunity to share student work samples and evidence of teachers impact on student learning, resulting in teacher improved efficacy and a focus on improvement of teaching.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Early action for success (\$100000.00)</li></ul>

**Process 3:** Teachers collect, analyse and use data to inform best practice.

Evaluation	Funds Expended (Resources)
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## Progress towards achieving improvement measures

What is our data internal and external telling us about the progress and achievement of our students in reading?

\* PAT test data and past NAPLAN results showed that many students were below grade level for reading and comprehension.

\* Our NAPLAN data showed good results in year 3 for Numeracy.

All staff were involved in the creation of a whole school data wall. We analysed past NAPLAN results and current PAT tests results to identify areas of focus for teaching and learning and professional learning needs of staff.

NAPLAN was not conducted in 2020, so though the use of check in assessments, formative assessments and PAT data we monitored student progress.

In term 4 we used the progress vs achievement tool to compare term 1 and term 4 results. All students made progress in reading and comprehension and also in Numeracy. Teachers are becoming more skilled at analysing student data to have evidence of their impact.

### Funding Sources:

- Literacy and numeracy (\$3037.00)
- Socio-economic background (\$20000.00)

## Next Steps

IL will continue to work with teachers in 3 weekly cycles to analyse student data in reading, numeracy and engagement.

Literacy Leadership classes will continue giving teachers the opportunity to work with colleagues from other schools and build professional knowledge.

Sharing staff meetings will be used each term as a collegial way to share successes and celebrate student progress and teacher impact.

PAT tests conducted again to monitor student progress including monitoring of identified groups including EALD, Aboriginal, Learning support and high performing and gifted students.

## Strategic Direction 3

The Best Leaders - Collaboratively Translating Vision into Reality

### Purpose

To develop strong collaborative relationships where the whole school community is involved in student centred decision making. Communication between the whole school community is multifaceted, informative and ongoing to drive continued school improvement.

### Improvement Measures

Data-driven decision making is central to all school planning and classroom teaching and learning programs.

Aboriginal student achievement results improve each year to meet the Premiers' Priorities.

All parents use all school communication media in order to connect with the school and to understand what their children are learning and how they are progressing.

### Progress towards achieving improvement measures

**Process 1:** Resources are accessible, modern and appropriate.

Evaluation	Funds Expended (Resources)
<p>New flexible learning spaces have been utilised by classroom teachers to incorporate rich tasks and innovative ways of teaching and learning.</p> <p>The permaculture garden was maintained and utilised with all classes throughout the week to support teaching and learning. The garden has also supported pathways for individual students and sensory for wellbeing programs. It is a calm and reflective outdoor space for all members of the school.</p> <p>Local community members have been involved with gardening and cooking initiatives. This was a great resource during Covid 19 lessons.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$30000.00)</li></ul>

**Process 2:** The community is connected to our school.

Evaluation	Funds Expended (Resources)
<p>Positive feedback from local preschools throughout Covid19 about our learning hub and connection. This has resulted in continued improved local enrolments for Kindergarten.</p> <p>Students artworks have been shared with the community on our school fences as a permanent art display. The community has responded positively to art work on the school fences. Neighbours have sent letters to say thank you and the wider school community has given positive feedback on school improvements.</p> <p>Playgroup was halted due to Covid19 in 2020. It will continue in 2021 as the environment allows.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$10000.00)</li></ul>

**Process 3:** Leaders are constantly building their leadership skills and consistently use data to monitor and shape the school plan.

Evaluation	Funds Expended (Resources)
<p>Teachers have built their skills to use formative assessment data to inform their teaching and learning at each child's point of need.</p>	<p><b>Funding Sources:</b></p> <p><b>Funding Sources:</b></p>

## Progress towards achieving improvement measures

Personal learning goals for literacy were established and in conjunction with PLPs for Aboriginal students.

Two stage one teachers began L3 professional learning every fortnight. One kindergarten teacher continued OPL in L3.

Masterclasses with Jann Farmer Hailey occurred twice a term and were also supported with in school visits.

- Support for beginning teachers (\$14000.00)
- Professional learning (\$10000.00)

## Next Steps

A focus for 2021 will be expanding relationships and embedding connections with students and community. This will include exploring the use of modernised Digital Media (Digital Newsletter, Facebook, SeeSaw) and Continuing to increase parent/carer participation at events after Covid19..

We will continue to develop the school as a collaborative learning community including working with the Corrimal Community of Schools Professional Networks.

Continue to up-skill and develop the pedagogical and data analysis practices of all staff , new and continuing whilst linking to standards.

Continue to engage with staff from other schools to share and develop practice.

Aim to have all students able to articulate their learning goal, learning purpose and success criteria .

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> • Aboriginal background loading (\$21 767.00)	All students identifying as Aboriginal have a Personalised Learning Pathway. This plan is created in consultation with parents, the student and the class teacher. The PLPs identify academic, social and home goals for each student. School Learning Support Officers have been employed to support student academic learning in the classroom and social skills development in the playground and during transition times throughout the school day.
<b>English language proficiency</b>	<b>Funding Sources:</b> • English language proficiency (\$24 000.00)	The school has an EAL/D allocation for one day a week, the EAL/D teacher supports identified students and works closely with classroom teachers.. School Learning Support Officers have been employed to support student academic learning in the classroom and social skills development in the playground and during transition times throughout the school day.
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> • Low level adjustment for disability (\$60 000.00)	These funds were expended with the purchase of additional learning support teaching time. The engagement of an additional teacher allowed for strong systems and processes to maintain our Learning & support caseload. This year saw consistent caseload management and stronger connections to families resulting in improved outcomes for students to experience success at school.
<b>Socio-economic background</b>	<b>Funding Sources:</b> • Socio-economic background (\$131 000.00)	An extra class has been created to enhance learning outcomes for all students with an extra teacher employed. School Learning Support Officers have also been employed to support student academic learning in the classroom and social skills development in the playground and during transition times throughout the school day. The school has identified that ensuring students are adequately supported during the school day is the greatest use of these funds. The school utilised socio-economic loadings to support families with the purchasing of textbooks and online resources to support home learning during 2020.
<b>Support for beginning teachers</b>	<b>Funding Sources:</b> • Support for beginning teachers (\$14 000.00)	Beginning teacher funds were used to support newly appointed teachers achieve accreditation with NSW Education Standards Authority (NESA). Funds were predominantly expended through the use of 'release' time for these teachers and their mentors to be able to productively engage in coaching and mentoring opportunities. In 2020, Tarrawanna Public School saw two beginning teachers achieve accreditation with NESA.
<b>Early Action for Success</b>	<b>Funding Sources:</b> • Early action for success (\$100 000.00)	The Instructional Leader supports staff to identify their learning needs and provides professional learning and coaching for continuous literacy and numeracy teaching practice improvements. The impact is a collaborative learning culture and growth in

<b>Early Action for Success</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Early action for success (\$100 000.00)</li></ul>	student achievement in literacy and numeracy as evidenced by PLAN data.
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# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	57	58	45	52
Girls	67	69	64	62

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	90.8	89.7	91.2	92.7
1	94.5	89.5	88.7	90.3
2	92.4	91.2	89.8	85.9
3	95.7	92.3	91.7	89
4	94.5	92.7	92.8	93.6
5	91.2	91.1	94.7	88.8
6	90.3	89.3	94.7	95
All Years	92.8	90.8	92.1	91
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)	12.37
Literacy and Numeracy Intervention	0.21
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.2
School Counsellor	1
School Administration and Support Staff	1.71

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

## Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
<b>Opening Balance</b>	17,919
<b>Revenue</b>	3,005,972
Appropriation	2,986,775
Sale of Goods and Services	1,272
Grants and contributions	17,785
Investment income	140
<b>Expenses</b>	-2,973,066
Employee related	-2,751,753
Operating expenses	-221,314
<b>Surplus / deficit for the year</b>	32,905
<b>Closing Balance</b>	50,825

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## Financial summary - Equity loadings

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	30,517
<b>Equity Total</b>	273,667
Equity - Aboriginal	16,325
Equity - Socio-economic	166,088
Equity - Language	23,801
Equity - Disability	67,453
<b>Base Total</b>	1,173,945
Base - Per Capita	26,215
Base - Location	0
Base - Other	1,147,731
<b>Other Total</b>	1,411,096
<b>Grand Total</b>	2,889,226

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

## Parent/caregiver, student, teacher satisfaction

In 2020, students from Years 4 to 6, parents and teachers participated in the Tell Them From Me Surveys. Participants were asked questions incorporating a variety of aspects of schooling such as school culture, teaching and learning strategies and social-emotional wellbeing.

Student Survey results indicated the following:

Students feel they are supported and encouraged by teachers, with results exceeding the NSW Government Norm.

- 89% of students believe they display positive behaviour at school and do not display disruptive and inappropriate behaviour (NSW Govt. Norm is 83%).
- Students scored higher than the NSW Government Norm when rating the teaching of important concepts in class and the relevance of classroom instruction to their lives. They also feel that lessons are well-organised with a clear purpose and immediate feedback.
- Questions in the Parent Survey addressed perceptions about learning support, school inclusiveness and safety, as well as asking how parents support learning at home.

The results showed:

79% of parents feel welcome at school (NSW Govt. Norm is 74%), and they believe the physical environment is easy to access and the grounds are well maintained. The majority of parents believe the school supports their child's learning, with 78% agreeing they would recommend the school.

- Parents also indicated that are well informed about their child's progress.
- 82% of parents agreed that the school supports positive behaviour and that school rules are well understood (NSW Govt. Norm is 77%).
- 85% of parents reported school excursions were the most valuable experiences for their child.
- An analysis of our teacher evaluation found the categories for overall growth and improvement since the 2017 survey were 'planned learning opportunities,' 'technology,' 'teaching strategies,' 'parent involvement,' 'challenging and visible goals.'
- When asked what has been the most practical and successful areas inside the classroom this year, 100% of teachers agreed that active and inquiry learning strategies were the most valuable strategies for meaningful transfer of learning.

Information from the Community Consultation at TPS survey include:

Our school question: What was the most powerful component of home learning for your family and did you feel competent to support your child during that time?

I didn't feel particularly competent and I was working from home throughout and under a great deal of pressure. I appreciated the teacher's understanding though that my children's wellbeing and getting through the crises was more important than progressing though the syllabus.

The support from my child's teacher was great, lots of communication when needed. I was able to really get a sense of what and where my child was at within her learning. Most things I felt competent in helping with most of the learning. Maths has changed alot so that was a slight adjustment.

Every one enjoyed home learning. It should have gone for longer. The kids liked it. It was fun using computers. Relaxed learning The school's reassurance to not panic and just do what we could.

Was hard at times but felt competent Home learning was great "we love the school"

The school has been amazing. Home learning and everything about the school is highly organised, welcoming and improving. Home learning was a great experience during a difficult time. My children are very happy there and so we are very happy. The teachers are excellent and the school has grown so much over the last two years. The improvements are everywhere. Reading. Yes. Writing and maths.

I felt able to support my child with home learning due to the support from my child's school e.g. weekly lesson schedules, Seesaw activities, a home delivered craft pack. The resource packs the school provided helped so much I enjoyed the extra time working with my child on learning. The flexibility was an advantage as we incorporated learning into our walks in the beach, in the bush etc. I believe it would have been hugely beneficial to utilise Google Classrooms or similar where the children could be online in small groups or an online classroom as they missed interacting with their peers and teachers.

# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

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All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

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Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.