

# 2020 Annual Report

## Tamworth South Public School



3882

# Introduction

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

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

## School contact details

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## School vision

Tamworth South Public School is an inclusive, safe learning community which offers culturally appropriate programs, comprehensive curriculum opportunities, the latest technology and promotes student voice. High expectations and wellbeing programs are aimed at ensuring academic achievement, student resilience and a commitment to personal best.

## School context

Tamworth South Public School is a large rural school situated on the western side of the Peel River within the confines of Tamworth.

We are a friendly, community-focused school committed to providing high quality education for all students within a safe, caring and supportive learning environment that is sensitive to the needs of the individual. Dedicated staff provide diverse, engaging and future-focused educational programs which promote and develop student creativity, collaboration, critical thinking and communication. Inclusive practices provide many opportunities for students to succeed and excel.

Our core values to be respectful, responsible and safe to be successful are promoted and encouraged through the provision of a broad, balanced and challenging curriculum, and a variety of extra-curriculum programs. These are further embedded by programs and initiatives that address the personal, emotional and social needs of our students, ultimately aimed at developing student confidence, cultural pride and a sense of self-worth.

Tamworth South hosts five support classes and one Opportunity class. Students access the latest in learning technologies both within our Technology Hub and classrooms. Staff are professionally supported by three Instructional Leaders and the school is well supported by an active and culturally diverse community committed to supporting staff, thus ensuring that all students can be the very best they can be.

## 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>

## Strategic Direction 1

### LEARNING

#### Purpose

To increase student achievement through evidence - based learning experiences that are future focused and provide flexible learning that will promote creativity, collaboration, high level communication and critical thinking skills.

#### Improvement Measures

- Narrow the gap between the school and state trend data in Reading and Spelling with a particular focus on Stage 2
- Narrow the gap between school and state trend data in Stage 2 with a focus on Numeracy
- Close the gap between school and state for expected growth in reading in line with the growth for Aboriginal students.

#### Progress towards achieving improvement measures

##### Process 1: Literacy and Numeracy

Professional learning in evidenced - based practices and strategies for implementation.

Processes developed to support teachers to embed professional learning into practice.

Instructional Leaders (EAfS & Ab Ed) and Assistant Principals work with teachers focusing on support of quality teaching practices in Literacy and Numeracy.

Evaluation	Funds Expended (Resources)
<p>Key to the success of the strategic direction was the: administration of PAT and subsequent analysis of data in Reading and Numeracy at the commencement and conclusion of the school year (1-6); collection and analysis of PLAN data at 5 week intervals (K-2); and collection and analysis of Best Start Assessments (K).</p> <p>Analysis was used to determine areas of remediation and extension at cohort, class and individual levels. This could then be used to inform future programming embedding evidence-based practices.</p> <p>Instructional Leaders focused on developing the capacity of teachers to use external and internal data to inform programming and teaching practice.</p> <p>Future initiatives will continue to focus on the use of data and data analysis to inform programming and teacher practice, as well as further professional development on the implementation of high impact and explicit teaching strategies in both literacy and numeracy.</p>	<p>Instructional leaders \$640 000</p> <p>Strategic Resource Team</p>

##### Process 2: Future Focused Teaching and Learning

Professional Learning in evidenced based practice to implement and develop quality teaching and learning cycles within a flexible and collaborative environment.

ICT resources including devices and specialist personnel support quality learning experiences.

Evaluation	Funds Expended (Resources)
<p>As a whole, staff demonstrate a sound level of competence in using technology to support lesson delivery. A specialist IT teacher was employed to further develop teacher capacity in order to improve student engagement in classrooms.</p> <p>Student understanding, knowledge and skills around the access and use of technology for learning improved significantly.</p>	<p>Prowise Boards \$57 750</p> <p>IT specialist teacher \$112 118</p> <p>Flexible furniture \$36 604</p> <p>Subscriptions \$5000</p>

## Progress towards achieving improvement measures

Additional Prowise interactive whiteboards were purchased to complete the whole school renewal program. In 2021, a technology upgrade will continue with the purchase of individual devices for stage 3 students to use within the classroom.

As a result of the COVID-19 pandemic, several online subscriptions such as Reading Eggs, Seesaw and Soundwaves were purchased to support learning from home. Many of these subscriptions will be purchased again in 2021 as they were received positively by parents and used widely by staff.

Flexible furniture for classrooms was purchased. This means the school now has 14 classrooms with flexible furniture transforming our traditional classrooms into innovative 21st century learning spaces.

### Process 3: Student Transition Programs

Current transition programs reviewed and updated in line with the current needs of all key stakeholders. Increase links with partner schools to ensure transition programs cater for students with special needs.

Strong links established, effective processes developed and relationships enhanced with all preschools and relevant parties.

A focus on building parent engagement and relationships through kindergarten transition.

Effective communication strategies are inclusive of all prospective kindergarten families ensuring equal opportunity.

Evaluation	Funds Expended (Resources)
<p>Transition programs to high school and kindergarten were reviewed at the commencement of 2020 with plans for expansion. These plans were placed on hold due to the COVID-19 pandemic. Transition 6 to 7 were altered to reflect the NSW Health advice. Depending on the high school, year 6 students were able to visit on site or engaged with sessions provided by the partner high school via Zoom. The <i>Smith Family Passport Program</i> to high school was implemented across all year 6 classes.</p> <p>Kindergarten transition was also altered to align with NSW Health guidelines. Transition ran for 6 weeks with children joining us for short periods, eventually building up to a full day. Parents/carers were not able to come onto site but were offered one-on-one tours of the school to meet the Assistant Principal and to familiarise themselves with the school.</p> <p>Due to COVID-19, Kindergarten and Year 6 Graduation ceremonies were filmed and uploaded to the school's Facebook page so that parents/carers could feel part of the celebrations.</p>	<p>Kindergarten books for graduation \$500</p> <p>Year 6 graduation \$ 3000</p> <p>Year Books \$2200</p> <p>Presentation Day \$7000</p>

### Process 4: Aboriginal Education

Professional learning develops staff knowledge of Aboriginal culture and language.

Systems and processes that support transference of professional learning into practice are embedded. Supported by IL (AbEd).

Staff expertise utilised to develop the understanding of culture and language.

Evaluation	Funds Expended (Resources)
<p><b>Data:</b> Teachers have developed greater confidence in analysing student data in order to determine areas of strength and weakness. At this stage however, student achievement data is not being used regularly nor consistently by all teachers to inform programming directions and lesson content. Future</p>	<p>Additional Aboriginal staff \$\$70000</p>

## Progress towards achieving improvement measures

planning is going to address this issue.

**Personalised Learning Programs (PLPs):** Due to COVID-19, it was not possible to meet with parents and carers to discuss and to determine goals for students. Attempts at contact were made through personalised letters to families and by phone. These attempts did not yield a high success rate. In 2021, it is planned to revitalise the concept, value and importance of PLPs through professional learning for teachers (enlisting the help of School Support Services). A number of initiatives will also be considered aimed at encouraging a higher rate of active parent and carer engagement in the development of PLPs.

### Check-In Assessment:

#### Year 5 Reading

In Reading, 13.6% of our Aboriginal students scored in the top two bands. This was higher than that of Statistically Similar School Groups (SSSGs) (9.7%) but just below that of the state (14.3%).

The majority of our Aboriginal students (50%) scored in the middle two bands. This was higher than that of SSSGs (38.1%) and that of the state (38.1%).

#### Year 5 Numeracy

In Numeracy, 9.5% of our Aboriginal students scored in the top two bands which was higher than that of SSSGs (0%) and that of the state (7.1%).

Only 23.8% of our Aboriginal students scored in the middle two bands which was significantly lower than that of SSSGs (44.2%) and that of the state (49.5%).

#### Year 3 Reading

In Reading, 22.2% of Aboriginal students scored in the top two bands. This was higher than that of SSSGs (15.5%) but lower than that of the state (27.2%).

The majority of our Aboriginal students (44.4%) scored in the middle two bands.

#### Year 3 Numeracy

In Numeracy, 22.2% of our Aboriginal students scored in the top two bands which was significantly higher than that of SSSGs (13.7%) but slightly lower than that of the state (25.5%).

The majority of our Aboriginal students (54.5%) scored in the middle two bands.

In 2021, the teaching of subject-specific vocabulary, as well as the explicit teaching of reading strategies have been identified as areas of focus.

In 2021, an emphasis on the use of concrete materials and applying mathematical knowledge and skills to everyday situations, will be embedded in teaching practice across all strands.

## Strategic Direction 2

### WELLBEING

#### Purpose

To develop self efficacy, build confidence, self worth and self respect in the school community.

#### Improvement Measures

Attendance is in line or above state average

Suspension data has decreased each year

Wellbeing data indicates that the majority of students feel safe, connected and valued

#### Progress towards achieving improvement measures

##### Process 1: Learning and Community Spaces

The school environment has a variety of areas developed including areas that provide students with physical, emotional and social support, with new learning settings and opportunities for growth in social skills.

Evaluation	Funds Expended (Resources)
With the relaunch of PBL, the school has moved to a more consistent approach towards wellbeing and discipline, and supporting students to make more appropriate choices. During COVID-19, staff were offered opportunities to engage in a variety of professional learning activities aimed at enhancing the knowledge and skills in regard to the implementation of PBL. practices.	PBL Budget \$40000

##### Process 2: Whole School Wellbeing

Build awareness and understanding of the current local community and its specific challenges and needs.

Professional Learning and skills development to implement programs to support all students of this community.

Review the processes and practices of all current wellbeing initiatives .

Explore shared values and attitudes to develop a whole school commitment to wellbeing practices.

Evaluation	Funds Expended (Resources)
The relaunch of PBL at the commencement of 2020 provided a springboard for staff to implement a revamped and revised PBL initiative that met current student need across the school.	Professional learning for Senior Executive in Restorative Practice \$1500
The senior executive completed three day training in Restorative Practice with a view to implementing new strategies to address behaviours that lead to detention or suspension.	Wellbeing Team \$1000
A Staff Wellbeing Committee was formed and plans for activities across the year were mapped out. However due to COVID-19, these many plans were abandoned as a result of NSW Health guidelines and their impact on gatherings. Activities that complied with restrictions continued such as the use of Appreciate and Strength cards to foster a culture of positivity with colleagues, staffroom acknowledgement signs and recognition bags.	Resources for PBL launch \$2500

##### Process 3: Leadership

## Progress towards achieving improvement measures

### Process 3:

Staff and student leadership development and opportunities are provided through learning and leading experiences to grow the capacity of staff and students.

Evaluation	Funds Expended (Resources)
Although COVID-19 interrupted plans, leadership opportunities were still promoted within the school.  The <i>Student Parliament</i> enabled a greater number of students to lead activities related to their various portfolios.	Nil

## Strategic Direction 3

### COMMUNITY

#### Purpose

To shape positive relationships that underpin a culture of collaboration, clear communication, and a common purpose where parents are welcome, involved in decision making and actively contribute to their children's learning.

#### Improvement Measures

Increased parent/carer attendance at key school activities.

90% of students wearing school uniform every day

PBL data indicates the school vision and values are known

Parent and community constructive feedback has increased

#### Progress towards achieving improvement measures

##### Process 1: Community Engagement

PD for staff builds knowledge of personal, social and academic challenges of students and their families  
"Bridges Out Of Poverty" workshops held K-6

Staff provide strong welcoming Transitions for students and families at key points

Opportunities to develop skills and knowledge to enable parents to engage in their child's learning are provided through workshops.

Evaluation	Funds Expended (Resources)
<p>The leadership team used data to evaluate the effectiveness of management processes, and created a culture of shared accountability to achieve organisational best practice. The implementation of whole school assessments, forums, surveys and interviews were used to inform future directions.</p> <p>Staff developed improved skills and deep knowledge of students and their families. The requirement of staff to contact home during the <i>working from home</i> period due to COVID-19, assisted staff to build positive and long-lasting relationships.</p> <p>It was not possible to measure improved participation through opportunities and initiatives as COVID-19 restrictions prevented this.</p>	Nil

##### Process 2: Communication

Develop a school vision with key messages, and constant reinforcement of positive messaging about the school, students and staff.

Develop a variety of communication methods to seek and share positive information.

Promote the school as a place that is responsive to the community's and our students' needs through effective targeted inclusive practices of communication .

Evaluation	Funds Expended (Resources)
<p>Due to COVID-19, school staff were unable to collaborate with the school community to use student progress and achievement data to identify strategic priorities, and to develop and implement plans for continuous improvement.</p> <p>Due to COVID-19, strong links and communication with families and the</p>	Nil

## Progress towards achieving improvement measures

wider community using responsive and inclusive practices, were developed through class videos, promotional videos, Facebook messages and the school website which increased school community engagement. Engagement on site was not possible due to COVID -19 restrictions.

### Process 3: School Identity and Pride

Developing a culture of pride in self, school and community through targeted inclusion and community immersion.

Developing strong relationships with all families and facilitating connections between them.

Developing an effective parent representative body that represents all families.

Connecting families and students with community resources

Evaluation	Funds Expended (Resources)
<p>The Student parliament has provided an opportunity for more students to have responsibilities and to be given a voice.</p> <p>Discussion with the P&amp;C and the broader community around the introduction of sports uniform as the uniform worn 4days/week and the formal uniform one day/week will continue as community support was strong but final consensus was not reached.</p> <p>The P&amp;C planned to have more school based activities for children such as sponsored, art, writing and poetry competitions were put on hold due to COVID-19. with restrictions preventing the P&amp;C meeting.</p> <p>Activities planned as part of the Fathering Project were placed on hold due to COVID-19 restrictions on gatherings.</p>	<p>Fathering Project \$3000</p> <p>Parliament Induction \$500</p>

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Employment of two additional Aboriginal School Learning Support Staff. \$140000	<p>Data identified a need for culturally sensitive support for some of our higher needs students</p> <p>Working in classrooms with students allowed stronger connections and relationships to be formed - this was evidenced in stronger engagement in their schooling with the identified students.</p> <p>This focused support also strengthened relationships with classroom teachers who were able to use the SLSO's knowledge of their students to improve outcomes.</p> <p>Increasing our Aboriginal staff has been successful in allowing our Aboriginal students to see their community employed in our school. We intend to employ more Aboriginal SLSO's commencing 2021.</p>
<b>Low level adjustment for disability</b>	Professional learning in MultiSensory Learning(MSL) \$3000  Additional Learning Support Teachers \$80000	Entry and exit student data was collected and analysed indicating the MSL initiative had a positive impact on student performance. During analysis, MSL data was compared against running records (reading) to determine the impact of learning in the classroom. A number of students did not transfer the learning into the classroom environment. During terms 3 and 4, focus was placed on MSL trained teachers modelling MSL foundations within the classroom as well as one- to- one and small group intervention. End of year data indicated that a variety of interventions are required to ensure students are able to transfer their learning to the classroom environment. In future, most intervention programs will occur within the classroom.
<b>Socio-economic background</b>	Aboriginal Language teacher \$103 000	<p>The Aboriginal Language teacher had to be redeployed during term one due to staff shortages.</p> <p>Training in <i>Trauma Informed Practice</i> was delivered by Department of Education personnel.</p> <p>Instructional Leaders worked closely with all teachers to enhance student engagement through analysing data to drive lessons so teaching is at point of need. Further work on differentiation will be required in 2021.</p>
<b>Support for beginning teachers</b>	Accreditation Support \$18 000  Additional release for beginning teachers \$30000	<p>To support new and beginning teachers an Induction Booklet was developed to support face to face induction with the assistant principal in responsible for induction.</p> <p>An accreditation support teacher was employed and was available to all staff each Wednesday in the workroom. Six teachers completed their accreditation in 2020.</p>

## Student information

### Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	342	333	310	277
Girls	308	296	259	248

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.3	90.5	90	81.9
1	91	92.2	90.2	82.6
2	93.4	92.1	92	84.9
3	91.4	92	90.5	88.2
4	91.8	91.3	89.3	85.8
5	91.7	90.1	89.8	87.8
6	92	91.5	87.9	85.4
All Years	92.1	91.3	89.8	85.2
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)	2
Assistant Principal(s)	5
Classroom Teacher(s)	30.85
Literacy and Numeracy Intervention	0.74
Learning and Support Teacher(s)	2
Teacher Librarian	1.2
School Counsellor	1
School Administration and Support Staff	9.76

\*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 <b>Actual</b> (\$)
<b>Opening Balance</b>	2,012,718
<b>Revenue</b>	8,768,395
Appropriation	8,689,676
Sale of Goods and Services	6,427
Grants and contributions	68,758
Investment income	3,235
Other revenue	300
<b>Expenses</b>	-9,266,587
Employee related	-8,295,223
Operating expenses	-971,364
<b>Surplus / deficit for the year</b>	-498,192
<b>Closing Balance</b>	1,514,526

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>	37,948
<b>Equity Total</b>	1,689,695
Equity - Aboriginal	468,755
Equity - Socio-economic	867,301
Equity - Language	12,879
Equity - Disability	340,760
<b>Base Total</b>	5,644,712
Base - Per Capita	143,052
Base - Location	3,540
Base - Other	5,498,120
<b>Other Total</b>	1,055,363
<b>Grand Total</b>	8,427,719

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

Due to COVID-19 the number of methods utilised to survey and gain feedback from parents, students and staff was reduced to online surveys and forums. The *Tell Them From Me* (TTFM) surveys are central to the collection of data and provide current data and trends over a number of years. The following data is collected from the TTFM surveys.

**Students** - The highest score for students is 10. Students surveyed were asked a series of questions with the following results. (State norms are in brackets).

Students feel they have someone at school who consistently provides encouragement and can be turned to for advice 8.1 (7.7)

School staff emphasise academic skills and hold high expectations for all students to succeed 8.4 (8.7)

Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives 8.3 (8.2)

I feel proud of my school:

- 65% agreed or strongly agreed
- 24% neither agreed or disagreed

### Aboriginal Students

I feel good about my culture:

- 94% agree or strongly agree

My teachers have a good understanding of my culture:

- 83% agree or strongly agree

I feel good about my culture when I am at school:

- 94% agree or strongly agree

These results are based on data from 108 students from years 4-6 who completed the TTFM Student Survey.

**Parents** - The highest score for parents is 10. Parents surveyed were asked a series of questions with the following results. (State norms are in brackets).

Parents feel welcome 7.6 (7.4)

Parents are informed 7.0 (6.6)

Parents believe the school supports learning 7.1 (7.3)

Parents believe the school is inclusive 7.8 (6.7)

Parents would recommend the school to other parents 100%

These results are based on data from 7 respondents in this school who completed the TTFM Parent Survey.

**Teachers** - The highest score for teachers is 10. Teachers surveyed were asked a series of questions with the following results. (State norms are in brackets).

Collaborative practice 7.5 (7.8)

Learning Culture 7.9 (8.0)

Data Informs Practice 7.4 (7.8)

Inclusiveness 8.1 (8.2)

Parent Involvement 7.2 (6.8)

These results are based on data from 32 respondents who completed the Teacher Survey.

# 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.