

2020 Annual Report

Pagewood Public School



3905

Introduction

The Annual Report for 2020 is provided to the community of Pagewood 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

Pagewood Public School

Page St

Botany, 2019

www.pagewood-p.schools.nsw.edu.au

pagewood-p.school@det.nsw.edu.au

9316 9313

Message from the principal

Thank you to our parents and carers for their support of student learning throughout the year and your kind words to staff, and working with us during a very challenging period of time for our school and wider community. This has indeed been a year of working together from a distance. Our Kindergarten families barely had a chance to get to know our school before everything changed. Many of our families have experienced employment losses, separation from extended family, loss and grief all whilst supporting their children during the Learning from Home period.

There are a number of parents and families who will say farewell to Pagewood Public School this year as their youngest child moves on to high school. The commitment shown by many of these parents to our school over the years is enormous. Countless committees, Market Carnivals, Welcome BBQs, fundraising efforts as part of the P&C as well as regular support of the students, staff and school community are most appreciated. It truly takes team effort to educate your children.

Thank you to Rebekah Lucas, the outgoing President this year and to Michael Demetrios who stepped into the role and to the whole P&C executive and its members. It has been wonderful that parents have been able to connect in meetings via Zoom and support each other, as well as the school. The students and staff very much appreciate the work of our P&C to support the school financially, this year funding the purchase of new flexible library furniture as well as robotic equipment which will be enjoyed by all students.

To the staff, all I can say is 'what a team'. We have a mix of early career, mid career and experienced staff across the school. From the School Learning Support Officers who called families during the Learning from home period, to the office staff who work with both teachers and parents, often as the go between via phone and email helping us keep connected and in touch. Their patience for the many student 'ailments' that approach the office every day is immense as is their care for everyone.

The teaching staff have gone above and beyond this year, with new uses of technology from Google Classroom, to Zoom assemblies, to working with families who were struggling during Learning from home, providing laptops to families as well as planning and delivering teaching online. We know many of our students have found the return to school challenging, bringing with them many concerns. It has certainly been a year to recognise the importance of student wellbeing in the learning process. The team work that all teachers contributed to was amazing, with Learning from home very much something we never thought we would experience.

To our students, you are all amazing. I don't think any of you will ever forget this year. There have been disappointments all round, from camp, to excursions, PSSA sport, dance, choir and many of the other experiences here at Pagewood Public school. We are very much looking forward to getting back 'our normal' in 2021 with the return of the extra-curricular and lunch time activities we know you enjoy. Learning at home has been an interesting experience for you all, some of you loved it, some couldn't wait to get back to school as we know it! Congratulations for all of your efforts and hard work throughout the year. You are the reason our staff come to school each and every day, to work together with your families to help you grow academically, socially and as part of a wider community.

Message from the school community

2020 will forever be known as a unique year for many reasons, most notably the impact of COVID-19 on our lives and specifically on our schooling community. For the Pagewood Public School P&C, we held our AGM on the 3rd March, and I'd like to thank Annette (Vice President), and Lu (Treasurer) for accepting the nominations received on the night, and Meg (Secretary) for accepting the nomination received later in the year.

Due to the impacts of COVID we were not able to hold another meeting in person for the remainder of the year, however moved to virtual meetings to enable essential business and planning to continue. Many of the usual events that would be operated by the P&C were not possible, and fundraising opportunities were essentially non-existent throughout the year due to the same reasons. Despite the challenges, our school community pulled together and adjusted well to the change in circumstances and with learning from home in place we all continued to provide the best learning environment possible for our children until they were able to return to the school for actual classes. During this time, we continued to operate the school uniform shop to facilitate the supply of uniforms to the school community, and this would not have been possible without the amazing efforts again of Kim and Monica, and their star new recruit Laura.

We were fortunate enough to be able to close out the year with a very successful Bunnings BBQ, and a big thanks to all of our fantastic volunteers on the day as well as our generous contributors from the school community. A special thank you to Jessica for her skillful organization and we thank her for putting this together for us. Whilst fundraising was extremely limited in 2020, we were able to realise the benefits of earlier fundraising efforts with the P&C donating funds to the school to facilitate the purchase of new furniture for the library as well as STEM equipment for the school. 2020 also saw the completion of the solar panel installation thanks to a grant received earlier in 2019.

On behalf of the P&C, and the wider school community, we would like to thank Ms Mayhew and her team of teachers and administration staff for going above and beyond to support our children and families through a challenging year. Whilst we move into 2021 with COVID still very much a reality of life for the near future, we look forward to returning to a more traditional learning environment and with that hope that the P&C may be able to hold some additional fundraising events as permitted by the current restrictions that will remain in place. Thank you to all for their support and assistance through 2020.

Michael Demetrios

Pagewood Public School P&C President

School vision

Pagewood Public School's vision is to work in active partnership with its community to maintain an inviting and nurturing learning environment. Students will be prepared to take personal responsibility and to embrace future challenges, striving for excellence in all 'endeavours'.

A lifelong interest in learning will be fostered to ensure students become productive, confident, responsible and successful members of Australian society. This vision will be achieved by:

- Sharing responsibility for learning with students, teachers, parents, grandparents, carers and the wider community.
- Maintaining an open and inviting environment that values parental involvement.
- Implementing an engaging curriculum that addresses the academic, emotional, social and physical needs of students.
- Addressing the individual needs of students by incorporating quality teaching standards whilst encouraging them to achieve their personal best.
- Explicit teaching of the core values of the Department of Education.
- Incorporating individual staff expertise into the teaching of the curriculum and the ongoing professional development of staff.
- Providing opportunities for students to represent the school in the wider community, preparing them to become successful members of society.

School context

Pagewood Public School was established in 1950. The school is surrounded by a mix of industry commercial complexes, golf courses and low density housing.

School infrastructure has benefited from a number of building and maintenance programs in the last few years. The school has an extensive grass playing field, shaded areas with seats, trees and gardens.

The current enrolment increased to 340 students in 2020.

There is a strong sense of community identity and there is pride in the friendly, family atmosphere that has developed within our community. The school's index of Family Occupation and Employment (FOEI) is among the lowest 20% of FOEI values across NSW public schools. (Higher FOEI values indicate greater disadvantage.)

Opportunities are provided for students to explore and extend their learning experiences so that they can achieve in a wide range of academic, social, sporting and cultural activities in a safe and tolerant learning environment. Success is celebrated by the school community.

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	Delivering
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	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Learning and Wellbeing

Purpose

A child-centred approach to learning and wellbeing that is informed and purposeful in order to prepare students for citizenship and learning for a productive future.

Improvement Measures

We aim to achieve an increased proportion of students achieving and demonstrating growth in writing.

We aim to achieve an increased proportion of students achieving and demonstrating growth in number.

We aim to establish a consistent whole school approach to wellbeing.

Progress towards achieving improvement measures

Process 1: Establish a wellbeing system which aims to provide a consistent approach and positive school environment.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">Teachers have taught students to refer to their goals on a regular basis.National Day of Action Against Bullying and Violence - teachers explicitly taught planned lessons.SRC will be displaying posters around the school to promote awareness of anti-bullying.Head of the Wellbeing Committee surveyed teachers to provide feedback on elements of the system that are beneficial and any areas for improvement. Students in Years 3 - 6 were also surveyed as to the effectiveness of the system.As a result Wellbeing Committee made amendments to the Negative Playground Behaviour Levels, taking teachers' feedback into consideration.	\$3000

Process 2: A whole school approach to the teaching and learning of specific writing skills and strategies indicated by formative assessment, feedback and data.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">Teachers analysed student assessment results and identified the focus areas for explicit teaching. These focus areas gave direction and were included in each teacher's writing program.Assistant Principals lead their stages to collaboratively plan effective and explicit teaching and learning writing programs for each term. Areas for improvement were identified from the writing post assessment results from the previous term. The leadership team was unable to share resources with the whole staff due to COVID 19 restrictions with regards to sharing resources.In year groups, teachers reviewed pre- and post writing student assessments using the Essential Assessment program. This information assisted in identifying areas of improvement and to inform future directions for responsive maths programming in Term 4.In response to students' writing results, teachers identified and shared specific writing skills and strategies that needed to be taught. This responsive programming process was conducted during stage meetings.	

Process 3: A whole school approach to the teaching and learning of specific numeracy skills and strategies indicated by formative assessment, feedback and data.

Evaluation	Funds Expended (Resources)
------------	----------------------------

Progress towards achieving improvement measures

- All teachers reviewed the mathematics report indicators and the scope & sequence to backward map and program for mathematics. Teachers collaboratively worked on devising an assessment schedule in mathematics for the semester.
- Mathematics assessment tasks were collaboratively planned and implemented once students returned to learning at school in the second half of Term 2. Necessary adjustments were made the mathematics assessment schedules. Teachers worked together in stage meetings to devise their rubrics, moderated work samples together and used this data in assessing and reporting in Semester 1 student reports.

Strategic Direction 2

Teaching and Leading

Purpose

To build and strengthen teacher and leadership capacity across the school through engagement in quality professional learning.

Improvement Measures

Enhanced teacher confidence. Teachers and leaders are engaging regularly (fortnightly) in professional learning with evidence of this knowledge being transferred into classroom and leadership practice.

Collaborative development of scope and sequenced documents and quality teaching programs across the KLAs K-6.

Increased use of formative assessment strategies, learning intentions and success criteria to guide teaching and learning.

Progress towards achieving improvement measures

Process 1: Purposeful data collection processes are effectively utilised to inform teaching and leading. Teachers and leaders use feedback to assess their impact and identify where they will head next.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">Teachers evaluated the effectiveness of current teaching programs through formative and summative assessment data to inform future teaching and leading.Teachers reviewed updated student report template indicators to backward map their teaching programs and assessment tasks to link specifically to the NSW syllabus outcomes.Professional judgement of reading level achievement for assessment and reporting purposes was completed in stage meetings with updates made and communicated to all teachers.Writing rubrics were devised for Stage 2 and 3 students to provide more guidance and direct feedback for their 'Where to next' writing goals.Each stage was given a planning day to develop assessment tasks for Semester 2 Reports that linked specifically to the syllabus indicators. This was a collaborative experience and also created consistency for each stage.	\$3000

Process 2: Enhanced learning culture amongst staff with engaging professional learning experiences.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">Teachers and SLSO staff participated in both the Being well and the Child Protection professional learning on Term 1 SDD. Staff know where to find relevant resources required for specific wellbeing purposes.Induction program for new and beginning teachers was very successful.Provision of assistance from supervisors for teachers who need to attain Proficient Teacher accreditation and for other teachers who need to maintain their accreditation.	\$6000 Beginning Teacher funding

Process 3: Engaging teaching and learning programs that reflect Scope and Sequence documents and professional learning experiences

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">The edited Scope & Sequence documents were saved on the shared drive. Stage leaders ensured all teaching and learning programs were consistent across the school. Program checklists are signed off by teachers and supervisors and saved.	\$2000

Progress towards achieving improvement measures

- PDHPE team leaders presented professional learning to staff. Sample programs were made for each stage by the team leaders.
- STEM academy project shared with staff to enhance staff knowledge of engaging STEM programs which was postponed to 2021.

Strategic Direction 3

Community Engagement

Purpose

Continued improvement of a culture that promotes learning, a high priority is given to building and maintaining positive and caring relationships between staff, students, parents, grandparents, carers and the wider community so that learning and wellbeing outcomes for students are enhanced.

Improvement Measures

Enhanced engagement of parent community in volunteer roles, school events and P&C meetings.

Effective communication practices are consistently used between school and home.

Results from the parent TTFM survey are enhanced in relation to supporting learning at home and parents are informed.

Progress towards achieving improvement measures

Process 1: Use of communication and community engagement to share learning and wellbeing strategies which are consistent with school and home.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">Information was communicated in the school newsletter regarding homework grid and wellbeing activities offered throughout the week at break times and before school.Class teachers provided information and responded to questions, parents attending and participating in the information session. Attendance rate of parents was high at Information night for each class. The evening was held between 5:30pm and 7:00pm to allow parents to join us after they finished work.Wellbeing week homework went ahead, however due to COVID 19, the lunch time activities were cancelled. This was communicated in the school newsletter.	\$2000

Process 2: Implementation of a user-friendly platform to record attendance, wellbeing and financial systems.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">Updated student learning plans (PDPs and IMPs) uploaded into student files on SENTRAL by the Learning and Support TeamSchool Administrative Manager, Assistant Principal and Principal attended professional learning to allocate budgets and payroll costs using the WBS IO Solution.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$2 112.00) 	<ul style="list-style-type: none"> All students of Aboriginal background had a Personalised Learning Pathway developed by themselves, their parents and teachers. NAIDOC Week recognised. Student acknowledged through the Deadly Kids award.
English language proficiency	0.8 teacher staffing allocation and 0.2 additional support Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$110 646.00) 	<ul style="list-style-type: none"> Students for whom English is an additional language or dialect (EAL/D) were taught in small groups in a withdrawal situation Support for EAL/D students in collaboration with class teachers.
Low level adjustment for disability	0.6 teacher staffing of Learning and Support Teacher Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$64 824.00) 	<ul style="list-style-type: none"> Learning and Support teacher provided across K-2 and 3-6 classes Students identified as requiring learning support and adjustments provided for in small groups and in class support Learning Support team meeting fortnightly with a stage focus as well intervention and access request development.
Quality Teaching, Successful Students (QTSS)	\$57 427 teacher staffing Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$57 427.00) 	<ul style="list-style-type: none"> K-2 and 3-6 specialist teachers provided in class teaching and mentoring in targeted areas.
Socio-economic background	\$11454 teacher staffing Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$11 454.00) 	<ul style="list-style-type: none"> Employing a learning and support teacher to assess and work with Stage 3 students requiring additional support in the area of numeracy.
Support for beginning teachers	\$14481 Funding Sources: <ul style="list-style-type: none"> Support for beginning teachers (\$14 481.00) 	Support for one beginning teacher to: <ul style="list-style-type: none"> observe other teacher's lessons engage in collaborative practice receive structured feedback based on observation engage in professional discussion and personal reflection.
Targeted student support for refugees and new arrivals	NIL	N/A

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	119	133	159	171
Girls	134	152	154	163

Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.9	95.7	95.1	95.5
1	96.3	96.1	95.6	94.9
2	96.2	96.2	95	96.8
3	96.3	95.7	95.4	95.7
4	94.6	95.1	95.3	95.5
5	94.6	94.3	95.5	95
6	94.1	94.6	94	96.9
All Years	95.8	95.5	95.2	95.7
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	12.71
Literacy and Numeracy Intervention	0.2
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.8
Teacher ESL	0.6
School Administration and Support Staff	2.82

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

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

Workforce ATSI

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

Financial information

Financial summary

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

	2020 Actual (\$)
Opening Balance	256,639
Revenue	3,057,752
Appropriation	2,906,059
Sale of Goods and Services	4,634
Grants and contributions	145,752
Investment income	1,006
Other revenue	300
Expenses	-3,056,034
Employee related	-2,738,108
Operating expenses	-317,926
Surplus / deficit for the year	1,718
Closing Balance	258,357

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	90,573
Equity Total	189,036
Equity - Aboriginal	2,112
Equity - Socio-economic	11,454
Equity - Language	110,646
Equity - Disability	64,824
Base Total	2,493,069
Base - Per Capita	75,278
Base - Location	0
Base - Other	2,417,791
Other Total	133,554
Grand Total	2,906,232

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

In 2020 the school collected data in relation to student engagement, outcomes and school climate, parent satisfaction and staff satisfaction.

At Pagewood Public School

Students

130 students from Years 4-6 completed the Tell Them From Me Survey in June 2020, which included nine measures of student engagement alongside the five drivers of student outcomes. School data shows the following:

- *Student participation in school sports* - Percentage of students with a high rate of participation in sports with an instructor at school, other than in a physical education class. Our school mean was 82% compared the state norm of 83%
- *Students with a positive sense of belonging* - Students feel accepted and valued by their peers and by others at their school. Our school mean was 70% compared the state norm of 81%
- *Students with positive relationships* - Students have friends at school they can trust and who encourage them to make positive choices. Our school mean was 85% the same as the state norm of 85%
- *Effort* - Students try hard to succeed in their learning. Our school mean was 85% compared to the state norm of 88%

Staff have reviewed all results and plan for areas that need addressing.

Staff

Teachers completed the 2020 'Focus on Learning' Teacher Survey Report. The Focus on Learning Survey is a self-evaluation tool for teachers and schools. The school mean compared to NSW Government school norms was:

Leadership	School Mean 7.2 compared to state norm of 7.1
Collaboration	School Mean 7.8 the same as the state norm of 7.8
Learning Culture	School Mean 8.1 compared to state norm of 8.0
Data informs practice	School Mean 8.0 compared to state norm of 7.8
Teaching strategies	School Mean 8.1 compared to state norm of 7.9
Technology	School Mean 6.4 compared to state norm of 6.7
Inclusive School	School Mean 8.3 compared to state norm of 8.2
Parent Involvement	School Mean 7.0 compared to state norm of 6.8

Areas teachers reported high results were:

- I establish clear expectations for classroom behaviour
- I use formal assessment tasks to help students set challenging goals
- I monitor the progress of individual students
- I strive to understand the learning needs of students with special learning needs
- I discuss learning problems of particular students with other teachers.

Parents and caregivers

Parents and caregivers at Pagewood Public School survey questions focused on our school's unique features and areas they see as a focus for future development.

Questions such as 'As our school moves into the next School Excellence cycle what would you like to see as some of our improvement initiatives?' elicited responses such as:

'I have always hoped for more challenges and opportunities for our many gifted and talented students. With the absence of ICAS in the school, I would like to see replacement opportunities for the kids who enjoyed those tests. I would like to see leadership opportunities for children in Year 5 to allow training for the prefect and captain roles.'

'Whole school focus on relationship building and acceptance of difference. PPS does this well I think, but keep this as a focus.'

'Teaching of life skills such as emotional intelligence, financial literacy, ethics, customer service, practical skills, physical activities taught by specialised teachers such as martial arts and dance.

In describing our school context and unique features, the top five responses included:

- Family friendly
- Sense of community
- Supportive staff
- Community minded
- High behaviour expectations of students

The top five priorities for our families were:

- Wellbeing of students
- Sense of belonging at school
- Developing the whole child
- Promoting critical and creative thinking
- High academic achievement.

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.