2020 Annual Report

Speers Point Public School

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Introduction

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

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

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School vision

Speers Point Public School aims to empower our students to thrive, connect and succeed through a positive and holistic wellbeing approach. Staff are dedicated to delivering quality education through best teaching practices and personalised learning in an environment that engages all students. Our students, staff and community are highly valued and have a strong sense of belonging through supportive and respectful relationships that value inclusivity.

School context

Speers Point Public School is seen as a small school with the both mainstream and support classes catering for all students in a very family focused environment. Along with the mainstream classes, Speers Point is proud of their two MC (Multi-categorical), one Au (Autism) and one IO (Intellectually Moderate) support unit classes.

This whole school inclusion is a very integral aspect of the school and is widely regarded, respected and preserved by all community members. All staff focus on the education and wellbeing of all students across the school. With an average FOEI of 124 the community is supportive.

Speers Point Public School has firmly embedded learning and wellbeing practices into its whole school and classroom practices with the key expectations of Safe, Respectful, Responsible, Achievers. Speers Point is a proud member of the Lake Macquarie Area Collegiate (L-MAC) community of schools in the West Lake Macquarie area.

In 2017, Speers Point became an Early Action for Success (Phase 2) school and has a strong focus on best teaching practices and pedagogies including Explicit Instruction.

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	Excelling
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	Excelling
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	Excelling
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Wellbeing & Engagement

Purpose

To instill a culture that supports and values the positive wellbeing and the social, institutional and intellectual engagement of all students through a strategic and planned approach in developing whole school processes so they can connect, succeed, thrive, learn and contribute positively throughout life.

Improvement Measures

Increase the proportion of students demonstrating active engagement with their learning.

Increase student attendance to 95%

Increase the number of days with zero behaviour referrals to Resolution room to over 50 days

Overall summary of progress

Positive Behaviour for Learning (PBL) continued to be a focus point for our school in developing Safe, Respectful, Responsible Achievers. As a whole school approach, systems have been developed to recognise and celebrate positive student behaviour. During 2020 there was a focus on building the systems in place and increasing the visibility of the universals through signage. The Diamond system was also implemented which saw the first students recognised and celebrated under this system.

Due to the COVID pandemic, attendance was affected and 2020 data is not a true indication of what the year may have been. Despite this, and the disruptions to school through at-home learning periods, ongoing restrictions and major construction of and relocation into new facilities we maintained high student engagement in learning, and positive behaviour across the student body.

Progress towards achieving improvement measures

Process 1: **Wellbeing**

Continue implementation and growth of learning and wellbeing systems, including PBL, within the school.

Growth and promotion of attendance to positively support student learning through positive monitoring and support strategies.

Evaluation	Funds Expended (Resources)
Has there been student buy-in to rewards and expectations? There is a high degree of student interest in rewards as long as the reward system is being implemented consistently, frequently and students continue to have input to rewards including SRC voice. Reward days (end of each term) are selected by students through Mac Money tokens, while the new Diamond system also focuses on and celebrated the positive choices by the individual with a high uptake. **Has attendance data improved from 2018?** Attendance rates have increased in 2020 over 2% whole school to 90.4%. Given the COVID pandemic, at-home learning periods and the directive for students to stay home with any cold or flu symptoms until cleared to return, this data is not fairly comparable with previous years. Our community respected and complied with restrictions and followed through with COVID testing requirements and keeping students home with any symptoms and are commended for their support.	RAM equity

Progress towards achieving improvement measures	
Is there consistency with delivery of PBL lessons across the school? This has been one of the biggest areas of improvement in PBL delivery in 2020. The PBL committee has met regularly in 2020 to support the consistent delivery. The team has ensured the timetable is monitored and fulfilled, while keeping the lessons current to the data and needs of the students.	

Process 2: **Support Structures**

Ongoing individual support of students through
- Learning Support Team
- School Chaplain
- Student Leadership

Evaluation	Funds Expended (Resources)
School Chaplain Unfortunately we were notified in late 2019 that our school would not receive the next phase of funding for a chaplain into 2020. **Learning Support Team (LST)** Learning Support Team has continued to operate in identifying and supporting student's additional needs and attendance. The LST works with parents and carers to co-identify and implement plans of support with referrals generated from teachers, parents or through review of data. **Student Leadership** The process for nomination and voting of student leaders has steadily improved over several years however has been further identified as an area to build opportunities for, and develop the skills of leaders.	

Process 3: **Engagement**

Ongoing development and maintenance of high student engagement (social, institutional and intellectual) through Growth Mindsets.

Implementation of programs that target groups or individuals in support of wellbeing and engagement

Evaluation	Funds Expended (Resources)
Has engagement been supported in 2020, especially given around the disruptions to the school during construction? Design, construction and relocation has but significant time requirements on the executive and the Engagement Project was rested in order to facilitate the demands of the new environments. Anecdotally, teachers continued to recount high student engagement consistent with previous measures.	

Next Steps

- Continued development of PBL across the school and further development of the Behaviour Consistency Guide and PBL systems within the school to support positive behaviour choices. We want to see PBL culturally embedded.
- Greater priority on Wellbeing and student engagement in learning, the need to implement mental health strategies and support for attendance. This includes greater monitoring and follow-up to attendance.
- We need to build community as active, not passive partners in education and build greater understanding in not what we do, but how or why we do it.

Strategic Direction 2

Teaching & Learning

Purpose

To provide our learning community with passionate and skilled teachers who are committed to identifying, understanding and implementing effective explicit teaching methods where educational aspirations, learning excellence and personalisation are integrated into professional teaching practice across all learning environments to meet the needs of every student.

Improvement Measures

Increase percentage of students demonstrating expected growth in Literacy and Numeracy in NAPLAN against 2015-2017 average.

Students demonstrate expected growth per semester across ACARA Learning Progressions relevant EAfS targets and expected timelines

Teaching & Learning is personalised, explicit and reflects evidence based best practice as demonstrated through observations, teaching & learning programs, PDPs and student data.

Progress towards achieving improvement measures

Process 1:   Quality Teaching

Teacher use effective teaching practices to support engagement in learning through:

* Personalisation of Learning & Intervention strategy

* Collaboration in school, LMAC and EI community

* Visible Learning strategies

Evaluation	Funds Expended (Resources)
Teacher Collaboration Days highly supported student data collection and analysis between teacher and interventionist. Data was used to form learning goals in 5 weekly blocks to directly support student learning. Previously, Collaboration days occurred twice a semester but was changed to fortnightly afternoon sessions aligning with Sports In Schools Australia sessions. The higher frequency, but shorter meetings were deemed to be less effective and will return to previous format in 2021. Personal learning goals were established through 3 way conferences, teacher observations and student work samples. Most teachers having this visible in the classroom. Professional development of SLSOs to support intervention within the classroom continued.	RAM Equity EAfS - Instructional Leader

Process 2:   Quality Pedagogy

Teachers employ evidence based explicit instruction pedagogies in all key learning areas including L3, Explicit Instruction & TEN

Evaluation	Funds Expended (Resources)
Evidence based pedagogy - EI evident in weekly teaching overviews in literacy and numeracy (break down of I Do, We Do, You Do). L3 - Fluid and flexible groupings based on reading behaviours. While L3 has harnessed results for our school, in line with recent publications on L3's	RAM Equity

Progress towards achieving improvement measures	
effectiveness, we have identified the need for an increased focus on using decodable texts and an increased focus on synthetic phonics and explicit teaching of phonological awareness. TEN decommissioned	

Process 3: Assessment & Tracking

Progress is monitored through collection of quality, valid and reliable data through

* Progressions / Plan2

* Assessment Schedule

Evaluation	Funds Expended (Resources)
L3 reading levels (PM readers) are collected in a 5 weekly data cycle across all K-2 classes. This data is analysed at an individual, whole class and then cohort level to determine students who are working at / working above / working below the benchmark level. This data is used to drive the deployment of interventionists, focus areas for the Instructional Leader and to inform professional learning. Student achievement is also tracked using the Learning Progressions across years K-6 using identified 'focus areas'. Staff have indicated that they find the the entering of progression data to but extremely time intensive and unmanageable, this combined with lack of targets / end of year benchmarks has made this process one that is not sustainable - in most cases staff have indicated they were unable to use the data to drive their teaching. In 2020, the school engaged in the Essential Assessment tool to further capture a cohort snapshot of student's achieving learning outcomes. This tool allowed for a greater understanding at time of need and to inform teaching and learning within a five weekly cycle. This process also enabled data collected to be analysed from pre-test to post-test, allowing for individual learning goals to be constructed and communicated with students. Along with the Check-in Assessments and NAPLAN data, the most truthful representation we have found is using PAT assessments.	

Next Steps

- Learning Progressions to be better repurposed as a teacher support document, forgoing the time-consuming PLAN2 data tracking.
- Assessment schedule continue refinement and implementation. Data available to school executive for data tracking and student growth measures.
- Given the see-saw effect of NAPLAN over the last two school plan cycles, move improvement measures and school targets away from generic year based targets, into cohort based targets which can better measure and track the expected growth of cohorts.
- Establishment of clear, non NAPLAN, baseline data to measure student growth from. Years 1 to 6 are now using PAT tests bi-annually. 2020 data forms the necessary baseline data for the 2021-2024 school improvement plan.
- We have identified the need for an increased focus on using decodable texts and an increased focus on synthetic phonics and explicit teaching of phonological awareness.

Strategic Direction 3

School Learning Community

Purpose

To create, build and sustain stronger links with our community partners enabling further growth of the school, enhancement of our school environment and providing greater opportunities for all students to have a sense of belonging and connectedness.

Improvement Measures

Effective and innovative future focused practices which supports student engagement as evident through learning spaces, teaching and learning programs and use of technology to support learning.

Increase community participation in events including 100% parent participation in 3 way conferencing by 2020.

Staff are supported with coaching and mentoring as demonstrated through PDPs, feedback, accreditation, higher accreditation and aspirant leader opportunities.

Progress towards achieving improvement measures

Process 1: **Future Focused Learning**

Increasing opportunities for extra-curricular and Future Focused Learning including:

STEM / Problem Based Learning, flexible learning spaces and technology supporting learning

Evaluation	Funds Expended (Resources)
In mid Term 2 of 2020, five new innovate learning spaces were opened to the school, with two more refurbished spaces in Term 3. New flexible spaces intuitively lend themselves to future focused learning. There has been support for teacher professional learning in new spaces, including engagement with a Digital Learning Officer from the DoE. Covid restrictions limited the staff's ability to visit and train in existing innovative learning environments. Laptop fleet was utilised for students to engage with flexible technology to match learning environments. With Win10 devices in primary, we have also engaged with some Chromebooks in Special Education to gradually replace some of the older iPads.	RAM Equity School & Community Funds

Process 2: **Effective Systems & Processes:**

Developing better school systems and processes through: transition programs, SPPS Handbooks, school timetable management to maximise learning time and developing systems for induction, formal and informal coaching and mentoring

Evaluation	Funds Expended (Resources)
Informal mentoring in place and teachers were able to access different skill sets via different teachers, including crossing over between mainstream and support. Newly appointed teacher (targeted grad) was supported through a formal induction program created, based from the Strong Start, Great Teachers resource. PDP professional learning and improving school's PDP process to incorporate a 1:1 process for staff and supervisor opportunity to develop meaningful and deeply relevant goals. Including strong review and end of year processes.	

Process 3: **Community Engagement**

Progress towards achieving improvement measures

Process 3:

Building school growth and community involvement through: promotion & celebration (building school and student pride), School / Family partnership, 3 Way conferences and Increasing cultural identity and Aboriginal perspectives

Evaluation	Funds Expended (Resources)
COVID restrictions had the greatest impact on community engagement. It was not until the end of Term 4 we were permitted to have community on site for events such as presentation assembly or Year 6 farewell. Technology played a significant part in bridging the gap and included the use of the See-saw app as a primary community-teacher communication tool. Other platforms continued to support whole school communication and video messages, such as the principal series "Mr Payne, Good Morning" were widely viewed. The staff's lip-sync video to "All By Myself" was a significant success to community, and to the state as it was picked up and celebrated through local media and DoE social media with over 100,000 views. These clips, videos, zoom-meetings and See-saw posts were all pivotal in maintaining community engagement.	

Next Steps

- We need to build community as active, not passive partners in education and build greater understanding in not what we do, but how or why we do it.
- Specifically and strategic planning around innovative learning environments - digital maturity framework & 4c's model
- Improving student leadership opportunities, growth and development of student leaders and student leader's voice.
- PDP PL and Improve school's PDP process to incorporate a 1:1 process for staff and supervisor opportunity to develop meaningful and deeply relevant goals. Include strong review and end of year processes.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	**Funding Sources:** • Aboriginal background loading ($14 952.00)	• Professional learning for staff in best practices • Celebrated significant Aboriginal events with our school community • All Aboriginal students have Personalised Learning Pathways (PLPs) • Positive Behaviour for Learning - executive support, program implementation and support. • Additional SLSO time purchased to support K-6 students throughout the year.
Low level adjustment for disability	**Funding Sources:** • Low level adjustment for disability ($18 719.00)	• Professional learning for staff in best practices • Students requiring Personalised Learning Support Plans (PLSPs) or Behaviour Management Plans (BMPs) • Additional SLSO time purchased for intervention to support K-6 students throughout the year.
Quality Teaching, Successful Students (QTSS)	**Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($39 269.00)	• Collaboration days for Mainstream and Support Unit staff to collaborate, analyse data, track student progressions and plan. • Extra half hour RFF time per week per class
Socio-economic background	**Funding Sources:** • Socio-economic background ($109 864.00)	• Intervention as school's contribution to Early Action for Success (EAfS) with intervention running K-6 • Additional Learning and Support Teacher (LaST) to support students and teachers. • Continuation of the Fleming model of Explicit Instruction. • Additional funding to support teacher professional learning, building staff capacity. • Upgrading resources and facilities in classrooms for students. • Student and parent financial support to access all areas of curriculum, such as excursions, uniforms etc. • Collaboration days for Mainstream and Support Unit staff to collaborate, analyse data, track student progressions and plan.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	71	84	94	101
Girls	46	54	61	66

Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.4	93.3	93.9	94
1	95.7	92.4	91.6	92.8
2	95.3	94.1	88.7	94
3	94.3	92.3	89.1	90.9
4	89.8	94.8	89.2	90.8
5	93.1	90.7	85	91.5
6	86.4	93.3	92.3	90.8
All Years	92.9	92.9	90.4	92.4
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)	2
Classroom Teacher(s)	10.29
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.4
School Counsellor	1
School Administration and Support Staff	5.92

*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	188,960
Revenue	2,858,473
Appropriation	2,801,216
Sale of Goods and Services	16,098
Grants and contributions	36,986
Investment income	235
Other revenue	3,938
Expenses	-2,900,404
Employee related	-2,599,861
Operating expenses	-300,543
Surplus / deficit for the year	-41,931
Closing Balance	147,029

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	58,340
Equity Total	176,350
Equity - Aboriginal	14,952
Equity - Socio-economic	109,864
Equity - Language	0
Equity - Disability	51,534
Base Total	2,071,163
Base - Per Capita	43,483
Base - Location	0
Base - Other	2,027,680
Other Total	453,005
Grand Total	2,758,858

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

Community Voice

There has been unanimous community support for the new vision statement "*To be leaders in inclusive, individualised and innovative learning*" through online survey systems. This 3 i's vision statement, along with the supported purpose statement "*we empower, belong and strive for success*" will lead the school into the new school improvement plan.

Community TTFM raised communication as an area for review and improvement. Through P&C and further clarifying surveys, more information came in through separating whole school vs teacher communication and the areas to focus around developing a clear strategy for consolidating communication streams and teacher communication.

Given restrictions in 2020, it has highlighted the partnership between school and community. We need to build community as active, not passive partners in education and build greater understanding in not what we do, but how or why we do it. Asking questions more frequently to gauge parent understanding on smaller issues, like new learning spaces will give the school a community pulse and inform better how and why communication. On the question of homework parent feedback has indicated that a considered approach towards reading, spelling and maths that is not time intensive is important.

Reading

Staff Voice

Staff have indicated a varying level of access to professional learning over the last 3 years. Data from the most recent staff survey indicated that the majority of reading professional learning over the past 12 months had targeted Early Stage 1 and Stage 1 teachers, this is representative of the heavy K-2 focus in line with the 2018-2020 Literacy and Numeracy Strategy and the allocation of an Instructional Leader through Early Action for Success.

During 2020 new professional learning has been made available that is in line with the most current research and evidence. 100% of staff indicated a desire to participate in the Effective Reading Suite of PL to increase their ability in teaching reading.

Student Voice

A sample size of 3 students across all classes were surveyed to capture their understanding and feedback on Reading. Data indicated that K-2 students in general were not able to articulate what 'good readers do' or how feedback is provided to them in the classroom. Year 3-6 students were able to articulate what good readers do but had difficultly stating how their teacher gave them feedback.

This data correlates with staff voice. While staff indicated their understanding in giving effective feedback they identified the need for a more consistent and formalised school wide approach.

Mathematics

Student Voice

The findings from student interviews concluded with the following main points:

-Students do not understand the concept of a 'good' mathematician.

-Students relate the importance of mathematics to earning and using money in adult life.

-Learning mathematics is based on the four operations (addition, subtraction, multiplication, division).

-Feedback from teachers is both verbal and written to further explain the steps required in working out a mathematical equation.

-Mathematics can be difficult to learn if you do not understand how numbers work.

Staff Voice

Analysing staff responses from surveys and collaborative discussion concluded the following main points:

-Most staff (>60%) feel confident and enjoy teaching mathematics.

-40% of staff have a deep understanding of the mathematics syllabus document.

-A large range of teachers (poor to excellent) feel confident to use PLAN2 data to inform targeted teaching.

-Almost all (90%) of staff explicitly teach mathematical strategies using tools to support student learning.

-50% of staff know how to assess mathematical thinking, reasoning and problem solving.

On a whole, staff require professional learning in understanding the syllabus, creating rich, challenging tasks and building student's mathematical reasoning.

Tell Them From Me

Student Voice

When analysing the data from Tell Them From Me it was taken in to consideration that the only student voice represented came from students in years 4-6, mainstream enrolment. As this is the smallest cohort present within the school, an internal survey was created and conducted (based around the areas of *'Advocacy, Expectations, Belonging').* The survey was completed by 6 students from each class across the whole school; K-6 and inclusive of Support Unit enrolments. In analysing the data, students reported feeling a lack of advocacy in the classroom;

42% stating that they do not, or are unsure if they, have *choice of how they learn in the classroom*

Teacher Voice

Again, when analysing TTFM data, it was noted that only a very small sample of teaching staff (6 staff) completed the survey. Another survey, focusing on the themes of '*Connect, Succeed,* Thrive' was created and completed by the entire teaching and SLSO staff. The data from this survey clearly indicated that teachers believe students require additional support in the areas of *self-regulating emotions* and *resilience*.

Community Voice

2020 saw the largest number of parent/community responses to the Tell Them From Me Survey (23) for several years. The feedback identified community desire for *more effective communication* between school and parents and individual class teachers and parents.

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.