2020 Annual Report

Farmborough Road Public School

3976

Introduction

The Annual Report for 2020 is provided to the community of Farmborough Road 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

Inspiring a community of learners who are safe, respectful and responsible.

School context

Farmborough Road Public School has 192 students. Staff are experienced and dedicated professionals who set high standards where all learning is expected, achieved and celebrated.   Productive conversations and targeted professional learning about pedagogy have ensured a common language is used school wide. We have built the reputation of an excellent community oriented school that provides a welcoming, friendly, safe and effective learning environment.

Farmborough Road Public School is an Early Action for Success school and targeted funds allow for additional support for students to further develop in the areas of literacy and numeracy.   The school also caters for four support classes within the mainstream school environment.

Farmborough Road Public School has 27 students who identify as Aboriginal or Torres Strait Islander and the school is situated on Dharawal land.

The local community, through the P&C, are proactive partners in providing support so that the best possible outcomes are being targeted for all students. The school offers a wide range of challenging learning activities that provide opportunities for individuals and teams to excel in a variety of areas.

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

Quality Teaching and Learning

Purpose

To empower staff and students to collaboratively build the skills, knowledge and understandings essential to become self-directed learners, using innovative and data driven teaching and learning practices.

Improvement Measures

At least 80% of students will show one year's growth per one year of learning as measured by PAT Reading and Maths.

100% of staff use formative and summative assessment strategies to inform teaching and learning practice.

Students are able to articulate their learning and understand what they need to learn next to achieve their learning goals (Visible learning practices).

Overall summary of progress

This year has been a difficult year, with "learning from home" interruptions, and COVID restrictions. Overall, 55% of students showed expected growth in maths as measured by PAT assessments and 57% in reading. Measurement of growth through usual NAPLAN assessments was not possible, in order to confirm other data. As this was the first year we have measured a full year's growth, our initial improvement measure may have been unrealistic. The improvement measures were developed before we had any baseline data. Increasing the number of students with expected growth will continue to be a priority in future plans.

While much work has been done in developing effective assessment practices to drive school improvement, further work will increase the effectiveness and embed practices across every classroom. Students are gaining confidence in articulating their learning. Further work in the are of "Challenging Learning" will increase the effectiveness and embed practices across every classroom.

Progress towards achieving improvement measures

Process 1:   Self-directed learners
   • Develop whole school classroom practices where learning is visible, and students are given specific feedback which relates to Learning Intentions and Success Criteria. (Visible learning)
   • Students develop frequent, short term learning goals based on weekly classroom progress in areas of literacy and numeracy.
   • Teaching and learning programs will include a focus on the development of critical and creative thinking and personal and social capabilities (ACARA capabilities).

Evaluation	Funds Expended (Resources)
Students are using feedback to improve their work - However the feedback currently given by teachers needs further fine tuning to ensure effective progress. This will be part of the Challenging Learning processes. At this point in time, many learning goals still remain teacher directed rather than student directed. This is an area we aim to focus on in the future.	Nil required

Process 2:   Using data to inform practice
   • All students complete PAT Reading and Maths assessments initially and every 12 months. (Summative assessment)
   • Teachers analyse initial PAT data in data rounds to inform teaching programs.
   • Regular school-wide monitoring of learning progression data (Creating texts and Quantifying Numbers)
   • Formal professional learning for all teachers in Visible Learning and Formative assessment.
   • Teachers develop dynamic teaching and learning programs that meet the ongoing needs of all students, with high expectations for growth. (Formative assessment)
   • Student growth and effect size to be measured for each student (Year 1-6).

Progress towards achieving improvement measures	
Evaluation	**Funds Expended (Resources)**
All teachers were allocated time to analyse their own class' PAT data. Our Learning support teacher and Instructional Leader provided some guidance and Professional Learning in this area. Further work needs to be done in this area to ensure shared responsibility for all of our students and whole school practices in effectively using data.	QTSS funds to allow time in data rounds. EAfS funds to provide an Instructional leader (0.6)

Next Steps

Through our new school plan, our school will have a stronger focus on development of skills for teachers in analysis and effective use of data to drive improvement for every child. Whole school practices to be embedded into every classroom.

"Challenging Learning" processes will be implemented for every child, with the aim for students to be more self directed in their own learning.

A stronger focus on "What works best" practices will be implemented to support evidenced based literacy and numeracy teaching and interventions.

Strategic Direction 2

Professional Learning

Purpose

To build whole-school capacity through a targeted and differentiated focus on professional learning and development, in order to respond to the needs of all learners.

Improvement Measures

100% of teaching and learning programs reflect targeted programming, including capabilities and new syllabus outcomes.These will include evidence of application of new learning.

All staff monitor their own growth and professional learning using a standard based framework to reflect on current practice and engage in further learning and development.

Progression of FRPS towards excelling in the elements of Effective Classroom Practice and Learning and Development as evidenced in the SEF S-AS 2020.

Overall summary of progress

This year provided many challenges in the area of Professional learning as staff were unable to meet face to face for much of the year.   However much online e-learning was made available and staff have taken advantage of the opportunity to personalise their learning and develop skills, knowledge and understanding in areas of need to them.

We were able to engage in limited professional learning around the Challenging Learning process and this will continue into next year.

Progress towards achieving improvement measures

Process 1:   Reflection of practice
   • All staff have professional conversations with supervisors to develop meaningful PDPs.
   • Stage teams to plan units of work collaboratively.
   • All teachers participate in data rounds to support a culture of using data and effective collaboration to inform teaching.
   • Introduction of walk-throughs that all teachers participate in.
   • Peer classroom observations that focus on negotiated areas targeted for improvement, with planned feedback and discussions.

Evaluation	Funds Expended (Resources)
Staff have had many opportunities to take on individualised professional learning this year through the many e-learning modules that have become available. There is ,however, still room for improvement in this area. Staff are not necessarily active in driving this process or effectively using data to plan their goals. It is hoped that further mentoring from stage leaders through the PDP process will enhance this.	Nil required

Process 2:   Professional learning - syllabus content
   • Staff complete learning modules related to Science and Digital Technologies syllabus.
   • Professional learning related to PDHPE new syllabus familiarisation.
   • Development of scope and sequence documents for Science, HSIE and PDHPE syllabi.
   • Jann Farmer-Hailey sessions related to more focused programming, capabilities and English syllabus implementation.
   • Participation in the STEMshare program - training of staff in new technology items.

Evaluation	Funds Expended (Resources)
While staff have implemented a greater level of ICT this year, this has not been strategically planned, due to the necessities of COVID-19. Professional learning in this area was "just in time" learning by individual	Professional learning funds

Progress towards achieving improvement measures

teachers. In 2021 we plan to target this area with professional learning for all.

Staff have begun implementing strategies they have been exposed to in the Challenging Learning Process. Unfortunately due to COVID -19 restrictions, not all professional learning in this area was possible. This is a 2 year process and we plan to continue these ventures next year.

Next Steps

In the new school plan, Professional learning is embedded into each Strategic Direction to support capacity building of staff to effect growth in each area. Data will be used to develop goals and establish specific professional learning needs of staff.

Strategic Direction 3

Student Wellbeing

Purpose

To enable a safe and inclusive environment, for students to feel a sense of belonging and become confident learners who thrive and succeed.

Improvement Measures

100% of students participate in positive social skills lessons (PBL) by the end of 2020.

Improved social, physical and emotional well-being as measured by student surveys.

50% reduction in the number of negative behaviour incidents.

Overall summary of progress

In 2020, student wellbeing continued to be a high priority as COVID-19 changed the way learning took place. PBL has now been established as a positive approach to teaching expected behaviours and it is anticipated that this approach will continue to provide a consistent clear language for our school community. Changes in Learning Support Team practices have highlighted the need to monitor each and every child across the course of the year to ensure all children's needs are being met and all children's growth in learning is monitored. These changes have proved very successful.

Progress towards achieving improvement measures

Process 1: Positive Behaviour for Learning (PBL)
- Implementation of a whole school PBL approach to student wellbeing.
- Develop a PBL action plan.
- Review expected behaviours matrix and share with whole community.
- Clearly define major/minor behaviours and review consequence sequence.
- Develop individualised behaviour plans where required.
- Explicitly teach social skills to all students.

Evaluation	Funds Expended (Resources)
Over the course of this year, the collection of PBL data has become more accurate and consistent. This has actually meant an increase in number of incidents recorded, as not all incidents were being accurately recorded previously. This has now assisted with identifying areas to target.	Nil required

Process 2: Engaging student interest activities.
- Implementation of increased structured playground activities with SLSO support.
- Purchase of colourful playground markings.
- Introduction of whole school CAPA groups.
- Explore a variety of lunchtime club activities (eg chess, choir, genius hour etc.)
- Introduction of STEM and Digital technologies activities within the curriculum to develop problem solving skills.
- Attendance incentives.

Evaluation	Funds Expended (Resources)
SLSOs worked together to implement a variety of structured lunchtime activities to engage students in appropriate activities, and teach social skills. This has at times been successful but further work needs to be done to support social skills development. While there has at times been a decrease of incidents in the playground, incidents still continue in the classroom and this will need to be addressed.	

Process 3:   Review of Student Welfare practices.

Progress towards achieving improvement measures

Process 3:   • Review Learning Support Team structures.
    • Ensure IEPs, IBPs and PLPs are current, effective and collaboratively developed.
    • Professional learning for all staff in learning support practices.

Evaluation	Funds Expended (Resources)
New learning support team structures were implemented this year to provide additional time for all students to be discussed each term and data of individual students analysed. (Previously this was just students of concern) . This has changed our focus to ensuring that all students show growth. A separate Executive Learning Support meeting has ensured continual monitoring and analysis of whole school data to inform decision making.	Nil required

Next Steps

Wellbeing not only for our students, but also for our staff and families has been identified as a need for future priority. This will be addressed through Strategic Direction 3 of the new school plan. Implementation of a social skills program that systematically teaches students these skills will form a major part of this initiative. Staff will also engage in Professional Learning around trauma and how to support students to overcome challenges. Community outreach will also be targeted through our Chaplaincy program and Schools as a Community Centre.

Key Initiatives	Resources (annual)	Impact achieved this year
Early action for success	Instructional leader (0.6) - $100 401 **Funding Sources:** • Early action for success ($100 401.00)	Through the implementation of weekly data rounds with the Instructional leader, teachers developed greater consistency of teacher judgement in numeracy and literacy. This included a greater focus on using data to drive future learning. Through modelled lessons and lesson observations by the Instructional Leader, teachers developed more effective evidence based strategies to improve student outcomes.
Aboriginal background loading	School Learning Support Teacher - $21877 Casual teacher - $1578 Teaching and learning resources $6839 **Funding Sources:** • Aboriginal background loading ($30 294.00)	Tell Them From Me data showed an increase in the sense of belonging for our Aboriginal and Torres Strait Islander students. PAT data showed that the level of growth for our Aboriginal and Torres Strait Islander students in Maths was above levels of whole school and just under expected levels in Reading. Attendance for our Aboriginal and Torres Strait Islander students improved over the course of the year.
English language proficiency	School Learning Support Officer (SLSO) time - $5608 **Funding Sources:** • English language proficiency ($5 608.00)	These funds were combined with other Equity funds to provide SLSO support for students with English Language difficulties. While this has resulted in expected growth for some students, there is more targeted work to do in this area in the future.
Low level adjustment for disability	School Learning Support Teacher - (1.0) - $109 384 (staffing) SLSO time - $41 249 (flexible) **Funding Sources:** • Low level adjustment for disability ($150 633.00)	These funds were utilised to target students who were not achieving expected levels or expected growth. Small group interventions using evidence based programs (including MacqLit and MiniLit) have initially showed some good results, although more time is needed to complete these programs and be able to measure the success of these programs.
Quality Teaching, Successful Students (QTSS)	Teacher release (0.362) - $39 597 **Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($39 597.00)	Funds were used to provide additional release time for Executive staff to work with teachers to support effective classroom practice. This resulted in increased consistency of practice across classrooms and greater confidence in teachers in meeting the needs of their students.
Socio-economic background	Release time for data rounds (0.3) - $32 815 Deputy Principal (0.4) - $66 934 SLSOs - $63 278 Resources - $7 081 **Funding Sources:** • Socio-economic background ($170 108.00)	These funds enabled the employment of a Deputy Principal (off class) 2 days per week to monitor, implement strategies and engage with families in the areas of student behaviour, wellbeing and attendance. During COVID-19, this provided much needed support for our students, teachers and families. Data rounds have provided teachers with opportunities to work with the Instructional Leader to regularly analyse student data and use this to better meet the needs of their students.

Socio-economic background	Release time for data rounds (0.3) - $32 815 Deputy Principal (0.4) - $66 934 SLSOs - $63 278 Resources - $7 081 **Funding Sources:** • Socio-economic background ($170 108.00)	SLSO time has provided support for students needing additional help with literacy, numeracy and social/emotional regulation.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	106	99	100	101
Girls	88	81	77	83

Student attendance profile

School				
Year	2017	2018	2019	2020
K	91.6	95.1	94	92.7
1	92.3	89.9	93.5	92
2	94	94.3	89	90.1
3	90.1	94	91.1	87.9
4	90.3	91.1	93.3	81.9
5	90.2	90.1	87.2	87.8
6	93.1	89.5	88	81.2
All Years	91.7	92.1	91.2	88.4
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.

Farmborough Road Public School 3976 (2020)

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	9.63
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	1
Teacher Librarian	0.4
School Counsellor	1
School Administration and Support Staff	6.02

*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	181,387
Revenue	3,195,792
Appropriation	3,168,528
Sale of Goods and Services	283
Grants and contributions	26,877
Investment income	105
Expenses	-3,169,592
Employee related	-2,934,003
Operating expenses	-235,590
Surplus / deficit for the year	26,200
Closing Balance	207,587

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	0
Equity Total	356,643
Equity - Aboriginal	30,294
Equity - Socio-economic	170,108
Equity - Language	5,608
Equity - Disability	150,633
Base Total	2,263,873
Base - Per Capita	46,913
Base - Location	0
Base - Other	2,216,960
Other Total	469,691
Grand Total	3,090,207

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**, 68 students in Years 4, 5 and 6 participated in the **"Tell them from me,"** student survey. This included students in both the mainstream and support classes. Questions were read to students, if required, to ensure they were able to accurately and effectively give valid responses.

Some of the results of this student survey include:-

- 65% of students indicated a *Positive sense of belonging.* This was an increase of 7% from 2019 but is still significantly lower than the state norm of 81%
- 77% of students indicated that they have *Positive relationships with friends who support them.* This was a decrease of 14% from 2019 and is lower than the state norm of 85%
- 85% of students indicated that they have *Positive behaviour at school* and this is above the state norm of 83%.
- 69% of students indicated that they are *interested and motivated in their learning.* This is an increase of 10% from 2019 but still below the state norm of 78%.
- Only 37% of students indicated that they *feel challenged in English and Maths* and feel confident of their skills. This is a decrease of 14% from 2019 and is well below the state norm of 53%.
- Only 25% of students indicated that they had been subjected to *bullying (including over the internet)*. This has decreased by 6% from 2019 and is well under the state norm of 36%.
- 81% of students indicated that they have *someone at school who is an advocate* for them. This has increased by 6% from 2019 and is higher than the state norm of 77%.

Analysis of these results will be embedded into initiatives designed to improve learning and wellbeing for our students in the new school plan.

In **2020**, parents were invited to provide feedback to the school through the **"Tell them from me"** satisfaction survey.

Nine of our families participated in the parent survey. Unfortunately this does not give an effective representation of our families and results cannot be published.

Due to COVID-19, families were not allowed on school site for non-essential reasons, and this made it difficult to gain further feedback.

Parents were also given the opportunity to provide feedback to support the new school planning process. Sixteen families responded to this survey.

Some of the results of this **parent survey** include:-

How has the school positively impacted your child?

- Great friends, great teachers
- Good Facebook updates and newsletter
- Self confidence and worth
- Resilience
- Strong friendships and sense of community
- Helped with containing his emotions
- Positive attitude towards school.
- Friendly welcoming environment and staff.
- Responsibility
- Great learning environment
- Richer vocabulary, writing, reading, understanding
- More active
- Great SLSOs
- FANTASTIC teachers
- My son really enjoys going to school.
- Individual teachers who greatly encourage and impact my child.
- A love for reading
- Teachers have catered to my child's interests and abilities.

What are 3 things that are working well at FRPS?

- Good communication with parents
- Extra-curricula activities
- Staying safe during COVID
- My child can now follow instructions, pay attention and stop crying
- Strong and positive presence of the Principal and Executive
- Strong sense of community
- Wonderful teachers
- Sporting programs and play equipment
- Breakfast club

- Gate pick ups - independence of children to be dropped off, teacher at gate, different gates.
- Integration of students from the support classes
- The amazing team of teachers and staff
- Class Dojo
- Merit system
- Regular homework/online homework
- Chaplaincy program

What are 3 wishes for FRPS in the future?

- More canteen days
- Reintroduction of community events and parents onsite for activities
- Adequate funding
- Continue Breakfast club
- More library borrowing/ a more vibrant library
- Increase of sustainability programs in the school.
- Inclusion of restorative justice approach
- Programs for anxiety
- Smaller class sizes
- Extra teachers to support students with low and high needs.
- To continue teaching, growing and nurturing strong independent children
- No composite classes.
- Teachers to be on class the majority of the time
- Learning a new language
- More outdoor play and different sports
- That we never have to leave!'
- Activities that help students in Years 5 and 6 transition to high school.
- A numeracy program that excites all children.

Analysis of this feedback will be used to inform future planning.

In **2020**, staff were provided opportunities to provide feedback on their leadership team and general school activities through **surveys.**

Some of the results of the **staff surveys** include:-

What value do you see in team planning/collaborative/data rounds?

- Very beneficial
- Great for team work and sharing of workload.
- Great discussions
- Students ultimately benefit
- Learning support time should not stop on these days.
- Everyone is on the same page.
- Relieves stress.
- Too much time off can affect students
- If programming is done right, other things fall into place.
- More efficient collaboration in person.
- Time for Consistent Teacher Judgement is important.
- Invaluable for data, discussion and professional learning
- Cross stage time together this year is beneficial

Do you feel that you belong to a cohesive stage/unit team?

The data showed some mixed responses. Responses indicated there are many practices to support cohesion. Some issues have been worked on recently and changes are being made in response. Teams are feeling more comfortable with each other to try new things. Inconsistent communication has impacted cohesiveness. Future actions have already begun to be addressed and include the need to ensure staff on new stages/roles are supported and teams are given opportunities to work together collaboratively (review of planning time/data rounds through survey has commenced).

Do you feel like your voice is represented and valued by your leaders?

The responses were predominantly positive with most feeling their ideas, concerns or opinions are listened to. Staff indicated that they generally feel comfortable and valued. Teachers noted data rounds and team meeting forums as good opportunities to express opinions in a small groups situation. It was noted that leaders have been able to respectfully resolve conflict and engage in respectful professional dialogue.

What are your perspectives of the current school climate/culture?

The data showed some mixed responses. Many acknowledged issues beyond the school's control such as the COVID-

19 implications, teacher workload and number of students in the school with disabilities and/or behaviour issues. Some of the comments include:-

- You can tell that there is a great sense of pride in the school. It feels like a really great place to work, where I am personally happy to be each day.
- It feels like there is a lot to be done in terms of establishing policies, procedures and guiding documents. So much has been achieved this year already but there is still SO much to do. I think that we are moving in the right direction in terms of slowing things down where we can and providing time for people to undertake work that we value - this makes staff feel valued too.
- There stills seems a rush to do everything rather then looking at depth and rigour.
- Student welfare issues seem to be rising but there is no consistent social skills program - yet.
- I think the workload and pressures are big enough on all teachers, some of the class sizes and mix of students make it extremely difficult to focus on quality teaching. I think this has a impact on school culture and climate.
- My perspective is that our school climate/culture is reflective of the year that we are having. I feel that teachers and staff are tired and in some ways finding the climate frustrating in regards to planning units of work and learning experiences (sport, CAPA) that need to change due to COVID-19 restrictions. Overall I think our school culture is one that is supportive and realistic in regards to the expectation put on teachers during this time.
- At times, I don't feel like there is a strong enough emphasis on staff wellbeing. Especially this year with the demands of COVID-19 and class structures, staff are always being asked to take on more.
- There is quite a bit of negative chatter coming from staff that have been here for a long time which is not helpful for what is happening now and for moving forward.
- Our opinions are asked but I feel the decisions have already been made.
- Expressing professional opinions is sometimes taken personally rather than as an opportunity to engage in dialogical conversations surrounding teaching practice. Perhaps more professional team building would strengthen staff cohesion and understanding.

Analysis of these comments/reflections has already resulted in positive changes to current school practices. Ongoing opportunities for students, parents and staff to provide feedback to the school, with the view of creating positive growth, will be given.

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.