

# 2020 Annual Report

## Coal Point Public School



Coal Point  
Public School

2020



4022

# Introduction

The Annual Report for 2020 is provided to the community of Coal 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.

## School contact details

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## Message from the principal

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Another fabulous year at Coal Point Public School! I am very grateful for the exceptional work staff do every single day. Student academic results continue to be excellent due to the outstanding work of our great teachers.

All students at Coal Point Public School are a delight to work with. They continually amaze us with their diligence, manners and commitment to learning. The students at Coal Point Public School have been outstanding in displaying resilient and persistent attitudes and behaviours in their learning while we managed the COVID 19 pandemic and the working from home phase. I am very proud of the efforts of the students, who so whole heartedly participated in connecting with their Google Classrooms and continued on their learning journey.

The Coal Point Public School Parents and Citizens Association were unable to meet each month throughout 2020. We maintained our connections through email and always worked as a strong team in the best interests of the students. We also have great support from all Coal Point Public School families, who always ensure the success and wellbeing of our students.

I thank all of Coal Point Public School community for another wonderful year and know that 2021 will bring us further success.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Ms Kim Creswell

## School vision

Coal Point Public School teachers work collaboratively to enhance excellence in teaching, striving to enrich the lives of students and to inspire and nurture their development as learners, individuals and citizens. Through community engagement, we work together to build partnerships to achieve educational goals. We provide our students with a quality learning environment to connect, succeed and thrive.

## School context

Coal Point Public School has a total enrolment of approximately 280 pupils across the Years K to 6, with 3% identifying as Aboriginal and 7% identifying as being students with a Language Background Other than English. Our students come from many varied backgrounds, where education is viewed as extremely important and is highly valued by all. We are privileged to be a school that enjoys strong family and community support. Our school's Family Occupation and Education Index (FOEI) value is 56, compared with the NSW average of 100. The greatest care is always taken to support the needs of all children through an awareness of both their individuality and the diversity of their life experiences. Our school provides excellence in teaching and learning, with explicit focus on integrating technology into the everyday curriculum, higher order thinking skills and values education. High expectations and the encouragement of our 'You Can Do It!' philosophy ensures Coal Point Public School students excel in all academic areas, as well as in the many varied extra-curricula opportunities we provide. Our school band, choir, drama, public speaking and gymnastics programs provide outstanding teaching, while supporting fun and a love of learning. Our school strives to provide each child with the skills necessary to become lifelong learners, caring citizens and leaders of the future.



2020 Student Executive Team

## 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	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
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	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Throughout 2020, our school conducted investigative evaluations based around The School Excellence Framework to complete a Situational Analysis, prior to creating our 2021-2024 School Improvement Plan.

We have identified many areas where we are performing well and will continue to add practices and processes to consolidate improvement in all domains. Specifically, the area of 'Data skills and use' has been identified as a priority for us to set explicit improvement measures in our new School Improvement Plan. This will drive our teaching and learning programs to increase student outcomes.

## Strategic Direction 1

### Excellence in Learning

#### Purpose

There is a strong focus within our school for young people to develop excellent skills in literacy and numeracy, content knowledge and the ability to learn, adapt and be responsible citizens. Teachers use information about individual students' capabilities and needs to plan for students' learning so as to engage them in rich learning experiences, developing the vital skills for flourishing - now and in future years.

#### Improvement Measures

Increased percentage of students in Years 5 and 7 attaining at or above NAPLAN targets for expected growth

100% of students demonstrate personal learning growth as measured by the Literacy and Numeracy continuums (progressions)

100% of students demonstrate personal learning growth as measured by school identified assessment.

#### Progress towards achieving improvement measures

**Process 1:** School-wide approach to quality teaching, curriculum planning and delivery and assessment are used to monitor, plan and report on student learning. Reporting is clear, timely and accurate.

Evaluation	Funds Expended (Resources)
Whole school collaborative planning built a strong culture with staff. Stage based assessments demonstrated effect size data on average 0.9. At risk identified students worked with Learning and Support Teacher to ensure individual student growth.	Key Learning Area Budgets to ensure staff have the necessary resources and tools to provide excellence in learning. \$14,000.00
COVID made 2020 a difficult year for all staff and students. Check in assessments demonstrated students were achieving stage appropriate outcomes. In school assessments also identified some significant growth despite not being on-site early in the year.	Report Writing Days \$3000.00 <b>Funding Sources:</b> • Literacy and numeracy (\$3000.00)

**Process 2:** All students consistently perform at high levels on external and internal school performance measures.

Evaluation	Funds Expended (Resources)
Check in assessments demonstrated students were achieving stage appropriate outcomes. In school assessments, including SENA numeracy testing, Single Word Spelling Test, reading running records, fluency rates and PLAN 2 data identified some significant growth despite not being on-site throughout the year.	\$5000.00 for professional learning time.  Release for staff to complete assessment schedule testing and for report writing days.  \$12000.00



## Strategic Direction 2

### Excellence in Teaching

#### Purpose

There is a strong focus on teachers demonstrating personal responsibility for improving their teaching practice. Student learning is underpinned by quality teaching through high levels of professionalism and commitment. Lessons and learning opportunities are engaging and teaching strategies are evidence-based. Individually and collaboratively, teachers evaluate the effectiveness of their teaching practices, and take shared responsibility for student improvement.

#### Improvement Measures

All classrooms demonstrate the use of future-focused, explicit and effective evidence-based teaching strategies.

100% of students create, strengthen and actively engage in social, emotional and academic learning opportunities.

All students feel valued and supported within the school as measured by Tell Them from Me survey, Irving Scale, Wellbeing survey.

#### Progress towards achieving improvement measures

**Process 1:** Teachers use information about individual students' capabilities and needs through data collection to plan for students' learning. Students engage in rich learning experiences and enhance their goal setting capabilities.

Evaluation	Funds Expended (Resources)
<p>You Can Do It! goals and whole school immersion in the program was not fully implemented successfully in 2020. Planning to purchase the new online whole school program in 2021. All staff will have extensive professional learning to ensure successful implementation. Parent program will also be implemented in 2021.</p> <p>Term 4 2020 saw all stage teams have data days together to collect and complete in depth analysis to drive the 2021 School Improvement Plan.</p> <p>K-2 students completed a student reflection document that was sent home to families. This was in Terms 1 and 3 of the year. It was identified by staff that this was a great process and we will extend to Years 3-6 in 2021. With the implementation of our updated YCDI! program in 2021, all students K-6 will develop a personal and learning reflection and personal goal document.</p>	<p>\$4000.00 spent to upgrade our You Can Do It! program.</p> <p>\$5000.00 Casual staff for release on data days.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Professional learning (\$5000.00)</li><li>• Professional learning (\$4000.00)</li></ul>

**Process 2:** Teachers draw on research to develop and implement future-focused teaching and learning strategies. Professional learning is aligned with the school plan is future-focused and its impact is evaluated.

Evaluation	Funds Expended (Resources)
<p>Evaluation of our QTSS for 2020 has enabled us to identify that there wasn't a great uptake by staff to have Executive members in the room to allow them to visit other classrooms to observe practice of their colleagues. In 2021, the QTSS timetable, implementation process and expectations of all have been re-organised and clearly stated to staff.</p> <p>In 2020, the technology resources were not utilised effectively because the resources did not fit well with the classroom teaching and learning programs. In 2021, we will endeavour to keep up to date with resources and pedagogy to support students in the ever changing world.</p>	<p>2020 QTSS funds -\$47,582.00</p>

### Strategic Direction 3

#### Excellence in Leading

#### Purpose

There is a strong focus on effective leadership throughout the whole school, fostering a culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

#### Improvement Measures

100% of staff are collegially working together on successful completion of PDP goals, building capacity through Accreditation Pathways and leading whole school initiatives.

Improvement in the Four Dimensions of Classroom and School practices. demonstrated by the "Focus on Learning" teacher survey.

#### Progress towards achieving improvement measures

**Process 1:** The principal and executive team model instructional leadership through the support of a culture of high expectations, collegiality and community engagement.

Evaluation	Funds Expended (Resources)
Over the last number of years, teachers have incorporating visible learning effect size data in their assessment collection, but this is not being used as effectively as it should. Planning and resourcing for teacher collaboration and reflection will be a major inclusion in our initiatives and activities in the SIP.  Supervisors will guide and negotiate PDPs to ensure high impact professional learning is sourced to assist staff to improve their practice, skills and knowledge, while building capacity.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Professional learning (\$3000.00)</li><li>• Quality Teaching, Successful Students (QTSS) (\$47582.00)</li></ul>

**Process 2:** The school plan and the strategic use of resources is effectively implemented and at the core of continuous improvement measures and improved student outcomes across the school.

Evaluation	Funds Expended (Resources)
Funds in 2020 were not expended as per usual due to COVID.  Gymnastics was \$6000.00 invested to ensure current equipment available to fulfill the requirements of the PD/H/PE syllabus.  Decodables for updating home reading room and for the Kindergarten and lower reading levels in Year 1.  PM eReaders reading groups in class and for home reading was greatly utilised \$2000.00	\$47,582.00 QTSS  \$17,023.00 Professional Learning Funds.

**Process 3:** Administrative systems, structures and processes underpin the improvement and professional effectiveness across the school.

Evaluation	Funds Expended (Resources)
Highly successful use of OneDrive for meeting minutes for both Stage and Communication meetings. Stage folders for programs has been great for staff to access anywhere, anytime. this has improved collaborative practices with the school staff.  Due to COVID new technologies were needed to manage at home learning,	

## Progress towards achieving improvement measures

remote working of staff. Microsoft Teams, Zoom, Class Dojo and Google Classroom were accessed by all staff and students so that they have become part of our everyday work.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>BBQ and Gas</p> <p>Emu, crocodile and kangaroo sausages.</p> <p>Bread, beef sausages, sauce, serviettes for lunch.</p> <p>Stop motion app and play dough.</p> <p>Red, black, yellow, green, white material for headbands from Spotlight.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$5 328.00)</li> </ul>	<p>The addition of Mrs Doyle to our school Executive team has seen an increase in our knowledge and application of Aboriginal Education activities. The entire Executive team are Stronger Smarter trained, which has also assisted with the implementation of quality programs and perspectives in all classroom.</p> <p>As part of NAIDOC activities, we had a wonderful whole school BBQ. We purchased emu, crocodile and kangaroo sausages that the children not only enjoyed, but were very keen to try.</p> <p>In Term 3, we purchased a stop motion app and play dough for the students to create short films depicting cultural aspects.</p> <p>Peer support activities were once again run outside on our yarnning mats concentrating on culturally appropriate activities for the Peer Support leaders to share with their groups. Students were also involved in making headbands in either the colors of the Aboriginal or Torres Strait Islander flags.</p> <p>We are very proud to say that the attendance of our Aboriginal students for 2020 in semester two was at 96.4%.</p> <p>A beautiful addition to our school play ground was a bottle cap mural created by Mrs Doyle, depicting a culturally appropriate scene of nature.</p>
<b>Low level adjustment for disability</b>	<p>0.4 staffing \$43,754.00</p> <p>Flexible \$16,274 .00</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$60 027.00)</li> <li>• Integration funding support (\$78 312.00)</li> </ul>	<p>All students requiring adjustments and learning support are catered for within class programs and other whole school strategies. School Learning Support Officers, LaST teacher and STLA provision will continue to improve learning opportunities for identified students. All funds have been utilised to provide school funded School Learning Support Officers (SLSO) for students with high needs throughout the school. The assistance of the SLSO ensures quality learning engagement from students with high needs and provides great support to teaching staff. Class teacher and LaST analyse current data growth in supported student's learning to establish continuation of need or to differentiate programs for the following year.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>Casual staff</p> <p>Professional learning resources for targetted TPL.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$47 582.00)</li> </ul>	<p>The QTSS funds were expended through the purchasing of casual staff to allow our three Assistant Principals (APs), Mrs Louise Groves, Mrs Kate Payne and Mrs Teresa Doyle to be off class providing mentoring, in class teaching demonstrations, team teaching sessions, PDP monitoring and also supporting staff on their Accreditation journeys. .</p>

<b>Socio-economic background</b>	<p>Casual staff to release teacher for professional learning.</p> <p>Decodable readers.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$18 278.00)</li> </ul>	<p>Staff were provided with time for professional learning and discussion relating to teaching, learning and assessment tasks. Teachers rated this time as highly valuable in facilitating consistent teacher judgement and collegial discussion in regards to assessment and future learning. Literacy and numeracy resources were purchased to support student learning. Some of these funds were allocated to the the major purchases of new Interactive digital panels, replacing the old Interactive whiteboards that were purchased over the years from 2009.</p> <p>Additional funds supported SLSO wages.</p>
<b>Support for beginning teachers</b>	<p>Casual staff.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$14 481.00)</li> </ul>	<p>Beginning teacher funds were allocated to support Miss Bowdler in her first few years of teaching. This provided extra release time for planning and programming, as well as extra time during reporting periods.</p> <p>APs linked their release or QTSS time to the beginning teacher release to support our teachers with planning, programming, report writing and assessment. The executive team also completed in class observations to support excellence in practice and assist with accreditation processes.</p>
<b>Targeted student support for refugees and new arrivals</b>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Targeted support for refugees and new arrivals (\$2 576.00)</li> </ul>	<p>The student for whom these funds were allocated moved to another NSW Public School and the funds were forwarded on.</p>

## Student information

### Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	111	112	116	131
Girls	132	130	147	148

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.1	96.2	96	94.6
1	93.7	94.3	94.9	94.2
2	96.1	93.5	94.8	93.9
3	94.9	94.1	94	95.5
4	95.9	93.5	94.7	94.1
5	95.1	95.1	92.8	95.6
6	94.3	92.9	94.5	91.2
All Years	95.2	94.3	94.6	94.2
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

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

### Management of non-attendance

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

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

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.44
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.6
School Administration and Support Staff	2.52

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

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

### Workforce ATSI

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

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

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

### Teacher qualifications

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

### Professional learning and teacher accreditation

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

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

## Financial information

### Financial summary

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

	2020 <b>Actual</b> (\$)
<b>Opening Balance</b>	437,298
<b>Revenue</b>	2,591,223
Appropriation	2,507,608
Sale of Goods and Services	15
Grants and contributions	83,026
Investment income	574
<b>Expenses</b>	-2,614,172
Employee related	-2,358,137
Operating expenses	-256,035
<b>Surplus / deficit for the year</b>	-22,949
<b>Closing Balance</b>	414,349

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



## Financial summary - Equity loadings

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	78,312
<b>Equity Total</b>	86,209
Equity - Aboriginal	5,328
Equity - Socio-economic	18,278
Equity - Language	2,576
Equity - Disability	60,027
<b>Base Total</b>	2,193,364
Base - Per Capita	63,253
Base - Location	0
Base - Other	2,130,112
<b>Other Total</b>	101,375
<b>Grand Total</b>	2,459,261

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

## School performance - NAPLAN

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

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

### 2020 NAPLAN

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

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

## Perspectives of Students

Students in Years 4, 5 and 6 each year participate in the Tell Them from Me Student Survey. This report provides results based on data from 91 students in this school who completed the survey between 15 Jun 2020 and 02 Jul 2020.

## Perspectives of Teachers

This report provides results based on data from respondents in this school who completed the Teacher Survey between 01 Sep 2020 and 21 Sep 2020.

## Perspectives of Parents

The 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. The survey provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment. This report provides results based on data from 39 respondents in this school who completed the Parent Survey between 21 Sep 2020 and 13 Oct 2020.

**As a school, these surveys give us rich data and information to assist with our school planning. Some of our key results are shown below.**

The student survey measures 15 indicators based on the most recent research on school and classroom effectiveness.

In aspects of social-emotional outcomes our students reported:

- \* a lower rate of participation in sports at 62% compared to NSW norms of 83%.
- \* a slightly higher rate of participation in extracurricular activities at 56% compared to state norms 55%.
- \* 96% stated they have positive relationships with friends at school that they can trust and who encourage them to make positive choices, compared with NSW norms of 85%.
- \* 56% stated they had positive homework behaviours, well below the state norms of 63%.
- \* 96% stated that they had positive behaviours at school (i.e. that they did not get into trouble at school for disruptive or inappropriate behaviours), significantly above state norms of 83%.
- \* 92% of students stated that they were trying hard to succeed in their learning compared to 88% of NSW norms.

Teachers completed the "Focus on Learning" Teacher Survey report in September, 2020. The survey measured eight drivers of student learning and four dimensions of classroom and school practices. The research on classroom and school effectiveness has consistently shown these factors to be strong correlates of student achievement. Staff rated the areas that drive student learning as:

- \* leadership as 6.2 (NSW govt norm 7.1)
- \* collaboration as 7.7 (NSW govt norm as 7.8)
- \* learning culture as 8.1 (NSW govt norm 8.0)
- \* data informs practice 7.7 (NSW govt norm 7.8)
- \* teaching strategies 8.2 (NSW govt norm 7.9)
- \* technology 6.5 (NSW govt norm 6.7)
- \* inclusive school 8.2 (NSW govt norm 8.2)
- \* parent involvement 7.1 (NSW govt norm 6.8)

Teachers rated the dimensions of classroom and school practice as:

- \* challenging and visible goals 7.4 (NSW govt norm 7.5)

\* planned learning opportunities 7.6 (NSW govt norm 7.6)

\* quality feedback 7.2 (NSW govt norm 7.3)

\* overcoming obstacles to learning 7.7 (NSW govt norm 7.7)

Thirty-nine families took the opportunity to participate in the 'Partners in Learning' Parent Survey in 2020. The survey includes seven separate measures, which were scored on a ten point scale. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position.

\* parents feel welcome 6.8 (NSW govt norm 7.4).

\* parents are informed 5.8 (NSW govt norm 6.6).

\* parents support learning at home 7.0 (NSW govt norm 6.3).

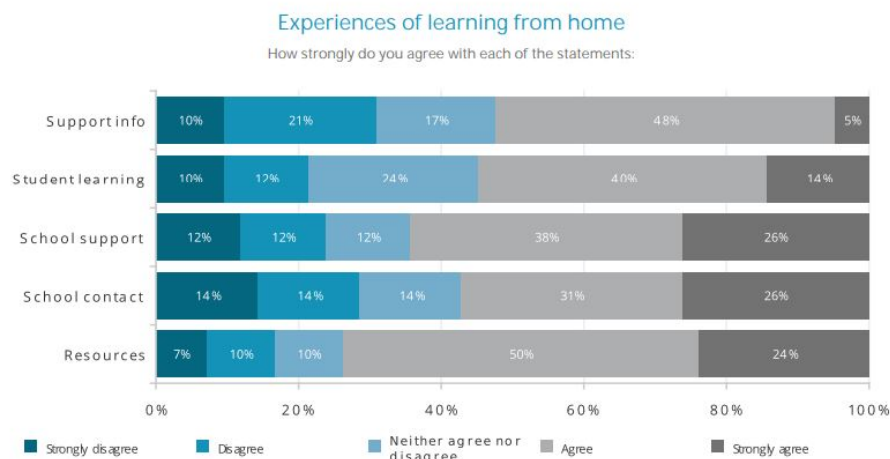
\* school supports learning 7.0 (NSW govt norm 7.3).

\* school supports positive behaviour 7.7 (NSW govt norm 7.7).

\* safety at school 7.1 (NSW govt norm 7.4).

\* inclusive school 6.4 (NSW govt norm 6.7).

As 2020 saw the world working in a whole new environment due to COVID 19, and the learning from home phase began, many of our families had much to adjust to. The graph below illustrates the feeling of parents during that time.



# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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

## Multicultural Education Policy

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