

# 2020 Annual Report

## Sylvania Heights Public School



4024

# Introduction

The Annual Report for 2020 is provided to the community of Sylvania Heights 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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Who would ever have thought that 2020 would unfold the way that it did. For those who like numbers like I do, 2020 was anticipated to be a great year- a year of **promise, possibility and opportunity** that would be even better than 2019. We certainly couldn't have predicted that the year would deviate course and unfold like it did, as we dealt with the tragedy of lives lost across the planet; and the complexity of living during a global health pandemic.

Whilst 2020 may not have delivered what we may have thought it was going to, it certainly did give us **unexpected** possibility and opportunity and these **opportunities** were amazing.

Firstly, we were given the opportunity to **adapt and innovate**- there is immense pride in our staff and community for the way in which remote teaching was delivered to our students. Recognised by the Department of Education and the Centre for Educational Statistics and Evaluation, Sylvania Heights Public School has been showcased for our innovative use of technology and curriculum differentiation through remote learning. We were challenged to teach in a new way and we did. We did it well.

Secondly, we were given the opportunity to develop **resilience and independence** - we have been so proud of our students in the ways in which they have quickly developed their independence to enter school each day and get organized for a day of learning. Our teachers have seen students start their school day with fresh vitality as they have had an opportunity to play with their friends and support those that have needed an extra hand to hold, or a few words of encouragement. Our students supported the wellbeing of their peers.

Thirdly, we were given the opportunity for **mutual appreciation** - to teach from our homes and connect with students and families in your homes was an honour. Our parents gained insight into the complex world of teaching and our teachers gained insight into the lives of students at an unprecedented level. Respectful relationships are the heartbeat of a school community and this year has been an opportunity to strengthen these.

And finally, we were given the opportunity to **appreciate what's important**. We live in a fast-paced world and 2020 gave us an opportunity to slow down for a little period of time to spend it with our families, and those we love. When it was time to return to school, we opened our gates and enjoyed the song and noise that is our school playground - busy with games, laughter and negotiation. An opportunity for **perspective**.

Our job now, is to continue to reflect of the experience of 2020. To hold a mirror to our practices and continue to evaluate what we do before we launch into the usual ways of working and learning. An opportunity to reshape education. It's been a challenging year, but it's been one of the most rewarding years.

I would like to thank our Executive staff, Margot Jacobs (Deputy Principal), Mandy Young, Rachel Blevin, Rachel Ingram, Alex Keith and Jen Davis (Assistant Principals) for their leadership of a wonderful team of teachers. Their value to the Sylvania Heights community is immeasurable. I thank them, the teaching staff, support staff and administration staff for their contribution and commitment to our school. Dedicated, caring, inspiring professionals.



I would like to thank Mrs Sandy Rourke; and the P&C executive and members who have served our community over 2020. A great bunch of people who have continued to meet via zoom and discuss our school directions throughout this year. Come and join us in 2021.

Most importantly to our students. You are the reason we give our so much of our lives and time. We are proud of you and your efforts this year, adapting to new circumstances and new ways of living and learning. You make us smile and you make us proud.

Thank you for your continued support of our school and our staff -this year like no other. We are very much looking forward to next year when we can hopefully reopen our school to rekindle the community spirit that we have been so proud of.

Sylvania Heights Public School is great place to learn and a great place to work.

Clint White - Principal



## School vision

At Sylvania Heights Public School every child is known, cared for and valued. Through innovative quality teaching, our students are empowered to be successful learners who are respectful and resilient.

## School context

Sylvania Heights Public School is located in the southern suburbs of Sydney with a current enrolment of 663 students. The school is situated on 3.7 hectares of land with lots of trees for shade and large grassy areas to play. The school community is socio economically diverse with 41% of students from families having a language background other than English.

Sylvania Heights Public School actively encourages students to be respectful, responsible future-focused learners. There is a strong emphasis on student growth in literacy/numeracy, technology integration and wellbeing. Quality teaching programs cater for all students with programs for the gifted and talented as well as those students who have additional learning needs. The community strongly supports the school's focus on extracurricular opportunities in the Creative and Performing Arts and Sport, led by a talented and enthusiastic staff.



## Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1

### Grow Student Learning

#### Purpose

The purpose of growing student learning is to build academic success with a targeted focus on literacy/numeracy growth, technology and student wellbeing. This will be achieved through student engagement in explicit literacy/numeracy programs, formative assessment and school wide wellbeing strategies.

We are providing our students with a strong sense of self-worth and a moral compass. Our goal is for our students to be respectful, responsible, successful learners as reflected in our school vision.

#### Improvement Measures

Increased proportion of students K-6 showing expected growth on internal and external measures in literacy.

Increased proportion of students K-6 showing expected growth on internal and external measures in numeracy.

Increasing positive social interactions between students are observable and indicated in surveys, Sentral entries and TTFM data.

Increased proportion of students articulating personal learning goals and using feedback to achieve goals.

Increased proportion of students engaged in on task behaviour in classrooms.

TTFM data indicates a higher proportion of students feel included and engaged in school activities

#### Overall summary of progress

- Years 4-6 girls reported increased positive relationships "I have friends at school they can trust and who encourage me to make positive choices" from **84%** in 2019 to **90%** in 2020. The NSW government norm is **90%**.
- Years 4-6 boys reported decreased positive relationships "I have friends at school they can trust and who encourage me to make positive choices" from **88%** in 2019 to **86%** in 2020. The NSW government norm is **87%**.
- 67%** of Year 3 students achieved in the top two bands in **Reading** in the Term 3 2020 "Check In Assessments" compared to **60.5%** of students in SSSG (Statistically Similar School Group)
- 62.3%** of Year 3 students achieved in the top two skill bands in **Numeracy** in the Term 3 2020 "Check In Assessments" compared to **59.2%** of students in SSSG (Statistically Similar School Group)
- 47%** of Year 5 students achieved in the top two bands in **Reading** in the Term 3 2020 "Check In Assessments" compared to **43.2%** of students in SSSG (Statistically Similar School Group)
- 34.5%** of Year 5 students achieved in the top two skill bands in **Numeracy** in the Term 3 2020 "Check In Assessments" compared to **36.6%** of students in SSSG (Statistically Similar School Group)

#### Progress towards achieving improvement measures

##### Process 1: Student Wellbeing - Positive Behaviour for Learning

Implementation of a school-wide, integrated approach to student wellbeing where students can connect, succeed and thrive at each stage of their learning.

Evaluation	Funds Expended (Resources)
<p>The PBL team evaluated the school merit award scheme for implementation in 2021. To further develop student wellbeing, the school will implement a wellbeing project in the new school plan to build upon the positive growth in students meeting behaviour expectations.</p> <p>Years 4-6 girls reported increased positive relationships "I have friends at school they can trust and who encourage me to make positive choices" from <b>84%</b> in 2019 to <b>90%</b> in 2020. The NSW government norm is <b>90%</b>.</p> <p>Years 4-6 boys reported decreased positive relationships "I have friends at</p>	<p>PBL coach mentor accessed to support development of school-wide positive awards scheme.</p>

## Progress towards achieving improvement measures

school they can trust and who encourage me to make positive choices" from **88%** in 2019 to **86%** in 2020. The NSW government norm is **87%**.

### Process 2: Literacy and Numeracy Growth

Deliver quality, student-centred, self-regulated learning experiences to enable students to make learning progressions and set and achieve learning goals in literacy and numeracy.

Evaluation	Funds Expended (Resources)
<p><b>67%</b> of Year 3 students achieved in the top two bands in <b>Reading</b> in the Term 3 2020 "Check In Assessments" compared to <b>60.5%</b> of students in SSSG (Statistically Similar School Group)</p> <p><b>62.3%</b> of Year 3 students achieved in the top two skill bands in <b>Numeracy</b> in the Term 3 2020 "Check In Assessments" compared to <b>59.2%</b> of students in SSSG (Statistically Similar School Group)</p> <p><b>47%</b> of Year 5 students achieved in the top two bands in <b>Reading</b> in the Term 3 2020 "Check In Assessments" compared to <b>43.2%</b> of students in SSSG (Statistically Similar School Group)</p> <p><b>34.5%</b> of Year 5 students achieved in the top two skill bands in <b>Numeracy</b> in the Term 3 2020 "Check In Assessments" compared to <b>36.6%</b> of students in SSSG (Statistically Similar School Group)</p>	Release using allocated SD time to allow for feedback, reflection and coaching by number talk facilitators.

### Process 3: Formative Assessment

Literacy and Numeracy teaching/learning programs are supported by formative assessment practices. Targeted and timely feedback is provided alongside interventions for students to reflect on best practice and achieve set goals.

Evaluation	Funds Expended (Resources)
Formative Assessment practices continue to drive teaching programs and assessment data is collated to determine where to next for students. With increased focus of instructional leadership across the school in 2021, formative assessment can be monitored and reviewed.	\$0

### Process 4: Future-Focused Learners

Implementation of a future-focused curriculum and redesigning of the common library area to meet the changing demands of this learning space.

Evaluation	Funds Expended (Resources)
<p>All stages are confident users of mobile devices for teaching and learning. The MMR has been established as a FFL space. 3D printing was started within the school this year. Mobile devices are often used flexibly, outdoors and indoors. Most students in the school complete online homework instead of paper-based. Staff are competent with G Classroom and Teams.</p> <p>SHPS was featured in the DoE publication 'Learning Together Through COVID', celebrating the success of remote learning at our school.</p>	<p>\$35000 expended to purchase mobile devices for all staff to implement remote learning'</p> <p>\$2000 expended to purchase webcams for admin staff for remote learning</p> <p>T4L points delayed until 2021 due to worldwide shortages of devices.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• (\$0.00)</li></ul>

## Strategic Direction 2

### Grow Teacher Expertise

#### Purpose

The purpose of growing teacher expertise is to provide explicit, relevant, professional learning to improve teacher performance. This will be achieved by targeting improved teaching pedagogy in literacy and numeracy with teachers drawing on evidence based research to improve their performance and development. Teachers will also grow their knowledge and skills of formative assessment practices to support literacy/numeracy curriculum delivery. Teachers are also committed to ongoing professional learning in student and staff wellbeing using Positive Behaviour for Learning strategies and it is evident across every learning environment.

#### Improvement Measures

Professional learning evaluations show that research is being increasingly implemented to improve teaching and learning.

Increased number of staff effectively managing student behaviour before referring to leadership team.

Increased student engagement in the classroom with student setting more explicit learning goals visible in the classroom.

Student learning in literacy and numeracy shows growth above state means due to explicit teaching/learning programs.

Classroom observations, programs and surveys show that teachers have transformed teacher practice.

#### Progress towards achieving improvement measures

##### Process 1: Quality Teaching/Formative Assessment

Teachers use regular professional learning sessions to research, analyse and discuss explicit teaching/learning strategies to improve student learning.

Evaluation	Funds Expended (Resources)
Formative Assessment practices continue to drive teaching programs and assessment data is collated to determine where to next for students. With increased focus of instructional leadership across the school in 2021, formative assessment can be monitored and reviewed.	\$0

##### Process 2: Literacy/Numeracy Growth

Teachers use current pedagogy to implement high quality professional learning in literacy and numeracy teaching practices. eg. L3

Evaluation	Funds Expended (Resources)
Teachers have a better understanding of how to plot children using PLAN 2 and the progressions, in the area of 'Reading and Viewing', 'comprehension'. K-2 staff also have a better understanding of phonemic awareness and have used PLAN 2 to collect data on student progress using the Literacy Progressions.	<b>Funding Sources:</b> • Literacy and numeracy (\$2000.00)

##### Process 3: Wellbeing

Teachers are proficient in managing student behaviour using consistent PBL language and explicit instructions for all students both in the classroom and on the playground.

Teachers use wellbeing strategies for their own mental and physical health.

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation

(Resources)

Award scheme presented to School Council for publication Term 2, 2021.

Printing \$3000





## Strategic Direction 3

### Grow Community Engagement

#### Purpose

The purpose of developing community engagement is to enhance positive and respectful relationships across the school community to promote a productive learning environment for all stakeholders. The goal is to build school capacity and align staff, students and community in a partnership that strengthens academic and wellbeing outcomes for students. We want a school community who are well informed and work in partnership with staff to ensure student success. Through strengthening connections with the broader community, support structures for all students will be improved. The school is committed to improving in all facets of school life.

#### Improvement Measures

Increased parent attendance at P&C meetings.

Increased parent participation at Literacy/Numeracy workshops for parents.

Increased proportion of parent engaging and supporting student homework in literacy.

#### Progress towards achieving improvement measures

##### Process 1: Literacy/Numeracy Growth

Home reading initiatives, parents workshops for professional learning.

Evaluation	Funds Expended (Resources)
Literacy Pro data demonstrates growth in 3-6 comprehension.	\$6000
In 2020 24% of students were below proficient, 52% proficient and 24% advanced.	

##### Process 2: Positive Behaviour for Learning

Parents and the community understand, value and support wellbeing practices across the school.

Evaluation	Funds Expended (Resources)
New badges are worn by students and presented at whole school fortnightly assemblies. New award scheme presented to School Council and will be introduced in 2021.	\$2000 badge \$1000 release

##### Process 3: Fathering Project

For fathers and father figures to be the best role models they can be for their children.

Evaluation	Funds Expended (Resources)
Due to COVID-19 no Fathering Projects were held.	

##### Process 4: White Ribbon

Developing respectful relationships across the community.

Evaluation	Funds Expended (Resources)
Due to COVID-19 no White Ribbon activities were held.	



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Parental and community support to foster respectful cultural understanding.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$8 016.00)</li> </ul>	All students have a PLP in consultation with carers. New art project installed on library celebrating cultural identity.
<b>English language proficiency</b>	<p>Staff allocation 1.0</p> <p>Flexible funding</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• English language proficiency (\$166 095.00)</li> </ul>	Students received EAL/D support in withdrawal groups and in-class support. Students made gains in language development. New Arrival Program (NAP) program commenced to support transitional students. SHPS has expert teachers to deliver successful EAL/D, NAP and ELP teaching programs.
<b>Low level adjustment for disability</b>	<p>Staffing 1..0</p> <p>Maclit and Minlit programs purchased to develop and support student literacy skills.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$165 461.00)</li> </ul>	Students received outstanding support from withdrawal groups and inclass support. LST processes were refined to better support student need and respectful collaboration and communication with the whole school community.
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>Teacher release (0.8) weekly with the school using staffing allocation for observation and collaborative practice.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$118 463.00)</li> </ul>	The QTSS model supported staff teams to collaborate and share best practice. In 2021 an instructional leadership position will be established to support quality teaching across the school.
<b>Socio-economic background</b>	<p>Material resources required for student access and participation in learning.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$28 221.00)</li> </ul>	Students were supported to access curriculum and experiences that would not have been possible.
<b>Support for beginning teachers</b>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$57 924.00)</li> </ul>	Beginning teachers were able to completed accreditation processes and inducted into school. All beginning teachers were highly valued by students, staff and community and were re-engaged by the school in temporary contracts for 2021.

## Student information

### Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	344	355	343	330
Girls	324	302	306	291

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.1	95.3	93.6	92.6
1	95.7	94.3	93.3	90.8
2	95.8	95.9	92.7	90
3	96.8	95	94.4	91.2
4	96	95.2	93.7	90.6
5	95.6	94.3	92.9	90.6
6	94.8	95.3	93.1	91.9
All Years	95.7	95	93.4	91.1
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

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

### Management of non-attendance

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

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



# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	23.18
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	1
Teacher Librarian	1.2
Teacher ESL	1.2
School Counsellor	1
School Administration and Support Staff	4.06

\*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.



Staff 2020

## 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>	582,353
<b>Revenue</b>	5,534,994
Appropriation	5,292,927
Sale of Goods and Services	2,868
Grants and contributions	237,102
Investment income	2,097
<b>Expenses</b>	-6,055,968
Employee related	-5,146,648
Operating expenses	-909,321
<b>Surplus / deficit for the year</b>	-520,974
<b>Closing Balance</b>	61,379

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 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	137,752
<b>Equity Total</b>	367,793
Equity - Aboriginal	8,016
Equity - Socio-economic	28,221
Equity - Language	166,095
Equity - Disability	165,461
<b>Base Total</b>	4,283,649
Base - Per Capita	156,087
Base - Location	0
Base - Other	4,127,562
<b>Other Total</b>	398,156
<b>Grand Total</b>	5,187,349

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.



## School performance - NAPLAN

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

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

### 2020 NAPLAN

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

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





# Parent/caregiver, student, teacher satisfaction

The students, staff and community were surveyed twice in 2020 to assess satisfaction with the school's programs.

## Participants

- Students Survey 1, Years 4-6- 234 participants (pre COVID March)
- Student Survey 2, Years 4-6- 214 participants (post COVID September)
- Parents- 203 participants (last year 15 participants)
- Teachers- 30 participants

## Teachers Overall Summary

- 89%-have 6 years or more experience.
- 63%-full time, 35% temp
- 87% Proficient, 13% Conditional
- 86% believe school leaders are leading improvement and change
- 87%-Leaders communicate vision and values
- 83% feel confident in teaching students with a disability.

## Most common comments - What we do well

- Staff collegiality, inclusive, innovative, supportive work environment, 90% of staff work very hard, caring, collaborative, positive, friendly. Excellent use of technology.

## Most common comments - Areas for Improvement

- Discipline- unclear, not enough consequences, needs more consistency among staff.
- Too noisy (lawnmowers, outdoor games in learning time). Too many interruptions during Flourish ie noise.
- Programming demands- reinvent the wheel every year with change of exec.
- Equal and fair distribution of roles and clear role statements for exec. Some staff do far more than others.
- Plan events yearly, too short notice. Too many announcements to whole school. Keep individualised. Too many separate things, focus on one or two.

## Parent overall Summary

- 90% recommend our school
- 96% chose SHPS as their first choice of school

## Most Common Comments - What we do well

- Positive staff/welcoming staff/excellent teachers /wonderful teachers / compassionate teachers /lovely teachers/warm and happy teachers and leadership team/ Office and teachers friendly.
- Good communication via newsletter, Facebook, E News.
- Lovely grounds
- Excellent support for kids with disabilities/Inclusive.
- Mr White is visible and great with kids
- Clear and open communication
- Caring and safe
- Great BASC
- Kids are happy (many times)
- Excellent digital technologies
- Brilliant during COVID
- High expectations
- Lots of extra- curricular
- Outstanding Staff
- Excellent digital technologies
- Inclusive
- Stronger, more consistent, discipline required
- More consistent/support and interest in homework
- Increase student sense of belonging required
- Improve student effort, motivation, relevance and interest

## Areas for improvement

- More direct communication with class teachers and more info about what is happening in class. More

Parent/teacher contact

- Earlier info about school events and reminders. And earlier and more info about changes to events.
- Summary of learning at beginning of term for parents so they know what is being taught this term and can help at home.
- Reduce bullying especially physical-tougher consequences. Stronger discipline
- Homework support and consistency.
- More videos/photos of kids as parents are not there
- Extension classes
- Teachers off class regularly is disruptive
- Ethics K-6
- Rubbish
- Value volunteers more
- Bottom kids need more support. - The ones who just miss out.

### **Teacher survey**

#### **Areas for growth**

- Effective Feedback- self-grade assessments and reflection of work. providing rubrics, guides and samples
- Use of data to inform practice - collaborative analysis of assessment and work, systems and structures for collecting school wide data, triangulation of data, identifying opportunities for differentiation
- High Expectations - challenging and deep thinking tasks. Providing examples and unpacking processes, positive feedback and good news
- Collaboration - participation in structured lesson observations on different teaching approaches, giving and receiving feedback to refine teaching.
- Wellbeing - naming and understanding emotions, student voice considered and valued.

#### **Common Threads across all participants**

- Outstanding Staff and school leadership
- Excellent digital technologies
- Inclusive culture
- Stronger, more consistent, discipline required
- More consistent/support and interest in homework
- Increase student sense of belonging
- Improve student effort, motivation, relevance and interest



# 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.

