

2020 Annual Report

Eastwood Heights Public School



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Introduction

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

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Message from the principal

It is with great pleasure that I present to you the 2020 Annual School Report for Eastwood Heights Public School. This report contains a record of key activities, initiatives, strategies and achievements for the past year. This year had many challenges faced upon us through the COVID-19 pandemic, however, as a school community we worked hard to continue to strengthen teaching and learning through online learning experiences.

Our highly dedicated staff work collaboratively to provide an inclusive environment where all students feel known, valued and cared for. Our students are motivated, enthusiastic and keen to learn and participate in a range of educational and extra-curricula activities

Eastwood Heights Public School enjoys tremendous support from our parents, P&C and the community. I would like to thank them for all the support, dedication and commitment to our school.

Nicole Henderson - Principal

Message from the school community

Eastwood Heights Public School enjoys the support of a highly active parent body, epitomised by the contributions made by the Parents and Citizens Association and School Community. The generous donations of time, energy and skills by both groups has ensured strengthened partnerships.

Historically, the parents within the Eastwood Heights Public School community offer enormous support to teachers and students across a range of areas of school life including, volunteering for religious and ethics education, in class parent helpers, valuable support in fundraising programs such as the Mothers and Fathers Day stalls and the annual school fireworks spectacular.

In 2020 the COVID 19 Pandemic had a far reaching affect on the school's community ability to fundraise, student wellbeing and community relationships. Our major fundraiser and school community project held in September every year was cancelled, We were unable to run celebrations such as the Easter Hat/ Crazy Hair day and Presentation Day. There was no classroom assistance, no gathering of school community members to enhance relationships and much needed fundraising opportunities did not occur. Students and families were working and studying from home during lockdown. The impact of this will be far reaching for sometime to come.

We did, however, step up as a strong and dedicated P and C and supportive school community, by offering financial and food based assistance to those families hit hardest. Numerous families offered monetary vouchers for groceries, local businesses assisted with family meal deliveries and many of our school community members supported and enhanced the local small business's with advertising and promotion on social media.

What we have learnt is that as a strong and focused school community we are ready to collaboratively support each other.



Welcome Back BBQ



Welcome Back BBQ 2020



Jersey Day 2020

School vision

Eastwood Heights Public School has a collaborative and proactive school community that empowers all students, staff and families to connect, succeed and thrive. Students receive a high quality inclusive education that engages, inspires and ensures all students are successful learners academically, socially and emotionally

School context

Eastwood Heights Public School is located in the northern suburbs of Sydney. The school has an enrolment of 530 students. The school takes pride in its richly diverse school community. Students from language backgrounds other than English form 65% of the school population with over 36 cultural groups represented, and the main language groups being Mandarin, Cantonese, Korean and Arabic.

The school has a reputation in the community for being a welcoming school which provides strong academic programs balanced with an important emphasis on student wellbeing. The school prides itself on offering a broad and balanced curriculum.

The school actively promotes education as a collaborative process and partners closely with parents/carers, students and the wider school community. Parents and carers participate in the school through the Parents' and Citizens' Association and its subcommittees, and through volunteering and supporting classroom activities as well as the school's canteen, band program, sporting and creative arts programs. The Student Representative Council actively organise and advocate for students to participate in broader school planning and activity.

The school has an active Learning Support Team, whose key initiatives include a targeted English language learning program (for students from non-English speaking backgrounds) that is run five days per week by specialist teachers and a targeted social skills program for students identified as having issues related to anxiety or resilience.

Excellent facilities include a school hall, library, tiered learning room, band room, dedicated science room, large oval, all-weather court, dedicated computer room and videoconferencing facilities.

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
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	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Engaging all students in future focused learning

Purpose

Our Purpose is to empower students to become future focussed learners through dynamic pedagogies in order to ensure a culture of personalised learning that meets the needs of all students.

Improvement Measures

All students can develop and articulate personalised learning goals. Parents are informed of their child's individual learning goals and participate in the development of these goals with their child's teacher.

Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices.

70% of students in the top two NAPLAN bands for reading and numeracy.

Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school measured by the Tell Them From Me Survey. (TTFM)

Progress towards achieving improvement measures

Process 1: Provide professional learning and structured opportunities to improve and develop collaborative teaching practices based on future focused learning opportunities and skills. They will develop enhanced, differentiated and informed classroom practices using innovative educational programs and collaborative environments.

Evaluation	Funds Expended (Resources)
Staff have collaboratively programmed in stage groups on a term basis. These meetings have involved all staff in the evaluation process of each term's programs. All staff have been supported in identifying the 'What Works Best' document and focussed on implementing effective feedback through formative assessment into classroom practice.	SCOUT platform CENTRAL

Process 2: Develop effective strategies to allow students to become actively engaged in curriculum programs that are challenging and stimulating. They will acquire knowledge, understanding and skills to become self-guided learners who can reflect upon their learning and provide feedback to drive further progress.

Evaluation	Funds Expended (Resources)
The major focus of 'What Works Best', effective feedback and formative assessment, has enhanced teaching and learning programs and guided the teaching cycle focusing on best practice.	Formative assessment toolbox EHPS Observation Report PDP evaluations

Process 3: Targeted, integrated and differentiated professional learning experiences so teachers can effectively incorporate Digital Technologies into all aspects of their teaching and learning programs.

Evaluation	Funds Expended (Resources)
Due to COVID, Term 1 and Term 2 saw an increase in use of technology and enhanced teachers' digital skills. Staff accessed Zoom, Google Classroom and Seesaw.	

Strategic Direction 2

Innovative, reflective and data driven educational practices with a commitment to building capacity

Purpose

Our purpose is to drive authentic and personalised professional learning which strategically builds staff capacity to support future focused learners.

Improvement Measures

All staff achieve personal professional development plan goals, demonstrating effective collaborative learning and reflective practice, within and beyond the school, evidencing increased impact on student outcomes.

100% of learning contexts evidence data driven, differentiated 'visible learning' pedagogies for the 21st century, embedding 4Cs, feedback and formative assessment in practice.

All staff have Performance & Development Plans and have achieved or maintained accreditation including;

- Aspiring leaders engaging in professional learning projects that support their leadership development.
- Teachers accredited at the Highly Accomplished and Lead Teacher levels.

Improved staff engagement results in the People Matter Employee Survey.

Progress towards achieving improvement measures

Process 1: The principles and practices of Visible Learning embedded in teaching and learning, including feedback, student regulation, learning intentions, data walls and success criteria.

Evaluation	Funds Expended (Resources)
Learning Intention Success Criteria, effective feedback focused elements of Visible learning embedded in all teaching and learning programs across all curriculum areas. Due to the COVID-19 pandemic the Corwin professional learning was postponed until 2021.	

Process 2: Data driven, personalised and differentiated teaching programs - needs-based literacy and numeracy programs are in place, a range of human and physical resources are utilised and explicit processes to collect, analyse and report on student and school achievement are used.

Evaluation	Funds Expended (Resources)
Analysis of SCOUT, Sentral and TTFM survey enabled the staff to collect and analyse elements of attendance, engagement, sense of belonging and high expectations. This analysis provided a need for further improvement measures.	SCOUT platform Sentral third party platform TTFM survey

Process 3: Engage all staff with quality, planned, multimodal professional learning that results in evidenced pedagogy that is clearly aligned to school and system priorities, deeply embedding understanding, articulation and attainment of evidenced accreditation with deep knowledge of the Australian Professional Teaching Standards. All staff design individual performance and development plans that facilitate continual improvement and build leadership capacity.

Evaluation	Funds Expended (Resources)
Professional Development Plans aligned with the Australian Teaching Standards and included a stage based, school and individual goal. Professional learning aligned to our school focus areas. All PDP's have been	Professional Development Plans NESA Teacher Accreditation

Progress towards achieving improvement measures

reviewed throughout the year and signed off in Term 4.

The beginning teacher accreditation has been successfully submitted to NESA awaiting proficient status.

Strategic Direction 3

Engaging in productive educational partnerships with the school's broader community

Purpose

Our purpose is to create, sustain and extend positive relationships with a wider range of internal and external stakeholders to meet EHPS school and community needs.

Improvement Measures

Students attending transition sessions within increased number of parents choosing local feeder high schools (6-7), as well as an increase in parents attending transition information sessions (P-K).

School community surveys report high levels of satisfaction with school teaching and learning programs measured by school surveys and TTFM.

Increased communication to wider school community through multiple digital communication platforms.

Collaborate with local schools and external agencies to establish connections and partnerships to enhance teaching, learning, engagement and innovative practices.

Progress towards achieving improvement measures

Process 1: Quality Transition Programs by collaboratively developing and sustaining active partnerships to ensure continuity of learning for all students focusing on continuous improvement. Programs are strengthened through a collaborative culture with community and interagency support.

Evaluation	Funds Expended (Resources)
EHPS have worked hard to provide quality transition programs for Early Stage 1 and Year 6 students under the pandemic period in 2020. The school continues to sustain active partnerships to ensure the continuity of learning for all students.	Zoom information evenings

Process 2: Enhanced Parent Engagement in Schools parents and carers both engage with and contribute towards school life, school improvement and student learning via regular workshops, surveys, forums and focus groups. Feedback and consultation are integral and sustained components of the school's evaluation and planning processes.

Evaluation	Funds Expended (Resources)
EHPS had planned to enhance the home and school engagement in 2020, however, COVID has been a huge disruption to this planning. As we are planning, designing and developing the next four year school improvement plan we engaged the community through three focus groups to assist with data collection around literacy/numeracy, whole-school wellbeing and Aboriginal and Torres Strait Islander community connections.	

Process 3: Partner with at least one other school and/or an academic, industry, or community partner in key project areas aligned to Strategic Directions 1 and 2 to share educational journeys, expertise and innovation in related areas.

Evaluation	Funds Expended (Resources)
EHPS has had another successful year partnering with other schools within the Gordon and Ryde Network to operate a Beginning Teachers program. Unfortunately due to COVID restrictions the meetings could not be held face-to-face, however, we were innovative in using Zoom to implement the professional learning.	Zoom Beginning Teacher Network meetings

Progress towards achieving improvement measures

Successful partnership with universities to place many pre-service teachers with mentors across the school.	
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Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$4 262.00) 	<ul style="list-style-type: none"> Aboriginal Students have Personalised Learning Pathways completed and are making progress towards their goals. Parents/carers and the students are involved in this process. A NAIDOC Week school video was created to involve our indigenous students and share with our wider community a celebration of history, culture and achievements of Aboriginal and Torres Strait Islander peoples. Students participated in class activities during NAIDOC Week. These included listening to Dreamtime stories, completing craft activities and participating in drama activities. National Sorry Day and Reconciliation Week were taught in classes. K-2 students watched and discussed videos and looked through the picture book 'Sorry, Sorry' by Anne Kerr. 3-6 students read 'Sorry Day' by Trevor Jamieson and watched videos on 'Welcome to Country'. National Aboriginal and Torres Strait Islander Children's Day was celebrated in classrooms. Indigenous students were encouraged to share their thoughts of this day. <p>Due to COVID-19, many face-to-face events and celebrations were not possible. Teachers utilised numerous online resources to bring awareness to the students and celebrate our Indigenous students and their culture. The committee that was previously formed in 2019 will be continued into 2021. The Yarning Circle is a main priority.</p>
English language proficiency	Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$42 296.00) 	<p>Some of the initiatives and achievements of the EAL/D team included:</p> <ul style="list-style-type: none"> Specialist support for students with limited and emerging English language. Team teaching with classroom teachers to provide access to grade specific class lessons and content. Work collaboratively with classroom teachers to provide intensive English literacy support for targeted students. Assessed students using the EAL/D progressions and recorded all LBOTE student levels in ERN, applied for additional funding where required. Resource development to assist with students access of the curriculum. Introduction of report comment for all LBOTE students with an EAL/D progression level. Remote learning for New Arrivals and targeted students during COVID lockdown.
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$40 539.00) 	<p>Four SLSOs were employed to work under the direction and supervision of the classroom teachers. They provided assistance to students with disability and additional learning and support needs. They provided assistance with:</p> <ul style="list-style-type: none"> Supporting transition to new classrooms

<p>Low level adjustment for disability</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$40 539.00) 	<p>and school routines</p> <ul style="list-style-type: none"> • classroom adjusted activities, and • the care and management of students with disability and additional learning and support needs; MH3 (Mental Health), selective mutism, Vision impaired and ASD (Autism spectrum disorder) and ADHD (Attention deficit hyperactivity disorder) • SLSO implementation of Stage 1 MiniLit Program. • LaST implamentation of MacqLit Program • Student support was greatly impacted by COVID19 online learning period. <p>Although the COVID19 pandemic greatly disrupted the implementation of programs and the support provided to students, ZOOM links, ZOOM Learning and Support meetings, ZOOM lessons and additional packs enabled school-based staff to continue to support equity of access during the remote learning period.</p> <p>The Disability Strategy 2019 guided the implementation of EHPS initiatives to ensure we achieve strong educational and wellbeing outcomes for all students.</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$94 289.00) 	<p>QTSS was used to release Assistant Principals from teaching duties one day per week. This day enabled the Assistant Principals to work with colleagues, to further develop teacher expertise.</p>
<p>Support for beginning teachers</p>	<p>All extra release and professional learning was taken from the Beginning Teacher's Fund.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$14 481.00) 	<ul style="list-style-type: none"> • Eastwood Heights supported its beginning teacher with extra release from Face to Face teaching (RFF), as outlined in Departmental Policy. • Beginning teacher was mentored by the Deputy Principal and they observed lessons implemented by experienced teachers. Their lessons were observed by the school's mentor and constructive feedback given to improve curriculum delivery. • Our school had a specific focus on behaviour management, student welfare processes, implementing quality teaching and learning programs as well as attending external Professional Learning. • Beginning teacher was mentored by the Deputy Principal and provided support to complete accreditation at Proficient level. • Eastwood Heights continued to deliver a cross Network Beginning teachers program developed and run by the school's Deputy Principal.
<p>Targeted student support for refugees and new arrivals</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Targeted support for refugees and new arrivals (\$48 238.00) 	<p>We had limited numbers of New Arrivals at the beginning of 2020. Some returned to their home countries due to COVID-19 impacts. There were no New Arrivals in Terms 2-4 due to border closures.</p> <p>Some of the initiatives and achievements of the EAL/D team included:</p> <ul style="list-style-type: none"> • Small beginner groups focusing on basic Interpersonal communication skills. • Liaising with classroom teachers to assist teachers with supporting NAP students.

Targeted student support for refugees and new arrivals

Funding Sources:

- Targeted support for refugees and new arrivals (\$48 238.00)

- Providing resources for classroom teachers for use with NAP students.
- NAP students were provided 4-5 targeted specialist English lessons per week
- During COVID-19 lock down, EAL/D learning focused on NAP students. They received 3-4 targeted lessons per week.
- COVID-19 lock down impacted NAP students at the beginning of the year with the lack of face-to-face teaching.
- In Semester Two the lack of community-based activities such as concerts, assemblies resulted in less interruption to teaching and learning. As a result, all NAP students demonstrated growth in their English language development.



Harmony Day 2020

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	276	265	273	251
Girls	211	238	250	243

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.5	94.8	95.2	93.5
1	94.6	95	92.1	92.9
2	94.2	94.1	95.9	93
3	94.4	95.2	94	91.7
4	93.6	95.7	94.9	94.7
5	94.6	95.4	95	93.9
6	96.3	93	92.3	93.3
All Years	94.7	94.8	94.2	93.2
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.



Principal Award recipients 2020

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	17.5
Literacy and Numeracy Intervention	0.4
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
Teacher ESL	1.8
School Administration and Support Staff	3.96

*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	72,367
Revenue	4,670,202
Appropriation	4,321,653
Sale of Goods and Services	19,095
Grants and contributions	327,488
Investment income	462
Other revenue	1,505
Expenses	-4,562,959
Employee related	-4,053,886
Operating expenses	-509,073
Surplus / deficit for the year	107,243
Closing Balance	179,611

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	15,836
Equity Total	357,386
Equity - Aboriginal	4,262
Equity - Socio-economic	7,767
Equity - Language	239,188
Equity - Disability	106,170
Base Total	3,593,945
Base - Per Capita	125,784
Base - Location	0
Base - Other	3,468,162
Other Total	225,173
Grand Total	4,192,340

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

2020 saw teachers, students and the school community continue to work together to foster a school culture that is focused on learning, one in which staff, students and parents have high educational aspirations and strive for continual improvement. Each year, the school seeks the opinions of students, parents and teachers about the school. This data is used to evaluate and implement initiatives to support the school's strategic directions. We captured the opinions of the school community through the Tell Them From Me survey, which is developed by the department's Centre for Education Statistics and Evaluation. Results are provided in percentages or a score out of 10, 0 indicates strong disagreement, 10 indicates strong agreement, with 5 as neutral (neither agree nor disagree) and these are assessed against government norms which are indicated within the brackets below.

This report provides results based on data from 183 students in this school who completed the survey. Students reported positive scores for indicators of wellbeing, including a sense of belonging, advocacy at school and expectations for success.

- 71% of students indicated a positive sense of belonging as they feel accepted and valued by their peers and by others at their school.
- 7.4 - students feel they have someone at school who consistently provides encouragement, and can be turned to for advice.
- 8.2 - students feel school staff emphasise academic skills and hold high expectations for all students to succeed.

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. In 2020, 161 parents responded to provide feedback about the extent to which they felt the school supports learning 6.7 (7.3), positive behaviour 7.5 (7.7), made them feel welcome 7.4 (7.4) and inclusive school environment 6.8 (6.7).

Staff were involved in a range of opportunities to provide feedback. They included surveys, interviews, strategic direction groups and the Tell Them From Me: Focus on Learning Survey with 22 respondents. The Focus on Learning Survey is a self-evaluation tool for teachers and schools, which is based on the eight drivers of student learning and the four dimensions of classroom and school practices. Research on classroom and school effectiveness has consistently shown these factors to be strong correlates of student achievement.

The results for the eight Drivers of Student Learning, showed that the school mean was above the NSW government norm for leadership 7.7 (7.1), collaboration 8.1 (7.8), learning culture 8.4 (8.0), data informs practice 8.1 (7.8), teaching strategies 8.5 (7.9), technology 6.9 (6.7), inclusivity 8.5 (8.2) and matched the norm for parent involvement 7.4 (6.8).

Results for the Four Dimensions indicated teachers considered that they presented challenging and visible learning goals for students 7.9 (7.5); planned learning opportunities, which involve an intentional transfer of skills and knowledge 8.1 (7.6); provided quality feedback that guides students' effort and attention 7.9 (7.3); and supported for students to overcome obstacles to achieving their learning goals 8.0 (7.7).

Overall the responses from students, parents and teachers indicate satisfaction through the provision by the school of quality instruction within a positive learning climate, which ensures productive teacher-student relations that promote expectations for success. The findings from these surveys are used by the school to determine future action for school planning and school improvement measures.



Stella Fun Club



You Can Do It Parent Forum

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.

Anti-bullying plan is uploaded to the school website.

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.