

2020 Annual Report

Yowie Bay Public School



4124

Introduction

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

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

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School vision

Yowie Bay Public School aims to develop independent life-long learners through quality teaching and positive partnerships between students, staff, parents and the wider community.

School context

Yowie Bay Public School is situated in the Sutherland Shire, 30km south of the Sydney CBD. The school strives for academic, cultural and sporting excellence offering varied and interesting curriculum to all students.

Our enrolment in 2020 is approximately 440 students who come from an economically diverse community with 20% from non-English speaking backgrounds. There is a strong emphasis on the development of literacy and numeracy skills. Yowie Bay Public School has a well-resourced learning environment offering specialist programs such as Learning and Support, Technology and extra-curricula activities including band, ukulele, choir, sport, dance, debating, public speaking, chess and environmental and sustainability groups.

A friendly, happy and harmonious environment is maintained through a strong commitment to the wellbeing of all students and enhanced partnerships between staff, parents and the wider community. Our enthusiastic and highly-qualified staff participates in ongoing professional learning in order to provide a quality education and differentiated learning for all students.

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

Strategic Direction 1

Excellence in Learning

Purpose

The purpose of **Excellence in Learning** at Yowie Bay Public School is to prepare students across all curriculum areas with the skills and capabilities to connect, succeed and thrive in a rapidly changing and interconnected world.

Improvement Measures

Increasingly positive student responses in the Tell Them From Me Student Surveys.

Increased proportion of Yowie Bay Public School students in the top two bands in literacy and numeracy in NAPLAN. Internal and external measures show the majority of students demonstrating expected growth.

Positive Behaviour for Learning (PBL) practices are embedded and evident in all classroom and school-wide settings. Decreased instances of anti-social behaviour recorded in Sentral.

Progress towards achieving improvement measures

Process 1: Assessment and Reporting Schedule: Developed and implemented to ensure all student learning needs are identified and catered for. Teachers will know their students' capabilities and provide differentiated learning experiences. Staff will undertake professional learning in PAT, PLAN 2 and the revised Best Start assessment and learning progressions.

Evaluation	Funds Expended (Resources)
<p>Question: Has the Assessment and Reporting Schedule enabled teachers to ensure regular formative and summative assessments are conducted and quality classroom programs are developed based on these results?</p> <p>Data: Analysis of PAT student growth from Term 1 to Term 3 2020, and Semester 2 summative assessment data and reading levels.</p> <p>Analysis: The assessment and reporting schedule has been added to the Sentral calendar so that assessment remains consistent across the school. Due to this consistent and visible approach, end of year reporting to parents was accurate and data informed. Students performing above or below expected capabilities were easily identified and support structures put in place. The assessment schedule enabled the formation of 2021 classes to be data based and equitable.</p> <p>Implication: Further teacher professional learning regarding how to effectively embed assessment practices, and analyse and use data to inform teaching programs. PL to effectively use Sentral Markbook to standardise the collection of student assessment data. Monitor teacher use of SCOUT as a data source, to ensure consistencies with school internal data.</p>	

Process 2: PBL: Using positive behaviour strategies to improve student wellbeing, ultimately leading to improved student engagement and learning outcomes.

Evaluation	Funds Expended (Resources)
<p>Question: Has there been continued improvement in the consistent implementation of PBL? Has student behaviour continued to improve? Are staff, students and parents consistently using the language of PBL expectations when discussing behaviour? Are Student Wellbeing groups well established?</p> <p>Data: Tier Fidelity Index (TFI) - Term 3 2020, and Wellbeing Groups evaluation survey.</p>	

Progress towards achieving improvement measures

Analysis: PBL was revised and refreshed during Term 4 as some COVID-19 restrictions had impacted on school rules and expectations. During a series of PL sessions, staff revised the expectations and PBL processes. We noted that there were some inconsistencies with staff members, and these were addressed and rectified. Staff and students are continuing to consistently use the language of PBL expectations when discussing behaviour. Due to COVID-19, established student wellbeing groups could not go ahead. Student wellbeing lessons were conducted in class.

Implications: Regular PBL 'check in' sessions are required to ensure that all staff are following the correct processes, particularly when entering data into SENTRAL. PBL classroom expectation lessons need to be developed, to ensure consistency of behaviour expectations across all classrooms.

Strategic Direction 2

Excellence in Teaching

Purpose

The purpose of **Excellence in Teaching** at Yowie Bay Public School is to ensure student learning is underpinned by explicit and systematic teaching. Learning opportunities will be engaging and embedded with evidence-based future-focused teaching strategies.

Improvement Measures

Evidence from teaching programs and classroom observations show that teachers are demonstrating quality pedagogy by incorporating Focus on Reading strategies resulting in improved reading results on the learning progressions.

All teachers actively engage in meaningful professional development as evidenced by their Performance and Development Plans. All teachers maintain current accreditation standards with a view to seeking higher levels of accreditation.

Rubrics show teachers have increased their capabilities and confidence to incorporate technology and future-focused learning into classroom practice.

Progress towards achieving improvement measures

Process 1: Focus on Reading: Use current research to develop and implement high-quality professional learning through Focus on Reading.

Evaluation	Funds Expended (Resources)
<p>Are staff continuing to effectively incorporate the Focus on Reading (FoR) strategies in their teaching programs? Does the data show a shared understanding and improvement in the teaching and assessment of reading comprehension?</p> <p>Data: Walls that Teach, Literacy teaching programs, Literacy Progressions, PAT results.</p> <p>Analysis: All teachers have effectively incorporated the FoR strategies and 'Walls that Teach' into their teaching programs. Teachers have consistently implemented explicit teaching strategies to improve student learning outcomes in comprehension. Improvements have been identified in PAT results. Teachers have monitored student progress against the literacy progressions and used this data to plan engaging learning experiences which has resulted in improvement in comprehension.</p> <p>Implications: FoR Professional Learning completed. Teachers to continue to embed the FoR strategies into their teaching and learning programs to ensure best practice in teaching comprehension.</p>	

Process 2: ICT: Empower staff to build on their capabilities to incorporate technology and future-focused learning into classroom practice.

Evaluation	Funds Expended (Resources)
<p>Question: How effective was the PL in giving teachers the skills they need to change their practice?</p> <p>Data: Initial Technology Survey, Prowise PL, Robotics, SENTRAL Markbook</p> <p>Analysis: Staff have developed their capabilities to embed digital technologies in their teaching and learning programs. Increased confidence is a result of targeted professional learning and staff expertise. During the</p>	<p>STEM share kits have been borrowed to supplement digital resources in the school.</p>

Progress towards achieving improvement measures

period of learning from home due to COVID-19, teachers participated in professional learning using G Suite and Google Classroom. Learning from home was delivered via Google Classroom.

Implication: All teachers will investigate the use of SENTRAL Markbook to record and monitor student assessment from year to year.

Process 3: PDPs: Formalise processes to develop, refine and review meaningful Performance and Development Plans for all teachers through the implementation of a school-based Performance and Development Framework timeline.

Evaluation	Funds Expended (Resources)
<p>Question: Have all teachers attained their professional learning goals in their PDPs and kept up to date with their maintenance of accreditation as required? Has the PDP timeline helped this process? What modifications or changes are needed?</p> <p>Data: PDP register, Sentral Calendar, School Interviews booking with principal for PDP meetings.</p> <p>Analysis: All teachers attained their professional learning goals in accordance with the PDP timeline. Lesson observations, professional learning and regular team meetings were instrumental in teachers achieving their personal goals. Teachers were encouraged to participate in online professional learning to gain accredited hours, and to record these on the NESAs website for their maintenance period.</p> <p>Implications: The PDP timeline will continue to be followed in 2021 to identify whole school, stage and personal goals to ensure they are being achieved.</p>	IL and Team Leader release.

Strategic Direction 3

Excellence in Leading

Purpose

The purpose of **Excellence in Leading** at Yowie Bay Public School is to foster a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning development and success.

Improvement Measures

Evidence of Project-based learning in teaching programs and school scope and sequence documents and student work samples.

Evidence of students engaged in rich and authentic future-focused learning experiences during lesson observations and classroom walk-throughs.

Internal school data shows increasing student growth as teachers utilise *Learning Sprints* data to focus teaching and differentiate learning.

CESE surveys show evidence of increased student engagement, and parent and staff satisfaction.

Progress towards achieving improvement measures

Process 1: Learning Sprints: School Leaders participate in the Community of Schools *Learning Sprints* leadership development professional learning project.

Evaluation	Funds Expended (Resources)
<p>Question: What impact has there been on teaching strategies and student learning outcomes with the continued implementation of Learning (Teaching) Sprints? Progress towards meeting the school's target of 55% of student's in the top 2 bands in numeracy by 2022.</p> <p>Data: Learning (Teaching) Sprints presentations, student assessment data.</p> <p>Analysis: Learning (Teaching) Sprints have been effective in assisting teachers to successfully identify areas of growth for targeted students over a ten week period and inform future teaching and learning programs.</p> <p>Implications: Learning (Teaching) Sprints will continue to be implemented in 2021 as part of the assessment and reporting schedule and planned professional learning to facilitate whole school improvement.</p>	QTSS - Instructional Leader \$80,178

Process 2: Future-focused Learning (2019): Investigate Project-based learning as an approach to teaching and learning to engage students in rich and authentic future-focused learning experiences.

Evaluation	Funds Expended (Resources)
A decision was made not to continue with this project due to other competing priorities.	

Process 3: CESE: Engage all staff with the Centre for Education Statistics and Evaluation (CESE) Effective Practices in Teaching and Learning website giving access to educational research and professional readings.

Evaluation	Funds Expended (Resources)
Question: Was this process the most appropriate method and timeframe for the presentation of CESE resources? Was it possible to effectively match resources to already identified strategic directions? Should this continue in 2021?	

Progress towards achieving improvement measures

Data: CESE documentation, Professional Learning Schedule.

Analysis: The allocation of CESE documents to stage teams developed the capacity of all staff to deliver whole school professional learning based on educational research.

Implications: Staff engagement during the presentation of the CESE documents was high, as it facilitated professional dialogue and shared teaching practices based on current research. The presentation of relevant CESE documents to support Strategic Directions, and raise staff awareness of educational research and professional reading will continue in 2021.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$679	<p>Question: Have Aboriginal perspectives been included in all curriculum areas? Does this area require further attention in 2021? Was the Koori Art project successfully supported by the students and the community? Have the Personalised Learning Pathways (PLPs) met the needs of Aboriginal students? Do adjustments need to be made for 2021?</p> <p>Data: Koori Art Artwork was completed. 100% of Aboriginal students' (PLPs) were prepared and reviewed.</p> <p>Analysis: The Koori Art project was supported by the school community. The artwork was displayed in the school administration building. Aboriginal students' (PLPs) were prepared and reviewed in consultation with the LST, Aboriginal Liaison Officer, class teacher and parents.</p> <p>Implications: Further focus required to ensure the inclusion of Aboriginal Perspectives across all learning areas in 2021.</p>
English language proficiency	\$26,713	<p>Question: What has been the impact on student learning? Which students require further support and intervention? Are our resources being utilised effectively? Are there any additional resources needed to support the students?</p> <p>Data: Due to COVID-19, NAPLAN assessments were not conducted and therefore we are unable to use external data sources. MiniLit growth scores, and PAT assessments used to identify positive and negative growth.</p> <p>Analysis: MiniLit results were positive, with all Year 1 students displaying higher than anticipated growth in reading. Comparisons between Term 1 and Term 3 PAT results, showed most students experiencing growth across all areas.</p> <p>Implications: Check-In Assessment results and PAT assessments have identified students requiring further support and intervention. MacqLit to be introduced in 2021 to support identified Year 3-6 students.</p>
Low level adjustment for disability	\$97,659	<p>What has been the impact on student learning? Which students require further support and intervention? Are our resources being utilise effectively? Are there any additional resources needed to support the students?</p> <p>Data: MiniLit growth scores, and PAT assessments used to identify positive and negative growth.</p> <p>Analysis: MiniLit results were positive with all Year 1 students displaying higher than</p>

<p>Low level adjustment for disability</p>	<p>\$97,659</p>	<p>anticipated growth in reading. Comparisons between Term 1 and Term 3 PAT results showed most students experiencing growth across all areas.</p> <p>Implications: Check-in assessment and PAT assessments have identified students requiring further support and intervention. MacqLit to be implemented in 2021 to support identified Year 3-6 students. MiniLit to continue.</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>\$80,178</p>	<p>Question: Has the QTSS release timetable supported School Leaders in meeting the needs of their teachers? Are School Leaders using the allocated time to support teachers?</p> <p>Data: The QTSS release timetable to show equitable support for all staff.</p> <p>Analysis: The QTSS time was utilised by teachers to participate in classroom observations. Teachers were supported and encouraged to create engaging and supportive classroom environments and improve the quality of teaching in literacy and technology.</p> <p>Implications: QTSS provided an additional resource to enhance professional practice to improve the quality of classroom teaching including collaboration, mentoring and reflective practice. In 2021, an Instruction Leader will be introduced to support quality teaching in the classrooms in order to achieve set targets in reading and numeracy.</p>
<p>Socio-economic background</p>	<p>\$14,432</p>	<p>What has been the impact on student learning? Which students require further support and intervention? Are our resources being utilise effectively? Are there any additional resources needed to support the students?</p> <p>Data: MiniLit growth scores, and PAT assessments used to identify positive and negative growth.</p> <p>Analysis: MiniLit results were positive with all Year 1 students displaying higher than anticipated growth in reading. Comparisons between Term 1 and Term 3 PAT results showed most students experiencing growth across all areas.</p> <p>Implications: Check-in Assessment and PAT assessments have identified students requiring further support and intervention. MacqLit to be implemented in 2021 to support identified Year 3-6 students. MiniLit to continue.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	252	244	242	235
Girls	230	210	199	208

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.8	96.1	96.3	96.8
1	95.7	95.4	94.2	96.9
2	94.9	94.2	93.6	95.2
3	96.5	95.3	93.4	95.4
4	95.2	95.5	95.2	95.7
5	95.4	94.3	94	97.3
6	95.1	95	92.1	96.3
All Years	95.5	95.1	94.2	96.2
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)	4
Classroom Teacher(s)	15.15
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Administration and Support Staff	3.62

*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	465,843
Revenue	3,950,648
Appropriation	3,589,094
Sale of Goods and Services	131,092
Grants and contributions	229,009
Investment income	1,452
Expenses	-4,144,278
Employee related	-3,478,781
Operating expenses	-665,497
Surplus / deficit for the year	-193,631
Closing Balance	272,212

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

Financial summary - Equity loadings

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

	2020 Approved SBA (\$)
Targeted Total	0
Equity Total	139,484
Equity - Aboriginal	679
Equity - Socio-economic	14,432
Equity - Language	26,713
Equity - Disability	97,659
Base Total	3,036,476
Base - Per Capita	106,062
Base - Location	0
Base - Other	2,930,413
Other Total	201,545
Grand Total	3,377,504

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

School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

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

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

Parent/caregiver, student, teacher satisfaction

In 2020, the school used the Tell Them From Me Surveys to gain insight into the views and opinions of as many parents, students and teachers as possible. The results provided valuable information to assess both the levels of satisfaction with the current programs and operation of the school, and future directions for the 2021-2024 School Plan.

Student Survey: One hundred and seventy-eight students in Years 4, 5 and 6 completed the Tell Them From Me *Student Survey*. This represents 97% of students in those years. This survey includes measures of student social, institutional and intellectual engagement. Student engagement is a 'disposition towards learning, working with others, and functioning in a social institution' and is a key measure of student success.

Areas in which students from Yowie Bay Public School rated their institutional and intellectual engagement *lower* than their state-wide counter parts included:

- Students with positive sense of belonging (78% vs 81%)
- Students with positive behaviours at school (81% vs 83%)
- Students who are interested and motivated (62% vs 78%)

Parent Survey: All parents were encouraged to complete the Tell Them From Me *Partners in Learning Survey*. The survey covers several aspects of parents' perceptions of their children's experiences at home and school. Fifteen parents, representing approximately 5% of parents and carers from Yowie Bay Public School, completed the survey. This very low participation rate limits the extent to which these results can be used to represent the views of the wider parent community. Statistically, it reflects more of an individual than a collective experience and, as such, responses need to be viewed in that light. On this survey, participants rate their responses from strongly agree to strongly disagree. This is then converted to a 10-point scale, then averaged and reported by question and topic. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree).

Two-way Communication with Parents

Areas of Strength:

- I am well informed about school activities - 7.5
- Teachers listens to concerns I have - 7.3
- Reports on my child's progress are written in terms I understand - 7.0

Areas for Further Consideration:

- I am informed about my child's social and emotional development - 4.4

Parents Support Learning at Home

Areas of Strength:

- Ask about any challenges your child might have at school - 8.0
- Praise your child for doing well at school - 7.5

Areas for Further Consideration:

- Talk about how important schoolwork is - 5.8
- Discuss how well your child is doing in his or her classes - 5.9

School Supports Learning

Areas of Strength:

- My child is clear about the rules for school behaviour - 8.1
- Teachers show an interest in my child's learning - 7.0
- Teachers expect homework to be done on time - 7.0

Areas for Further Consideration:

- Teachers devote their time to extra-curricular activities - 5.6
- Teachers have high expectations for my child to succeed - 5.9

School Supports Child's Behaviour

Areas of Strength:

- My child feels safe at school - 8.0
- My child feels safe going to and from school - 7.7

- Behaviour issues are dealt with in a timely manner - 7.0

Areas for Further Consideration:

- Teachers try to understand the learning needs of students with special needs - 5.6
- School staff create opportunities for students who are learning at a slower pace - 5.8
- School staff take an active role in making sure all students are included in school activities - 5.8

Teacher Survey: Twenty-four teachers, representing 88% of the teaching staff, participated in the Tell Them From Me *Focus on Learning Teacher Survey*. As in the Parent Survey, participants rate their responses from strongly agree to strongly disagree. This is then converted to a 10-point scale, then averaged and reported by question and topic.

Leadership

Areas of Strength:

- I work with school leaders to create a safe and orderly school environment - 8.9
- School leaders have supported me through stressful times - 8.4
- School leaders have taken time to observe my teaching - 8.3

Areas for Further Consideration:

- School leaders have helped me establish challenging and visible learning goals for students - 7.5
- School leaders have helped me create new learning opportunities for students - 7.5

Collaboration

Areas of Strength:

- Teachers in our school share their lesson plans and other materials with me - 9.2
- I discuss learning problems of particular students with other teachers - 8.8
- I talk with other teachers about strategies that increase student engagement - 8.6
- I discuss my assessment strategies with other teachers - 8.6

Areas for Further Consideration:

- Other teachers have shared their learning goals for students with me - 7.5

Learning Culture

Areas of Strength:

- I monitor the progress of individual students - 9.1
- I set high expectations for student learning - 8.4

Areas for Further Consideration:

- I talk with students about the barriers to learning - 7.6
- Students become fully engaged in class activities - 7.7

Data Informs Practice

Areas of Strength:

- My assessments help me to understand where students are having difficulty - 8.5
- I use formal assessment tasks to discuss with students where common mistakes are made - 8.4
- I use results from formal assessment tasks to inform my lesson planning - 8.4

Areas for Further Consideration:

- I provide examples of work that would receive an "A", a "B", or a "C" (or their equivalent) - 7.4

Teaching Strategies

Areas of Strength:

- When I present a new concept, I try to link it to previously mastered skills and knowledge - 8.9
- I can easily identify unproductive learning strategies - 8.4
- My students are very clear about what they are expected to learn - 8.4
- I use two or more teaching strategies in most class periods - 8.4

Areas for Further Consideration:

- I help students set challenging learning goals - 7.3
- Students receive written feedback on their work at least once every week - 7.3

Technology

Areas of Strength:

- Students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts - 7.6

Areas for Further Consideration:

- Students use computers or other interactive technology to track progress towards their goals - 6.0

Inclusive School

Areas of Strength:

- I establish clear expectations for classroom behaviour - 9.1
- I strive to understand the learning needs of students with special learning needs - 8.5
- I make sure that students with special learning needs receive meaningful feedback on their work - 8.4

Areas for Further Consideration:

- I help low-performing students plan their assignments - 7.1

Parent Involvement

Areas of Strength:

- I work with parents to help solve problems interfering with their child's progress - 7.7
- I am in regular contact with the parents of students with special learning needs - 7.6
- Parents understand the expectations for students in my class - 7.4

Areas for Further Consideration:

- I ask parents to review and comment on students' work - 4.6

One of the strengths of the Tell Them From Me suite of questionnaires is that the data it generates compares the responses of students, parents and staff from Yowie Bay Public School with those of a large number of participating schools across the state. It also allows internal comparison of data, year to year. With participation rates of 97% of students in Years 4 to 6, and 88% of teaching staff, this data is statistically meaningful and can inform school planning. Greatly increasing the participation rate of approximately 5% of parents in the annual survey remains a school priority, as the input from parents is highly valued.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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