

2020 Annual Report

Seven Hills West Public School



4162

Introduction

The Annual Report for 2020 is provided to the community of Seven Hills West 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

The Seven Hills West community strives to build positive relationships with students, staff and the greater community. We encourage students to achieve their personal best in all aspects of their education and personal development. Staff at Seven Hills West make positive outcomes for students, who are the centre of our decision making. Future focused learning pedagogies and evidence based teaching and learning programs are provided through educational opportunities to our students and staff. We aspire to develop strategies for students and staff to strive for continuous improvement.

School context

Seven Hills West Public School officially opened in 1958. The current enrolment consists of approximately 390 students, including mainstream classes, support classes for students with special learning needs and a preschool. It is located in a well established residential area in Sydney's west and is part of the wider Blacktown community. The school is well supported by a diverse and multicultural community. The school has an increasing enrolment of students with a Language Background Other Than English (LBOTE), which currently stands at 63%. Seven Hills West Public School has a culture of high expectations, embracing the whole child and their development through a comprehensive range of extra curricular opportunities including those in creative arts and sport. Students enjoy a nurturing, stimulating and supportive school environment, where they learn and thrive in their interactions with staff and peers. An energetic and dedicated staff works collaboratively to enhance each student's well being, helping them to achieve their full potential.

The school's traditional values of **Service**, **Honour** and **Wisdom** are reflected in every facet of school life.

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	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
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	Delivering
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Future Focused Learning Culture

Purpose

Seven Hills West Public School is committed to the pursuit of excellence and the provision of high quality educational opportunities for each and every child. We prepare young people for rewarding lives in an increasingly complex world. Our vision is that every student is known, valued and cared for.

Our school community demonstrate aspirational expectations of learning programs and achievement for all students and are committed to the pursuit of excellence.

Improvement Measures

In accordance with the Premier's priority, our school is working towards an increased proportion of students in the top two NAPLAN bands for reading and numeracy.

In accordance with the Premier's priority, our school is working towards an increased proportion of Aboriginal students in the top two NAPLAN bands for reading and numeracy.

Staff will demonstrate a sound understanding of educational delivery and operational policies and practices, reflective of Departmental systems and processes for student learning and wellbeing to ensure every student is known, valued and cared for.

Classroom teachers will identify professional growth in their ability to purposefully integrate ICT into innovative teaching and learning programs to enable future focused learners through their performance and development plans.

Progress towards achieving improvement measures

Process 1: 1.1 Literacy and Numeracy

The learning and support structures in the school build a P-6 inclusive model of reflective and evaluative thinking that tracks the progress of equitable outcome delivery.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• K-2 Reading Levels, L3 Data• 75% of K-2 students achieving grade reading level• Cars and Stars data evaluation - Years 2-6• 75% of 3-6 students achieving grade reading level• SENA 1, 2 and 3 data• School and External data• ICAS English and Maths evaluation• Attainment of Premier's Literacy and Numeracy targets• 80% of students working in their stage range in the Target Wall	<ul style="list-style-type: none">• Teacher release to go to TPL (TEN, L3, Quality Teaching Rounds) throughout the year \$30,278.000• Cars and Stars readers \$207.14• Guided Reading resources \$8102.45• Cars and Stars Online Subscription \$239.40• Hokki Stools - \$2095.00

Process 2: 1.2 Visible Learning and Assessment

Visible learning structures are scaffolds for data analysis leading to evidence based practice in reading numeracy through "I Can" statements.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Reflection of reading project using a data scale of Working Towards or Achieving for high frequency words and fluency against a familiar read• Evaluation of TEN, using SENA 1, 2 and 3 - across K-6.• Pat Test administered for 2021 data benchmarks• 100% of students Faces on the data wall Literacy (Understanding Texts - Comprehension) and Numeracy (Quantifying Numbers) Progressions and reading PM and Fountas and Pinell• 70% of Students achieve grade level in A-E reports in Semester 2 reporting	

Progress towards achieving improvement measures

- 100% of staff completing LEED surveys and CESE What Works Best
- K-6 PLAN 2 data evaluation
- Year 3 and 5 Literacy and Numeracy online assessment data evaluation
- K-6 Effect Size data evaluation (Visible Learning and Assessment benchmarking)

Process 3: 1.3 Future Focused Learning

Implementation of ICT plans into performance and development to enable staff to be engaged in the learning process.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Classroom teachers will identify professional growth in their ability to purposefully integrate ICT into innovative teaching and learning programs to enable future focused learners through their performance and development plans.• Teachers will engage with the CESE What Works Best PL and Toolkit to improve teaching and learning for School Excellence.	<ul style="list-style-type: none">• Xenontech - IT Support (\$11325.00)• ICT Hardware - 14 EliteBook (\$32450)

Strategic Direction 2

Visionary Educational Leaders

Purpose

Seven Hills West Public School strives to provide educational delivery to our students through a vision and culture that is innovative and reflective of current practices and research. We are committed to an understanding that all students are taught by high performing teachers and the leadership team supports the recognition of this being achieved through a professional learning community which is focused on continuous improvement of teaching and learning.

Improvement Measures

Staff have clearly defined professional goals that enables the school to provide learning opportunities and enable the development of future focused educational leaders.

Staff are able to articulate their own learning journey and the support structures required to navigate new initiatives in the school and in their professional development authentically and with improved student learning as the motivation.

Future-focused pedagogies are evident and referenced in program innovations and structural classroom functionality.

The school staff understand the progression of a P-6 philosophy in the transition from Early Years Framework Learning to statewide curriculum delivery.

Progress towards achieving improvement measures

Process 1: 2.1 Coaching and Mentoring

Performance and Development Plans are created with each staff member to reflect professional wellbeing, school improvement measures, differentiated educational delivery for students and the staff members area of development through a collegial share space.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">All staff attaining NESA Accreditation requirementsAll staff attaining PDP goals related to whole-school, stage and personal developmentAll staff reflecting positively on the PDP experience and professional journey.	Teacher Professional Learning - \$27088.00

Process 2: 2.2 Quality Standards and Systems

Embedding future-focused programs that reflect excellence against NSW Education Standards Authority, NSW Department of Education, ACECQA policies and requirements.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">Future-focused pedagogies are evident and referenced in program innovations and structural classroom functionality.The school staff understand the progression of a P-6 philosophy in the transition from Early Years Framework Learning to statewide curriculum delivery.Whole school systems and processes meet NESA school registration requirements for curriculum, assessment and reporting.Teachers reflect positively on the efficacy of teaching programs.	

Process 3: 2.3 Systems Leadership in Action

Collaborative processes coordinated and embedded to support innovations in classroom dynamics and flexible teaching and learning processes, engaging data and evidence to drive the decision making processes P-6.

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation	(Resources)
<ul style="list-style-type: none">• Attainment of DoE and CESE targets for the LEED project• Executive Leadership Team completion of Systems Leaders modules• Executive staff attainment of the Principal Credential• Attainment of Exceeding in our Preschool Quality Improvement Plan focus areas and goals <ol style="list-style-type: none">1. Preschool Quality Improvement Program focus areas and goals for 2020 are met2. 100% teaching programs meet NESAs requirements3. 100% of staff (Teaching and non-teaching) complete their 2020 PDP process and plan for 2021.	

Strategic Direction 3

Known, Valued and Cared For Superheroes

Purpose

Seven Hills West Public School ensures every child is known, valued and cared for. Our school community is committed to providing the very best for our children holistically. Our teachers and school networks collaborate with a commitment to nurture, guide, inspire and challenge students - to find the joy in learning, to build their skills and understanding, and to make sense of their world.

Improvement Measures

School initiatives support a tiered approach to wellbeing for all stakeholders and are reflected in the programs available to members of the school community.

The school community has a committed action plan towards building infrastructure and a positive school environment.

The school community has developed a strategic approach to authentic communication systems and access to them for all members equitably.

Increased parental participation and engagement in the school that focuses on positive and meaningful conversations and attendance in the school community and education programs.

Improved staff engagement results in People Matter Survey and an increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school.

The maximum number of preschool students at Seven Hills West Public School attend Seven Hills West Public School in Kindergarten the following year.

Progress towards achieving improvement measures

Process 1: 3.1 A Culture of Wellbeing

A strategic and planned approach to develop the whole school wellbeing processes that support the wellbeing of all students and staff so they can connect, succeed, thrive and learn.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> • Attainment of PBL universal systems ratio - 4 positives:1 negative • 10% reduction in student negative discipline referrals • 10% reduction in student HSLO absentee rates • 10% increase in Staff Wellbeing and Morale 	

Process 2: 3.2 Organisation and Infrastructure

Collaborative action planning for the innovative refurbishment of the school infrastructure that is both internal and external which enables positive relationships and connections with the school community.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> • Enhanced maintenance of school grounds and infrastructure • Upgrades to staffroom and executive room support staff professionalism and culture • School oval upgrades and gardens improve student safety and wellbeing • Replacement of IWBs and technology resources for student learning 	<ul style="list-style-type: none"> • Sensory Room items - (\$4000) • Upgrade to Staff/Executive Rooms - (\$18513) • New School Oval & Seating - (\$220000) • External Fencing - (\$65000) • Tree Assessment & Works - (\$11236) • Indigenous Garden Landscaping - (\$4500) • Shade Sails - (\$6850) • Preschool Furniture Upgrade - (\$7921)

Progress towards achieving improvement measures

<ul style="list-style-type: none"> • Enhanced maintenance of school grounds and infrastructure • Upgrades to staffroom and executive room support staff professionalism and culture • School oval upgrades and gardens improve student safety and wellbeing • Replacement of IWBs and technology resources for student learning 	<ul style="list-style-type: none"> • Artificial Grass - (\$10500) • 4 Air Conditioner Units - (\$16745) • 2 Replacement IWB's - (\$9500) • Technology Resources - 80 Chromebooks (\$43981) • 2 Mobile IWB's - (\$12100)
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Process 3: 3.3 Community Engagement

Quality teaching and learning is communicated and shared across the school community to promote and highlight the achievements and improvements of the school P-6.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> • 10% increase in Community Engagement • 10% increase in Parent and Student Engagement from TTFM data • Enhanced student leadership culture and support • 90% Students engaged in the SRC (surveys) • Exit survey feedback • 100% Staff using Calendar, Sentral and Repository (instead of Google) 	<ul style="list-style-type: none"> • 5 x days Executive planning day support (\$2500) • \$150 x 26 staff for 7 Habits workshop

Key Initiatives	Resources (annual)	Impact achieved this year
<p>English language proficiency</p>	<p>E/ALD Teacher hired (equivalent to 1.1 FTE) to support K-6 E/ALD students in receiving in-class, small group and intensive language support programs.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$157 672.00) 	<p>Due to the cancellation of NAPLAN in 2020, we were unable to assess the progress of E/ALD students achieving the Premier's targets for literacy and numeracy. However, in local school assessments, E/ALD students made solid progress against the Literacy Progressions in PLAN 2.</p>
<p>Low level adjustment for disability</p>	<p>Two Student Learning Support Officers were hired to work across the school Preschool to Year 6 to support individual, small group and in-class learning support programs. Two specialised tutors were hired to run intensive reading programs K-6.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$170 804.00) 	<p>Due to the cancellation of NAPLAN in 2020, we were unable to assess the progress of Learning Support students achieving the Premier's targets for literacy and numeracy. However, in local school assessments, students receiving Learning Support made progress against the Literacy and Numeracy Progressions in PLAN 2.</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>The funding of a QTSS release teacher to provide time for Executive teachers to meet with stage teams and mentor teachers working towards NESA accreditation.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$78 210.00) 	<p>Attainment of School Plan Improvement Measures.</p>
<p>Socio-economic background</p>	<p>One Student Learning Support Office was hired to work across the school Preschool to Year 6 to support personalised learning programs and wellbeing support for students. All staff worked cohesively to support the implementation of the Restorative Practices strategies to support the Positive Behaviour for Learning program.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Socio-economic background (\$88 595.00) 	<p>A 13% increase (from 82% in 2019 to 95% in 2020) of students' sense of belonging at the school, as evident from Tell Them From Me data. These results are higher than state and statistical similar group data. In addition, there was a 12% reduction in negative discipline referrals from Positive Behaviour for Learning data.</p>
<p>Support for beginning teachers</p>	<p>Hiring of a teacher (0.4 FTE) to support four Beginning Teachers. The two days of release helped to provide collaborative coaching and mentoring, additional RFF and</p>	<p>All Beginning Teachers completed the Strong Start, Great Teachers program and progressed their NESA Teacher Accreditation portfolios.</p>

<p>Support for beginning teachers</p>	<p>professional learning. Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$57 924.00) </p>	<p>All Beginning Teachers completed the Strong Start, Great Teachers program and progressed their NESA Teacher Accreditation portfolios.</p>
<p>Aboriginal background loading</p>	<p>The design and installation of an Aboriginal Sensory Playground and Bush Tucker Garden supported First Nation historical, cultural and wellbeing programs for our Aboriginal and non-Aboriginal students.</p> <p>Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$24 720.00) </p>	<p>Due to the cancellation of NAPLAN in 2020, we were unable to assess the progress of Aboriginal students achieving the Premier's targets for literacy and numeracy. However, there was an increase in the percentage of Aboriginal students increasing their engagement in learning and school life, as evident from the Tell Them From Me survey. Aboriginal girls rated their sense of belonging at the school as 80%, in comparison to Aboriginal boys surveyed who rated their sense of belonging at the school as 100%.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	204	187	174	157
Girls	167	152	158	155

Student attendance profile

School				
Year	2017	2018	2019	2020
K	92.2	89.5	89.1	90.1
1	90.4	93.7	91.6	91.5
2	92.2	91.3	91.4	87.3
3	92.3	90.9	90.7	95.1
4	89.8	92.8	91.4	92.9
5	92.8	92.8	92.5	94.1
6	90.9	91.7	93.8	94.2
All Years	91.5	91.9	91.3	92
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)	15.22
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.6
Teacher ESL	1
School Counsellor	1
School Administration and Support Staff	9.32

*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	613,458
Revenue	4,438,418
Appropriation	4,361,038
Sale of Goods and Services	1,587
Grants and contributions	56,338
Investment income	856
Other revenue	18,600
Expenses	-4,746,539
Employee related	-3,973,612
Operating expenses	-772,927
Surplus / deficit for the year	-308,120
Closing Balance	305,338

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	942
Equity Total	441,791
Equity - Aboriginal	24,720
Equity - Socio-economic	88,595
Equity - Language	157,672
Equity - Disability	170,804
Base Total	3,170,428
Base - Per Capita	90,939
Base - Location	0
Base - Other	3,079,489
Other Total	564,703
Grand Total	4,177,864

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

Students

Our Tell Them From Me survey results showed that our students' perceptions about Advocacy, Expectations for Success and Sense of Belonging at our school are above similar school groups and state average results in 2020. In reviewing the survey data:

- There was an increase of 13% in students feeling a sense of belonging at the school - from 82% in 2019 to 95% in 2020.
- There was an increase from 89% to 98% of students feeling strong advocacy at school.
- Similarly, 98% of students believe that our school provides high expectations for success.

Our student survey results are exceptional, considering the diverse learning and COVID-19 challenges they experienced in 2020.

Teachers

As part of the Leading Evaluation, Evidence and Data (LEED) Action Learning Project, our school conducted a whole school survey and two focus groups about our evaluative thinking and data analysis processes. One focus group was run with the teaching and SLSO staff, the other focus group was run with the Executive Team.

Areas of Strength

Key feedback from the LEED focus groups were that our staff are appreciating recent efforts to implement collaborative RFF times to support Beginning Teacher Mentoring, Stage-based Professional Learning and collaborative planning and assessment. Staff are also acknowledging the efforts of the leadership team to create a more inclusive P-6 approach with the School Plan, Preschool Meetings, Staff meetings and Professional Learning sessions supporting holacratic team collaboration.

In triangulating the Scout Dashboard data, SEF S-aS survey, staff focus group feedback, LEED survey data and internal assessment against the School Excellence Framework, our school is progressing well in the elements of Learning Culture, Wellbeing, Educational Leadership, Learning and Development.

Areas of Development

Staff indicated that enhancing their evaluative thinking and data literacy skills was an important priority. Staff requested more professional learning on data skills, analysis of Effect Size Data and implementation of the Instructional Practices Inventory. Ensuring that transparency in the allocation of the SBAR, staff and school resources is also a priority.

In triangulating the Scout Dashboard data, SEF S-aS survey, staff focus group feedback, LEED survey data and internal assessment against the School Excellence Framework, our school will need to strengthen the following elements: Curriculum, Effective Classroom Practice, Data Skills and Use, Professional Standards and Management Practices.

These elements will be a key priority in our 2021-2024 Strategic Improvement Plan.

Parents

During 2020, 33 parents completed the Tell Them From Me parent survey. Our parent feedback rated the school as being above NSW government school averages in all of the Tell Them From Me survey areas: Parents Feel Welcome, Parents Are Informed, Parents Support Learning at home, School Supports Learning, Inclusive School, Safety at School and School Supports Positive Behaviour. Our highest rated areas were 7.5 out of 10 for parents feeling the school is inclusive and welcoming.

These results are very positive considering the challenges of COVID-19 and the operational guidelines relating to social distancing requirements.

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.