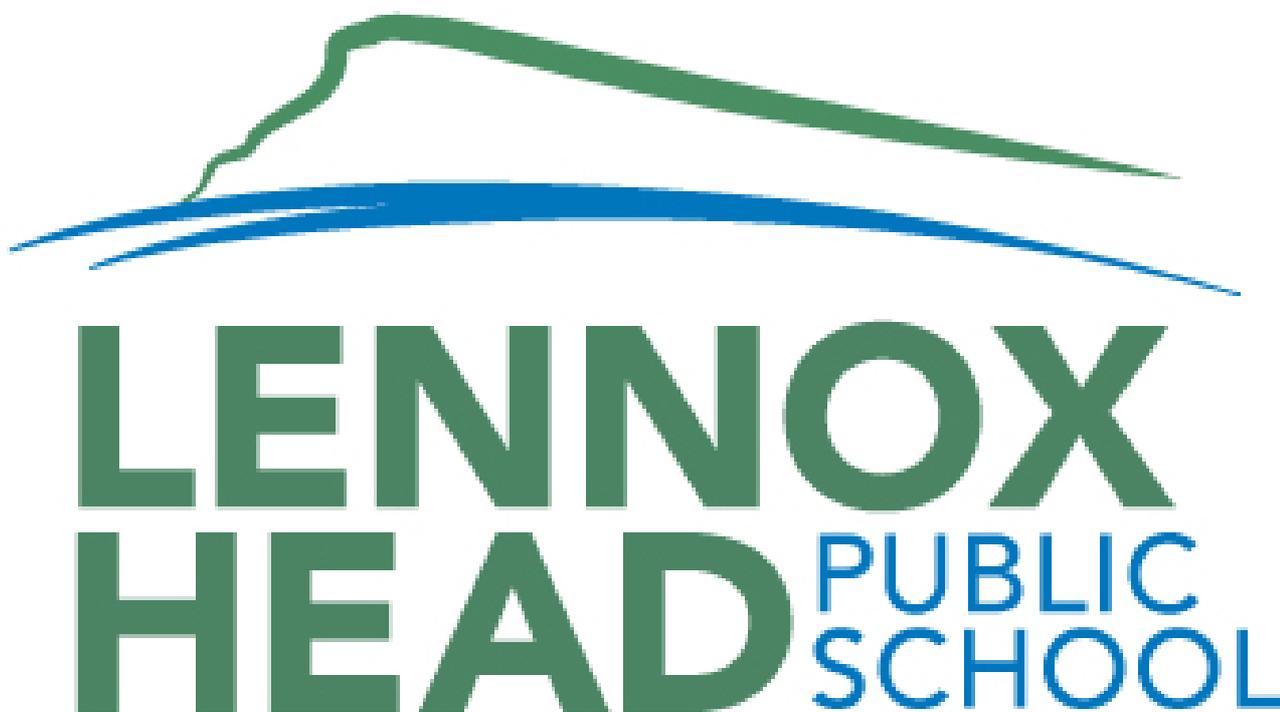


# 2020 Annual Report

Lennox Head Public School



A dynamic and caring learning community

4184

# Introduction

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

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

## School contact details

---

Lennox Head Public School

25 Byron Street

Lennox Head, 2478

[www.lennoxhead-p.schools.nsw.edu.au](http://www.lennoxhead-p.schools.nsw.edu.au)

[lennoxhead-p.school@det.nsw.edu.au](mailto:lennoxhead-p.school@det.nsw.edu.au)

6687 7230

## School vision

We will be a school that creates life long successful learners.

We will deliver quality teaching and learning programs with an emphasis on future focused learners.

We will value and build supportive relationships catering for individual needs and learning styles. Ensuring the well being of students, staff and community.

We will achieve high professional standards.

We will further strengthen our engagement with our local community.

## School context

Lennox Head Public School provides a dynamic, caring, learning environment. Our highly qualified and caring staff provides innovative, quality teaching/learning programs that engage and inspire students to excel in all Key Learning Areas. The school is part of the Plateau to The Sea learning community. There are currently 493 students enrolled in 20 classes. The school is staffed by a dedicated team of 20 teachers. The team is supported by School Learning Support Officers and a professional team of administrative staff. Our school fosters an environment whereby high expectations ensure quality teaching and learning takes place. We are committed to improving educational outcomes for all students. This is central to our teaching and learning programs, leading to confident, successful and informed learners. Through our Three Key Values of Respect, Responsibility and Integrity, which are embedded in all aspects of our school community, students become responsible global citizens with the skills to take advantage of opportunities and face the challenges of the future. We implement Positive Behaviour for Learning to ensure a positive learning environment. A strong partnership between students, carers, families and the broader community, results in a collaborative learning environment whereby all members feel respected and valued. This leads to a rich learning environment maximising student engagement and achievement. There is a commitment to building even stronger partnerships to benefit our 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	Sustaining and Growing
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	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1

### Successful Learners

#### Purpose

The purpose of successful learners at LHPS is to develop life long learners who actively contribute to society. Students will use critical thinking, collaboration, creativity and communication flexibly in demonstrating their learning. Our purpose is to have students who have strong literacy/numeracy skills who are effective users of technology. Our students will demonstrate a growth mindset and resilience that will strengthen their well being.

#### Improvement Measures

- CENTRAL and EBS data will show an increase in positive behaviour and a decrease in negative behaviour. Improved levels of student well being and engagement.
- Student and Staff surveys show that PBL expectations and consistent language are used across the school.
- Increased proportion of students in the top 2 bands of NAPLAN - growth and value added in line with the premier's priorities.
- Internal and external growth data shows increasing % of students meeting or exceeding expected growth.
- Student work samples including - IBL( Inquiry based learning) reflect the 4 c's (critical thinking, communication, collaboration, creativity) and the effective use of technology.

#### Progress towards achieving improvement measures

**Process 1:** Curriculum and Learning - quality differentiated learning experiences for all students K-6 are collaboratively planned, explicitly taught and assessed using consistent teacher judgement.

Evaluation	Funds Expended (Resources)
A review of the school's curriculum delivery system was undertaken by executive staff in November 2021 .It found areas for future development included the explicit teaching of writing and spelling. We will continue to utilise SMART spelling and now use new writing rubrics and writing portfolios for each student. Maths groups for stages 2 and 3 will continue in 2021. With an additonal funding source next year we are employing an additional person to ensure explicit group can be smaller and more targeted to improve/push the b studnets to higher levels. This, coupled with our future targets in reading and numeracy will inform our planning for 2021.	QTSS funds were used in 2020 for executive to be released to work as instructional leaders in classrooms when required. Designed programs to share in stages.

**Process 2:** Ensure learning is data driven and based on formative assessment practices and learning continuums. Targeted intervention and feedback for all students reflects best practice. Students are able to access extra support, extension or enrichment to maximise learning opportunities.

Evaluation	Funds Expended (Resources)
Data on student progress has become a key part of class planning. This has included the use of Spelling results and data which has informed the planning of a new whole school spelling program - that was SMART spelling. In addition whole school assessments and are being utilized to inform the explicit teaching of writing within the school, to further improve results. In addition members of staff have worked on developing a writing marking rubric, by utilising progressions. Nex ty aer we will start with individual wrting portfolios that will follow the student through their schooling.This will lead to teaching programs that will reflect student need, knowledge and understanding. This will be part of the next school plan	SMART Spelling Writing Rubric - shared with staff Term 4 - using progressions. Essential Assessment - stages 1 to 3 In school assessments Benchmarks SA Spelling Assessments Professionsl learning - staff led and in Stage meetings.

## Progress towards achieving improvement measures

**Process 3:** Continue with our whole school PBL approach in both playground and classrooms to enhance student well being and allow students to connect, succeed and thrive at all times.

Evaluation	Funds Expended (Resources)
<p>PBL has gone from strength to strength. in a challenging and interrupted year, because the program is now embedded across th school, there is rarely anyone who is not aware of expectations and if so are easily re-directed. Having soild PBL principles this has lead to greater wellbeing outcomes for students and staff , which will still be a focus in 2021.</p>	<p>PBL budget and committee - for any thing needed re posters.</p> <p>Budget for 2021 re new staff resource - parents to be invoiced for wellbeing journals.</p>

## Strategic Direction 2

### Innovative Teaching

#### Purpose

Our purpose is to engage learners.

Teachers will grow and improve in their teaching through professional learning.

They will work in a culture of high expectations and use evidence based practices to engage learners through teaching that encourages high thrill, skill and will.

#### Improvement Measures

- Teaching programs and observations demonstrate improvement in teacher practice through teachers using new pedagogies, data and using innovative ideas.
- Teachers reflect that mentoring and coaching has supported their ongoing development. Teachers reflect that they are taking on opportunities to lead others.
- Data from learning progressions and other assessments is used to inform/improve teaching practices.

#### Progress towards achieving improvement measures

**Process 1:** Develop and implement high quality professional learning in literacy and numeracy practices. (eg - L3, TEN, Seven Steps To Writing) that utilise data from school and external assessment.

Evaluation	Funds Expended (Resources)
A review of the professional learning program was undertaken. Common trends regarding staff learning needs and goals included explicit teaching of writing, spelling strategies and further assistance in the area of technology - eg use of google for easier staff sharing of programming. Google of course became heavily used during the lockdown period. Teachers within stages with this solid skill set trained others in how to use google classroom so that work could be distributed to students. This is still being utilised by some senior classes now. This neatly married with school goals centered on the explicit teaching of spelling and writing, and will continue to be a focus area in 2021. SMART spelling will continue and additional training utilised for staff that may need this. Further technology skills will be mentored by executive staff in stage meetings, looking at sharing on information on platforms - one note and google being used for programs now across stages. Co-operative learning with Kagan will be a stage one focus in 2021. PL re writing as required and numeracy to fine tune explicit skills.	Professional learning funds expended on various staff training areas in conjunction with PDP's and school plan - \$. Some beginning teacher funds was also used for professional learning for those staff who attracted this funding. This Beginning teacher PI also involved teachers working with their mentors in areas that they decided through PDP discussions.

**Process 2:** Develop and implement collaborative processes for consistency in teacher judgement in literacy/numeracy progressions as well as in school assessments.

Evaluation	Funds Expended (Resources)
Consistent teacher judgement has continued to be a focus area with all staff. We have done some professional learning re writing rubrics which have links to the progressions as devised by a member of our staff, this will continue to evolve in 2021 as part of our new plan. Still some gaps for some students, so this needs to remain a focus.	Staff member given additional RFF to ensure that the rubric devised could be linked to the progressions. Worked separately with various stage leaders to get this completed. Currently sourcing a company to print writing booklets for each student, which will track with them throughout school - a portfolio of writing samples.

**Process 3:** Teachers will embrace extra responsibilities to lead in certain areas. Technology will be used as an effective tool to enhance and support learning of staff and students.

**Progress towards achieving improvement measures**

<b>Evaluation</b>	<b>Funds Expended (Resources)</b>
<p>A review of the extra roles and responsibilities for staff in 2020 has been conducted. It found that staff took on a range of responsibilities in areas such as dance programs,( we had many doing this until COVID) The Aboriginal Education committee has commenced and they have done some training and led initiatives at a school level. Many other areas that staff would traditionally have led did not occur this year due to COVID. This has allowed a re think on how we operate some of these areas in 2021, so reset of sorts on now we can manage things in a more efficient manner. These opportunities on the whole met staff performance and development plans- for the things we could do- others people may continue some things on the ir PDP's again in 2021, as targets couldn't be met. This will continue in 2021.</p>	<p>QTSS funds utilised to provide additional RFF to exec staff to assist with the leadership especially in mentoring and assisting with others who were taking on additional roles, or who required support.</p>

### Strategic Direction 3

#### Community Partnerships

#### Purpose

The purpose of community partnerships is to develop inclusive, consultative and supportive partnerships with the community.

The partnership will be informed based on trust and professional respect to develop a harmonious culture that supports student well being and successes.

Connect/Thrive/Succeed

#### Improvement Measures

- Community surveys show an increased participation and the leadership team acts upon the feedback given.
- Increasing engagement with school based communication through schoolstream and school newsletters.
- Positive feedback is evidenced in surveys, enrolments and positive parental responses including the 360 tool.

#### Progress towards achieving improvement measures

**Process 1:** Build supportive systems to enhance community participation in school events and parent learning forums by increased promotion of school activities through app, website, school sign, newsletter, advertisement.

Evaluation	Funds Expended (Resources)
<p>The school's communication practices were periodically reviewed throughout the year and in Term 4 as part of its parent satisfaction and Tell Them from Me surveys. Limited numbers responded in this forum - but majority of feedback was positive. This year the application of See Saw, was utilised in all classes and was well used for sharing of work and messaging between home and school. Google classroom also became a prominent tool. School Stream App was our major source of information to all parents. After review last year, we removed our fortnightly newsletter as few people seemed to read it. As a result a team of staff took over the school website and information is now loaded here weekly, re what has occurred in the school. Dates re events etc are also placed here. Future directions include continued use of these systems, plus continuing to work in partnership with the P and C through their Facebook page for additional communication avenues for parents. When we schoolstream activities, that is also placed on the P and C page. A member of staff is still an Admin on their page so we can post and answer comments as necessary, which is very beneficial particularly out of hours.</p>	<p>Seesaw, google classroom, schoolstream, TTFM surveys, cold calls to parents from exec.</p>

**Process 2:** Establish a community reference group to develop priorities for improving community inclusiveness and common values. Develop parent protocols for communication with school.

Evaluation	Funds Expended (Resources)
<p>The school leadership team again reviewed the data regarding its communication practices. The data showed a positive response to the current methods and the use of School Stream. A handful of parents requested the use of a newsletter once more - but have reminded them that information is now on the website weekly. In addition the use of schoolstream and google classroom this year was well received by parents and teachers also found this communication helpful and timely. Further refining of systems of communication will continue in 2021 with community input.</p> <p>The P and C and school community in general are continuing to be frustrated regarding the lack of forward movement re our build that has stalled. They</p>	<p>TTFM survey data</p> <p>P and C Feedback</p> <p>Phone calls to parents, plus were given the option to email into us as well.</p>

## Progress towards achieving improvement measures

had written letters to the minster this year. They are continuing to see if they can have input, promoting our P and C as a community forum as part of their child's learning. There continues to be a close relationship between the school and the P and C which is very productive.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	SLSO wages  Aboriginal background loading - \$10785.00	Our SLSO program and supporting students worked incredibly well- with all students making gains in their designated individual areas as per their plans. The SLSO's supported the teachers and students with the delivery of targeted programs. Some of this was group work, others received individual tuition if required.
<b>Low level adjustment for disability</b>	Low level adjustment for disability - \$76659.00 , this is wages for the LaSt wage \$40381 - flexible funding was used for SLSO's/support staff.  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$116 950.00)</li> </ul>	The programs run in this area have continued to ensure the needs of all students requiring additional support have been met. In planning for 2021 - we have additional funds to cater for the students who require a boost to get them into the top two bands.. Many students reached the benchmarks we were aiming for, so that they can then cope in the classroom with out additional support. Essential assessmnet data and check in assessements did show that students were tracking quite well. Gap areas will be utilised in 2021 programs. Many students continued to make steady progress in their target areas. Some students will remain on programs in 2021.The Learning support team, teachers and SLSO's and have done another amazing job in supporting students.
<b>Quality Teaching, Successful Students (QTSS)</b>	Teacher release funds - for exec to work within classrooms - the exec classes were then covered by the casuals on a rotational basis.  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$84 663.00)</li> </ul>	This model once again has proven to be very effective. The exec team have been able to continue to work shoulder to shoulder with staff with their identified areas of need or areas they wanted additional support with. This involved working together in the teaching space or exec assisting with resources and programming ideas that could be shared across the whole stage. This in turn has continued to lead to further professional dialogue and sharing. Teachers feel that their identified areas of improvement have strengthened. We will be operating a similar method again in 2021, with continued additional support in areas determined by the staff through the PDP process.
<b>Socio-economic background</b>	SLSO wages  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Socio-economic background (\$29 238.00)</li> </ul>	The support of having the SLSO's work closely with the LAST and classroom teachers to co-ordinate the identified learning areas within the school has once again been highly successful. With the employment of 4 staff we were able to ensure many children were on programs to support their learning, which led to many no longer needing assistance on the programs. Individual Kinder students were targeted who were not quite meeting benchmarks in term 4. All students on the programs became much more engaged and all made progress to ensure greater success. Some will remain on programs next year, others are back in classrooms with adjustments as required and monitored by teachers and LaST.
<b>Support for beginning teachers</b>	Funds were used for professional learning courses and costs required	Beginning teacher funding was once again used effectively by staff - that is those in first and second year of funding and use of

<p><b>Support for beginning teachers</b></p>	<p>in travelling to these. Although very limited travel was done due to restrictons in place this year. A lot of PL was online this year. Teacher wages were also paid for from this to release beginning teachers and mentors as required.</p>	<p>mentors. Areas of need were identified by both beginning teachers and /or mentors and through the use of the PDP. Additional RFF was utilised with support during programming units of work and report writing, when additional assistance is sometimes required. It was also used this year so teachers could program and work together, this was invaluable when things changed somewhat this year. . This funding is invaluable support to ensure beginning teachers start successfully, a nice way to also build relationships with other staff members as mentors. It creates a nice team culture. This model will continue to be what we use moving forward into 2021.</p>
--	---	---

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	204	222	250	250
Girls	171	196	227	243

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	94	93.2	94.1	93.1
1	93.4	94.1	93	92.8
2	91.9	93.8	92.2	92.6
3	94	92	93.4	92.1
4	91.1	92.7	91.6	93.3
5	89.8	92.8	91.9	92.3
6	91.2	89.8	91.4	92.7
All Years	92.4	92.8	92.6	92.7
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)	18.41
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
School Counsellor	0.6
School Administration and Support Staff	3.38

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

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

## Workforce ATSI

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

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

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

## Teacher qualifications

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

## Professional learning and teacher accreditation

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

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

# Financial information

## Financial summary

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

	2020 Actual (\$)
<b>Opening Balance</b>	50,390
<b>Revenue</b>	4,222,355
Appropriation	4,100,113
Sale of Goods and Services	14,875
Grants and contributions	107,111
Investment income	157
Other revenue	100
<b>Expenses</b>	-4,156,372
Employee related	-3,761,392
Operating expenses	-394,980
<b>Surplus / deficit for the year</b>	65,984
<b>Closing Balance</b>	116,373

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

## Financial summary - Equity loadings

---

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	141,456
<b>Equity Total</b>	163,787
Equity - Aboriginal	10,785
Equity - Socio-economic	29,238
Equity - Language	6,815
Equity - Disability	116,950
<b>Base Total</b>	3,423,366
Base - Per Capita	114,720
Base - Location	6,898
Base - Other	3,301,748
<b>Other Total</b>	293,732
<b>Grand Total</b>	4,022,341

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

## School performance - NAPLAN

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

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

### 2020 NAPLAN

---

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 was a very different year in terms of interactions with parents, students and staff.

Once again we conducted the Tell them from survey with parents. Unfortunately as we only received 23 responses it is very difficult to ascertain if the responses that were submitted are what others are also thinking? So in addition to this survey we also had executive staff randomly call a cross section of parents with a variety of questions whilst we were completing our situational analysis. All parents that were called by exec staff had no issues and were very happy with everything that the school was currently doing. They were positive with all areas related to teaching and learning and felt that they had a good relationship with the school, even though that was different in 2020. We spent more time emailing and calling parents, but for many people that worked as they didn't have to find time to come to the school. the only area that does stand out is the frustration in our delayed capital works. The parent body feel that it is never going to happen and would love to have new buildings and infrastructure for their children, which was promised over 3 years ago. The school and the P and C continue to work on making this move forward.

Parents that responded felt welcomed and 86% of parents indicated that they would recommend the school. Parents felt that the school was inclusive and that it supports positive behaviour.

The school teaching staff was also positive regarding the school. 2020 was a very different year and the Lennox staff were instrumental in ensuring that learning continued for all students when COVID started late in term 1. They actively supported each other and students. as well as the Tell Them from me survey, we had many get togethers either via zoom or in small groups to ensure everyone was supporting their students and themselves in the best ways we could. The teachers are proud to work at Lennox Head Public School and are pleased to be part of a great school community. Teachers scored above state norms in all areas of the Tell Them from Me survey. In addition, teachers felt they were working in a very supportive community that had a high expectation on learning culture and inclusivity. They were all consistently using data to inform their teaching practice and are using this data to inform their lesson planning. They continued to be happy with the use of executive staff to mentor when necessary within classrooms. All staff and experienced teachers were happy to share ideas and expertise with beginning teachers. They felt that the leadership team were leading improvement and change, which is having a positive effect on the learning culture. The staff felt that they were working with a very collegiate group and everyone felt well supported in a very inclusive school. They regularly work with other teachers in developing cross-curricular or common learning opportunities, this was particularly evident when online learning began and teachers actively upskilled each other. As the school leader I was incredibly proud of their efforts. Their only negative is often around facilities and the fact that our capital works have never commenced and they are housed close together in demountable buildings. This though does not stop them producing quality teaching and learning on a daily basis. They do this as they are dedicated professionals.

Students had a very different year last year also, as with disrupted learning and additional curriculum activities were not available to them. During the flexible learning period teachers were engaging with students every day and those that were having difficulty engaging or not being able to access resources, were asked to come back to school if that meant we knew they were getting what they needed. This ensured learning could continue and families were appreciative of this support, as many families also continued to work in jobs that they couldn't do from home. From the survey of years 4-6 students many had a positive sense of belonging .Students feel accepted and valued by their peers and by others at their school. \* 58% of the girls and 73% of the boys in this school had a high sense of belonging. in our school, 83% of students had positive behaviour. The NSW Govt norm for these years is 83%. \* 93% of the girls and 75% of the boys in this school had positive behaviour. Students also indicated that they are interested and motivated in their learning. Students feel they have someone at school who consistently provides encouragement and can be turned to for advice. In this school, students rated advocacy at school 7.9 out of 10. The NSW Govt norm for these years is 7.7. In this school, advocacy at school was rated 8.4 out of 10 by girls and 7.6 out of 10 by boys. The school was very pleased with the way students adapted to the new way of doing things in 2020. We are very proud of all of them.

# 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.