

2020 Annual Report

Loftus Public School



LOFTUS
Public School

4221

Introduction

The Annual Report for 2020 is provided to the community of Loftus 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

At Loftus Public School, we believe in '*Educating for Excellence*' within a safe, inclusive environment so that students become confident, creative, critical thinkers and self-directed life-long learners who are empowered to contribute to a sustainable, global community.

School context

Loftus Public School provides a dynamic and inclusive educational environment in which all students access rich and diverse educational programs within a varied and balanced curriculum.

Major initiatives in the areas of literacy, numeracy, technology, sport, creative arts and student wellbeing have brought about widespread recognition of excellence within the school and across the wider community.

Our dedicated, highly skilled staff are committed to an ethos of life-long learning. Collaborative and collegial practices contribute to a positive environment with quality teaching programs. Student engagement, syllabus implementation and best practice for future focused learning is well supported by teacher professional development.

Our core values of self-confidence, honesty, responsibility, excellence, cooperation and kindness underpin all facets of our interactions, with Positive Behaviour for Learning and Restorative Practices providing scaffolds for respectful relationships.

Our school is committed to transparent community decision-making with a highly interested, committed parent body.



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	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Excellence in Learning

Purpose

To ensure all students achieve their full potential and are highly engaged, creative learners and critical thinkers.

Improvement Measures

Increase proportion of Loftus Public School students in the top two bands in literacy and numeracy in NAPLAN.

Consistently increasing student growth on internal and external measures.

Increased visibility of assessment, student progress and differentiation as demonstrated in programs, data, and success in individual learning goals.

Overall summary of progress

Staff commenced 2020 implementing spelling programs based on the 'Guided Thinking for Effective Spelling' guide from years 2-6. Kindy and Year 1 spelling programs included a synthetic phonics approach. The draft whole school spelling scope and sequence was finalised and will be published for staff in 2021.

Executive staff attended courses on 'additive strategies' in preparation for implementing numeracy professional learning for staff school wide in 2021. New evidence-informed teaching strategies were trialled with students in small groups showing positive results in students' engagement and use of mental strategies in number activities. Improved pedagogy in numeracy will be a focus for next year.

Minilit and the 12 week Grammar professional learning was cancelled due to COVID-19, however, online courses towards the end of the year in Grammar were completed by executive staff in preparation for implementation to teachers. Unfortunately due to COVID-19 whole school professional learning was unable to be conducted and will now be an inclusion of our 2021-2024 School Improvement Plan.

Decodable readers were purchased for Kindergarten and Year 1 in line with new evidenced-based research surrounding the explicit teaching of reading. A new phonemic awareness program was trialled in Term 4 showing exceptional growth for K-2 students in a short space of time. This program will now be included as a part of literacy programs in the future.

The 'Seven Steps for Writing' program is now embedded into writing programs for Years 2 -6. Students writing samples illustrate the use of the dynamic techniques that were demonstrated during explicit instruction particularly in imaginative text writing.

Work on developing a systematic and reliable assessment framework to ensure all students are challenged and all adjustments lead to improved learning has been ongoing. Growth mindset messages are embedded into classroom programs along with learning intentions and success criteria. Individual student learning goals in literacy and numeracy are becoming widely practised across the school. Further professional learning for staff will continue into 2021.

All staff participated in rigorous professional learning and dialogue surrounding the 'What Works Best' research update published by CESE which outlines eight quality teaching practices that are known to support school improvement and enhance the learning outcomes of our students. This framework has assisted us in our annual self-reflection and has informed our directions for the next cycle of planning.

The PDHPE team completed the draft K-6 Scope and Sequence for the new syllabus and trialled units of work across different stages.

In Science and Technology, all stages are following the new scope and sequence and teaching and learning units have been updated to reflect syllabus outcomes and requirements. Further STEM activities for students were also implemented during book week.

Progress towards achieving improvement measures

Process 1: Literacy & Numeracy Project: Use current research to develop and implement high quality teaching and learning programs in aspects of Literacy and Numeracy.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>Draft whole school spelling scope and sequence was finalised and will be published for staff in 2021.</p> <p>Executive staff attended courses on 'additive strategies' in preparation for implementing numeracy professional learning for staff school wide in 2021.</p> <p>Minilit and the 12 week Grammar professional learning was cancelled due to COVID-19, however, online courses towards the end of the year in Grammar were completed by executive staff.</p> <p>Due to a thorough situational analysis and the data from the diagnostic phonemic awareness assessment and the Year 1 phonics check, decodable readers were purchased for Kindergarten and Year 1 in line with new evidenced-based research surrounding the explicit teaching of reading. The Heggarty's Phonemic Awareness program was purchased and trialled. Professional development courses were booked for staff to implement the InitialLit program in 2021.</p> <p>The 'Seven Steps for Writing' program is now embedded into writing programs for Years 2 -6.</p> <p>All staff participated in rigorous professional learning and dialogue surrounding the 'What Works Best' research update published by CESE.</p>	<p>Instructional Leader \$65000</p> <p>4 teacher days for spelling scope and sequence \$2000</p> <p>12 teacher days for additive strategies PL \$6000</p> <p>8 teacher days for situational analysis \$4000</p> <p>Heggarty's Phonemic Awareness Program \$470</p> <p>InitialLit \$13000</p> <p>Decodable readers \$8700</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$65000.00) • Professional learning (\$6000.00)

Process 2: Curriculum Project: Develop systematic and engaging teaching and learning programs that align to the NSW Syllabus for the Australian Curriculum.

Evaluation	Funds Expended (Resources)
<p>The PDHPE team completed the draft K-6 Scope and Sequence for the new syllabus and trialled units of work across different stages.</p> <p>In science and technology, all stages are following the new scope and sequence and teaching and learning units have been updated to reflect syllabus outcomes and requirements.</p> <p>Due to COVID-19 interruptions and the introduction of the 'School Excellence in Action' initiative, plans for additional staff development on the PD/H/PE and science and technology syllabus documents was postponed to enable staff to focus on providing home learning for students, evidence-informed research on literacy and numeracy and completing a comprehensive situational analysis in preparation for the new planning cycle.</p>	<p>2 teacher days for science scope and sequence \$1000</p>

Process 3: Assessment & Differentiated Learning Project: Develop a systematic and reliable assessment framework to ensure all students are challenged and all adjustments lead to improved learning.

Evaluation	Funds Expended (Resources)
<p>Visible learning intentions and success criteria are evident in learning programs and classrooms.</p> <p>Peer and self-assessment practices are being trialled and modified in all stages.</p> <p>Differentiation for students is evident through teaching and learning programs, individual student learning goals and personalised learning plans.</p> <p>Kindergarten students assessed using the phonological awareness diagnostic tool in ALAN.</p>	<p>3 teacher days for diagnostic phonemic awareness assessment \$1500</p> <p>1 teacher day for Year 1 phonics check \$500</p>

Progress towards achieving improvement measures

Year 1 students assessed using the phonics screening check in ALAN.

Whole school assessment schedule implemented and then revised to include new assessment tools.

Strategic Direction 2

Quality Teaching and Leadership

Purpose

To develop passionate and highly skilled teachers who provide quality and explicit teaching and learning programs based on research and data that enables students to develop as successful, self-directed learners.

Improvement Measures

Teacher reflection and surveys show increased opportunity to build leadership skills and lead programs towards success.

Observations, reflections and surveys show increased quality and explicit teaching practices, based on research, proving continuous teaching expertise.

Agile learning techniques will be increasingly embedded across the curriculum as teachers engage with data and learning sprints resulting in increased student success.

Overall summary of progress

Classroom teachers commenced 2020 conducting the PROBE comprehension assessment and used the data along with their SENA results to determine their teaching focus for reading and numeracy in Semester One.

Staff started trialling pre and post assessments in maths but this was not implemented school wide and will be a future focus.

Due to COVID-19 staff professional learning and further use of PLAN 2 was interrupted as staff needed to concentrate on delivering home learning and developing their knowledge of online platforms that could make this as successful for students as possible.

Once school resumed to normal staff prioritised assessing students to determine gaps in learning. Year 3 and 5 completed the Check-In assessment and used the data to inform their teaching in literacy and numeracy. Kindergarten completed the phonological awareness diagnostic assessment and year 1 students were assessed using the Phonics Screening Check. This data has been extremely helpful in identifying our priorities for our next planning cycle.

Some teachers trialled the ACER PAT-R online reading assessment and found this data to be extremely useful. As a result, we will roll out these assessments school wide in 2021 replacing the PROBE.

These online assessments allowed for enhanced consistent teacher judgement dialogue and staff felt that they had an improved understanding of students' needs. However, we have identified a need for further professional learning in using data effectively to differentiate teaching and learning programs.

The learning sprints initiative saw early signs of success but still needs to be further embedded into the school culture.

Distributed leadership has been ongoing and staff with expertise in priority areas have been involved in developing and implementing professional learning for staff. This has taken the form of either mentoring, presenting, conducting demonstration lessons, researching and undertaking peer observations.

Progress towards achieving improvement measures

Process 1: Learning Sprints: Leadership and teacher teams use Learning Sprints to continuously improve their practice in short, manageable cycles of evidence informed, impactful work.

Evaluation	Funds Expended (Resources)
The learning sprints initiative saw early signs of success but still needs to be further embedded into the school culture. Professional learning for leaders will need to be revisited.	8 teacher days for situational analysis \$4000
The leadership team prioritises distributed instructional leadership to sustain a culture of effective, evidence-based teaching and measurable learning	Funding Sources: • Socio-economic background (\$4000.00)

Progress towards achieving improvement measures

progress.

A comprehensive situational analysis conducted by the leadership team to determine priority areas for new planning cycle.

Process 2: Data Project: Developing whole staff capabilities in understanding data literacy concepts and using and interpreting data to inform their classroom practice.

Evaluation	Funds Expended (Resources)
<p>Additional staff training is required in 2021 and beyond to ensure all teachers are using ALAN competently.</p> <p>New assessment platforms trialled successfully and data analysed by stage teams. Platforms to be continued in 2021.</p> <p>Whole school assessment schedule implemented and stage teams are becoming more consistent with using the data to drive teaching and learning. There is still further improvements to be made to this area.</p>	<p>Purchase of PAT-R online reading assessment \$3500</p> <p>Purchase of Essential Assessment Numeracy online platform \$1450</p> <p>2 teachers days for PL in assessment platforms \$1000</p> <p>Instructional Leader \$65000</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$1000.00)

Strategic Direction 3

Positive School Culture and Wellbeing

Purpose

To provide a safe, effective teaching and learning environment, underpinned by respectful relationships, strong community partnerships and characterised by high levels of student, staff and community wellbeing.

Improvement Measures

Increasingly positive student, staff and community responses from the Tell Them From Me Surveys.

An increase in the use of the restorative practice framework and the language of PBL expectations being implemented by staff when dealing with student interactions in both classroom and playground settings.

Decrease in negative student behaviour and increase in positive behaviours being reported to executive staff and recorded in Sentral.

Overall summary of progress

During 2020 the Wellbeing team continued to work on our goals and the following outcomes were achieved:

Positive Behaviour for Learning base line data gathered from Sentral in Term 1 and again in Term 4. Results analysed to assist identify patterns, trends and for staff to look at modifying areas to ensure student wellbeing. This was disrupted during the Covid-19 pandemic and home learning. Results were also discussed in weekly executive meetings to inform future focus.

Introduction of the weekly PBL focus. This was highlighted at morning assembly and shared with parents via the school's Facebook weekly bulletin.. The school wide PBL expectations are continually displayed on the school sign and on new school signage around the school. Specific behaviour expectations are also displayed on signage in the toilets and on various playground areas around the school.

Continued building of our Facebook profile, use of School Enews, school bytes and our new LED sign. The increased use of these platforms has led to a decrease in administration calls regarding excursions, events and general calendar queries.

Parents have engaged with Microsoft Teams as a means of communicating with individual teachers and supervisors during home learning and accessing student learning

Term overviews made available to the parents at the beginning of the school year, allowing parents to feel part of their child's learning journey. .

Parent/Teacher interviews have been made easier with increased use of the School Interviews website, especially after home learning when social distancing was still required. Parents are able to indicate a suitable time, require interpreter services etc. We are able to use data gathered and connect with parents unable to attend to ensure ALL parents receive information twice a year about their child's learning.

TTFM survey sent out via Facebook and hyperlink in School Enews for parents to complete online. Multiple choices and comment boxes used to collect feedback from students, parents and staff. Students and staff completed the survey too. Information was collated and shared with staff and community to assist school planning move forward.

Progress towards achieving improvement measures

Process 1: Student Wellbeing;

Develop school wide practices that improve student wellbeing leading to increased student engagement and learning outcomes. (Restorative Practice, PBL, Student Welfare & Discipline Policy, Anti Bullying Policy, Cyber Safety)

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

A framework for the school community, which incorporates a revised student welfare and discipline policy, is used to support the well being of every student.

Staff use the school wellbeing framework to ensure monitoring and support of student wellbeing needs. A focus on more consistent practices needs to be addressed.

Positive Behaviour for Learning, restorative practices and circle time are increasingly used in all classes and school-wide settings. Work will continue to expand PBL expectations into the classroom.

\$8000 for new signage.

\$15,000 for new LED signage.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$7 588.00) 	<p>Individual students were supported in their learning through Personalised Learning Plans. These were developed in collaboration with parents and staff.</p> <p>Additional School Learning Support Officer time was allocated to support selected students to address learning support needs.</p>
English language proficiency	Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$16 931.00) 	<p>The English as an Additional Language or Dialect (EALD) allocation included one day teacher time per week. Students identified through enrolment are supported in the classrooms and through small withdrawal groups to help their use and understanding of English and vocabulary development.</p>
Low level adjustment for disability	<p>FTE: 0.6 Teacher - Flexible Funding -</p> Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$92 597.00) 	<p>Funding used to support students with additional needs who did not attract individual funding support, through the employment of SLSO's for the playground, in the classroom and external events.</p>
Quality Teaching, Successful Students (QTSS)	<p>Release for Assistant Principal off class for Instructional Leader role.</p> Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$65 000.00) 	<p>Funding was utilised in providing instructional leadership opportunities for staff to deliver professional learning in literacy and numeracy. Staff capacity in using data to inform their teaching practice in spelling, writing and early numeracy is increasing and will continue to be a priority for 2021</p>
Socio-economic background	<p>Speech Therapist \$500 per day</p> <p>Extra teacher days for Stage 2 and 3 maths support</p> <p>SLSO days</p> Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$18 533.00) 	<p>Funding was provided for extra teacher support in Stage 2 and 3 mathematics 4 days a week and the employment of a speech therapist one day per week to assist targeted students in their literacy development. Extra SLSO time added to integration funding allowed for increased support for students with significant needs.</p>
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> Support for beginning teachers (\$28 962.00) 	<p>Two beginning teachers were supported and received two hours per week of release from face to face teaching and one hour of this with a mentor. Teachers worked through curriculum and its delivery along with student assessments, and student report writing while developing and meeting targets set in their Personal Development Plans and gaining their proficient accreditation.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	215	212	200	218
Girls	217	205	186	180

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.6	96.5	95.3	94.7
1	94.1	95.2	94.7	94.2
2	95.8	95.3	93.6	95
3	95.8	95.8	93.7	94.8
4	93.9	95.5	94.9	95.2
5	94.7	94.5	93.8	95.3
6	95.3	92.2	94.8	94.4
All Years	95.1	95	94.4	94.8
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)	15.03
Literacy and Numeracy Intervention	0.2
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	3.72

*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	432,415
Revenue	3,995,956
Appropriation	3,772,592
Sale of Goods and Services	13,192
Grants and contributions	209,839
Investment income	333
Expenses	-4,242,540
Employee related	-3,548,509
Operating expenses	-694,031
Surplus / deficit for the year	-246,584
Closing Balance	185,831

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	235,020
Equity Total	135,649
Equity - Aboriginal	7,588
Equity - Socio-economic	18,533
Equity - Language	16,931
Equity - Disability	92,597
Base Total	3,015,797
Base - Per Capita	92,835
Base - Location	0
Base - Other	2,922,963
Other Total	281,437
Grand Total	3,667,903

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.

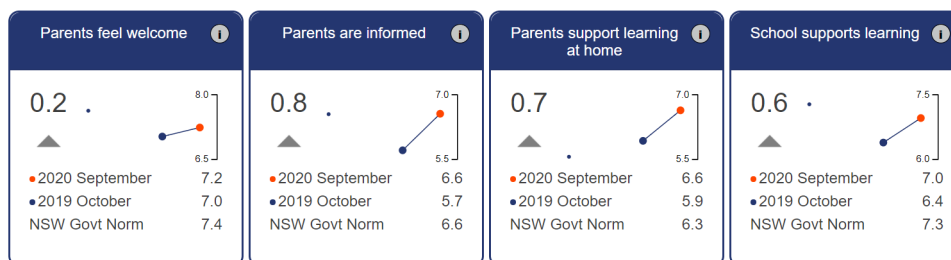
Parent/caregiver, student, teacher satisfaction

Loftus Public School is committed to building strong relationships between students, staff, parents and the wider community. The school has practices and processes in place to inform and engage the community about student learning and educational programs. The school actively seeks feedback from students, the P&C, parents, carers and teachers. The Tell Them from Me Parent Survey (TTFM) showed positive feedback although the number of participants was disappointing. Parent results indicated an increase in the following areas; parents feel welcome, parents are informed, school supports learning, school supports positive behaviour, school is a safe place and is an inclusive school. Parent's support of learning at home is equal to the State Average.

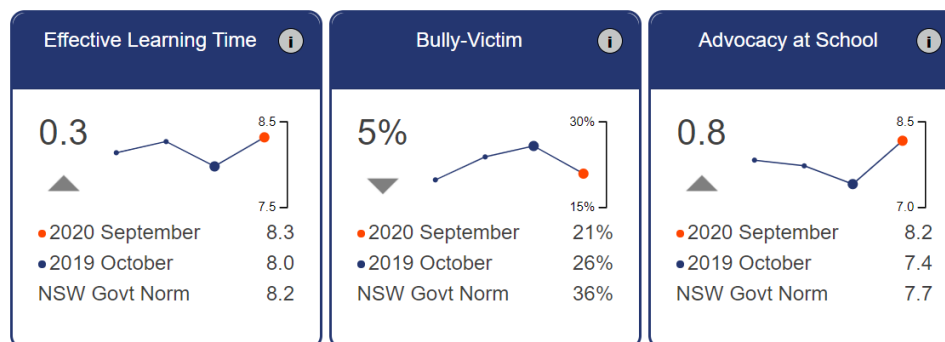
Over 80% of teaching staff are happy with their teaching strategies but are always looking for new ways to improve. Staff also felt that our school is inclusive by regularly being available to help students with special learning needs; establishing clear expectations for classroom behaviour; helping low-performing students plan their assignments; making sure that students receive meaningful feedback on their work and using individual education plans to set goals for students with special learning needs.

Students' sense of belonging increased from 70% to 85% from 2019 to 2020. Interest and motivation have also increased from 62% to 75%. Advocacy at School and Effective Learning Time indicators shows an upward trend. 90% of students feel that they have positive behaviour at school and there was a pleasing 5% decrease in students who feel they have been bullied.

Despite work on growth mindset messages high student perseverance declined by 6%.



Parent Survey



Student Survey

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.