

2020 Annual Report

Busby West Public School



4396

Introduction

The Annual Report for 2020 is provided to the community of Busby 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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Message from the principal

This Annual Report provides a snapshot of the school's progress, achievements and challenges of 2020. Firstly, I would like to acknowledge the outstanding efforts of school staff in responding to the emerging COVID-19 situation and supporting students while "learning from home". Secondly, the support of families during this time highlighted the partnership we have in ensuring students' learning and social needs are at the forefront of all that we do. During 2020 we saw students develop a sense of independence and resilience with parents not permitted on the school site.

This report also concludes the school 3-year plan, from 2018 to 2020. Progress has been made across the three strategic directions of Assessment, Effective Classroom Practice and Data Skills and School Practices and Processes. In 2021 a 4-year Strategic Improvement Plan will be developed to provide ongoing direction to ensure that Busby West Public School provides a great educational start for all students. We look forward to working together to ensure that we are true to our school vision of "creating engaging, purposeful and challenging learning programs and environments that develop the skills needed for the students to become independent life-long learners."



School vision

Busby West Public School is a school committed to creating engaging, purposeful and challenging learning programs and environments that develop the skills needed for the students to become independent life-long learners.

School context

Busby West Public School has an enrolment of 463 students Preschool to Year 6, including 53 Aboriginal and Torres Strait Islander students. 73% of students are from a non-English speaking background with Arabic, Samoan, Vietnamese and Laotian being the predominant language backgrounds. The school has two preschool classes, fourteen mainstream classes and seven support classes for students with mild, moderate and severe intellectual disabilities, as well as Autism and physical disabilities. Teamwork and staff participation are highly valued with staff involved in a collaborative approach to school-wide planning and assessment. Quality education is provided in a caring and supportive environment. The school is part of the Early Action for Success (EAfS) initiative and has been appointed Instructional Leaders to deliver individualised intervention, drive professional learning and data analysis in literacy and numeracy for Years K-3. The school receives significant low socio-economic resource allocation model (RAM) funding. A major priority for the school is a strong focus on literacy and numeracy.



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>

The school has self-assessed using the School Excellence Framework. The evidence indicates that Busby West Public School is Sustaining and Growing in the following areas:

Learning. Learning Culture, Wellbeing, Curriculum, Assessment, Reporting and Student performance measures.

Teaching. Effective classroom practice, Teaching: Data skills and use, Professional standards, Learning and development.

Leading. Educational leadership, School planning, implementation and reporting.

The evidence indicates that Busby West Public School is Excelling in the following areas:

Leading: School resources, Management practices and processes.

Strategic Direction 1

Assessment

Purpose

To embed consistent school-wide practices for assessment in order to monitor, plan and report on student learning across the curriculum. To ensure that formative assessment is integrated into teaching practice in every classroom.

Improvement Measures

Assessment strategies are explicit in teaching and learning programs and are an integral part of daily classroom instruction.

The school analyses student progress and achievement data. School leadership and teachers respond to trends in student achievement at individual, group and whole school level.

Progress towards achieving improvement measures

Process 1: Implement a range of reflective practices.(Learning Progressions)

Evaluation	Funds Expended (Resources)
<p>Staff engaged in a range of reflective practices across the year. These practices supported staff in identifying their abilities and areas of focus for targeted teaching and intervention. Students were tracked against the Literacy and Numeracy Progressions for the elements of Phonological Awareness, Phonic Knowledge & Word Recognition and selected markers within Creating Text and Additive Strategies.</p> <p>On reflection, tracking students' progress in PLAN2 did not provide the school with adequate reliable data to monitor growth and achievement in a timely manner. In 2021 the focus will be on tracking student achievement through the use of data walls and tracking booklets in the areas of Additive Strategies and Understanding Texts.</p> <p>Our engagement with the Assessment for Complex Learners trial involved all seven Support Unit teaching staff. This involved the use of the four student assessment tools:</p> <ul style="list-style-type: none">• Student engagement tracker• Checklist of disruptive behaviours• New inclusive literacy and numeracy indicators• PEDI-CAT tool for assessing independence and self-care skills <p>Due to COVID interruptions this trial was not completed and will be revisited in 2021.</p>	<p>School and professional learning funds.</p>

Process 2: Provide high quality, researched based, professional learning to enhance assessment practices. (Formative Assessment)

Evaluation	Funds Expended (Resources)
<p>Unfortunately COVID restrictions limited the extent of planned professional learning. Professional learning in other areas exceeded expectations as staff pivoted towards providing remote 'learning from home' to students using digital tools such as Zoom and Google Classroom. Over 30 separate, departmental, online courses were completed by staff during learning from home restrictions.</p> <p>Our future direction for professional learning will include the process of 'Teaching Sprints' which will support staff in becoming experts through identifying target themes from What Works Best: In Practice document.</p>	<p>School and professional learning funds.</p>

Strategic Direction 2

Effective Classroom Practice and Data Skills

Purpose

To equip teachers with the skills to identify, understand and implement the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. To ensure that student assessment data is used school-wide to identify student achievements and progress aligned with curriculum expectations.

Improvement Measures

All teachers implementing differentiated classroom programs that have been collaboratively planned and aligned with literacy and numeracy curriculum requirements and the school's scope and sequences.

All teachers use student achievement data to inform planning, identify interventions and modify teaching practice within literacy and numeracy.

Timely and effective feedback is provided so that all students have a clear understanding of where to improve and how they can demonstrate this improvement in their learning.

Increase the percentage of students in the top two bands for reading and numeracy in NAPLAN.

Progress towards achieving improvement measures

Process 1: Implement cycles of professional learning that encompass new learning, implementation and evaluation led by stage team leaders.

Evaluation	Funds Expended (Resources)
Student engagement with weekly STEM lessons was positive. Staff knowledge and understanding around STEM concepts and programming was strengthened. In 2021, the school will continue to fund an expert STEM teacher to deliver in consultation with the classroom teacher, STEM learning for targeted grades.	School funds.

Process 2: Staff engage in a variety of professional learning activities such as school development days, staff meetings, stage team meetings as well as external professional learning opportunities.

Evaluation	Funds Expended (Resources)
Face to face professional learning was severely impacted throughout the year. Most external courses were delivered via video link and school-based professional learning activities were curtailed to meet DoE guidelines. Staff met on a weekly basis in stage teams to undertake evaluative practices, collaborative planning and to address daily organisational matters.	School and professional learning funds.

Next Steps

The LEED team continued to meet to develop the school situation analysis to inform the Strategic Improvement Plan 2021-2024. The three strategic directions were shared with staff and preliminary planning was undertaken on appropriate progress measures.

Strategic Direction 3

School Practices and Processes

Purpose

To develop clear and documented systems and processes that underpin ongoing school improvement and the professional effectiveness of all school members.

Improvement Measures

Embed a whole school consistent approach to implementation of school and departmental policies.

Staff understand and apply all relevant school practices and procedures to meet departmental policies.

Preschool Quality Improvement Plan (QIP) provides a focus for continual improvement and is reviewed and implemented annually.

Establish a levelled student award system to complement Positive Behaviour for Learning (PBL) across the school.

Progress towards achieving improvement measures

Process 1: To develop, document and distribute school practices and procedures and support staff in the implementation.

Evaluation	Funds Expended (Resources)
<p>In 2020, the school implemented practices and processes in response to the changing guidelines from the DoE around COVID-19. This continuously changing information was effectively communicated to staff, students and the community as needed. Families responded positively to our support during 'learning from home' and in upholding restrictions placed upon the school.</p> <p>In 2021, the school will focus on implementing the High Potential and Gifted Education Policy as well as the Student Behaviour Strategy. The school will implement the COVID Intensive Learning Support Program in 2021.</p> <p>In 2021 the preschool QIP will be revised, and localised procedures evaluated to support compliance with regulatory bodies. In 2021 Assessment and Rating will be undertaken and the P-2 Initiatives Officer will continue to work alongside preschool staff.</p>	School funds.

Process 2: Engage and consult, and gain feedback, from the school community on school practices and processes.

Evaluation	Funds Expended (Resources)
<p>In 2020, the school P&C Annual General Meeting was held late due to COVID disruptions and provision of reports.</p> <p>The school remained connected with school families through regular phone calls to parents, Facebook posts, Schoolzine newsletters, Class Dojo and Seesaw.</p> <p>In 2021, the school will enable as much interaction as possible with families, to ensure partnership in learning and wellbeing remains at the forefront of our school vision.</p>	School funds.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Employment of Aboriginal SLSO in Term 3 and 4 to support identified Aboriginal students.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$25 000.00) 	<p>Activities in 2020 were severely curtailed due to Covid-19 restrictions. The school continued to support Aboriginal students through development of Personalised Learning Pathways.</p> <p>Aboriginal SLSO effectively supported identified students to engage in positive behaviours and be active learners.</p> <p>Aboriginal students in Year 5 were supported by volunteers from Souths Cares in Terms 3 and 4.</p>
English language proficiency	<p>Employment of EAL/D teacher and School Learning and Support Officers.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$177 220.00) 	<p>An EAL/D teacher along with SLSOs were employed to support the language learning needs of EAL/D identified students. The SLSO funding (0.7 FTE) forms part of an integral team that assists the implementation of targeted support to students with PLaSPs. Each SLSO is aligned to a stage team and works under the guidance of the stage team leader. The implementation of PLaSPs across the school was effective in students achieving negotiated success criteria.</p> <p>EAL/D students correctly answered 56% of questions for Reading in Year 3 compared to 31% of non-EAL/D students. 51% of questions were answered correctly across the Statistically Similar School Group (SSSG) cohort.</p> <p>In Year 5 EAL/D students correctly answered 42% of questions for Reading in Year 5 compared to 43% of non-EAL/D students. 53% of questions were answered correctly across the SSSG cohort.</p> <p>EAL/D students correctly answered 54% of questions for Numeracy in Year 3 compared to 43% of non-EAL/D students. 55% of questions were answered correctly across the SSSG cohort.</p> <p>In Year 5 EAL/D students correctly answered 40% of questions for Numeracy in Year 5 compared to 35% of non-EAL/D students. 49% of questions were answered correctly across the SSSG cohort.</p> <p>In 2021 the school will engage with the EAL/D school evaluation framework to identify areas for improvement.</p>
Low level adjustment for disability	<p>Employment of teaching staff and School Learning and Support Officers.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$334 993.00) 	<p>The provision of grade-based mainstream classes provided additional support for students in mainstream classes who were identified as additional learning and support needs. SLSOs provided ongoing support in 2020 for identified mainstream students.</p> <p>Each SLSO was allocated to a stage team and worked under the direction of the classroom teacher with class allocation</p>

Low level adjustment for disability	<p>Employment of teaching staff and School Learning and Support Officers.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$334 993.00) 	<p>determined by the stage team leader. The consistent use of the SLSO on a stage team supported the goal of every student being "known, valued and cared for".</p> <p>The Covid interruptions throughout the year made the support by SLSOs in Term 4 so much more valuable. 72% of staff surveyed highly agreed that this was a "great resource for the school". In 2021 the school will develop an effective tracking system to monitor student growth and achievement for students who are working from a PLaSP.</p>
Quality Teaching, Successful Students (QTSS)	<p>Release time for team leaders.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$89 585.00) 	<p>Team leaders met weekly with teachers to provide support to implement Quality Teaching Successful Student initiatives. Support ranged from developing programs, team planning, lesson observations, provision of demonstration lessons, release of teachers for classroom observations of colleagues, and development and implement Performance and Development plans. Team leaders had regular meetings with the principal as a communication channel to identify and support classroom practice.</p> <p>76% of staff reported that the provision of release time for team leaders to work "shoulder-to shoulder" was an effective means of implementing the Quality Teacher Successful Student initiative. This strategy will continue in 2021 with the aim of embedding instructional leadership and collaboration.</p>
Socio-economic background	<p>Employment of SLSOs (1.4 FTE) to implement PLaSPs and student behaviour and wellbeing.</p> <p>Employment of additional days for General Assistant and office staff.</p> <p>Employment of an additional teacher as an EAfS interventionalist.</p> <p>Whole school programs in Gymnastics, Dance and Music.</p> <p>Plan, resource and deliver STEM program.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$648 063.00) 	<p>Socio-economic background funding enhanced learning through the provision of targeted SLSO and teacher support to identified students. The provision of additional staff in the office and for grounds maintenance provided increased services to support teaching and learning and a positive school environment. The provision of external experts to delivery high quality curriculum aligned programs to all students ensured equity of access and delivery of curriculum aligned programs. The resourcing of a school STEM project allowed the delivery a high-quality program. The replacement of 11 ineffective interactive whiteboards with Interactive panels will take place in Term 1 2021.</p> <p>At the end of 2020 school teaching staff were invited to comment on the initiatives funded in 2020. Of the 30 initiatives surveyed there was strong support to continue these in 2021.</p>
Support for beginning teachers	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$4 375.00) 	<p>In 2020 four teaching staff gained proficiency status. Additional release was provided for eligible staff.</p>
Targeted student support for refugees and new arrivals	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Targeted support for refugees and new arrivals (\$2 831.00) 	<p>Release was provided for classroom teachers to plan and develop appropriate programs in consultation with EAL/D teacher and team leaders.</p>

<p>Early Action for Success</p>		<p>Due to the impact of COVID-19, the EAfS initiative has been extended until the end of 2021. Therefore the school will maintain its 1.2 FTE allocation.</p> <p>The disruptive school year has impacted students' academic achievement. The percentage of students meeting end of year targets for Reading decreased in Kindergarten by 20%, 8% in Year 1 and 2% in Year 2. Student's results in Numeracy were not as greatly affected with Kindergarten seeing a decrease of 9% of students meeting end of year outcomes for early arithmetical strategies while Year 1 students increased by 3% and Year 2 students increased by 4%.</p> <p>Planning for 2021 will include EAfS focusing on</p> <ul style="list-style-type: none"> • targeted intervention for students in reading and numeracy • modelled reading with the teacher articulating their decoding skills (K-1) • phonic knowledge and word recognition with a focus on blending and segmenting phonologically spelt words (K-2) • talk, draw and write (K-1) • NAPLAN style questions involving a picture/graphic organiser with a focus on the process of solving a written number story. (K-3) • clearly developing expectations of student achievement in line with progression markers. <p>Tracking understanding texts, phonological awareness, phonic knowledge & word recognition, working mathematically syllabus outcomes (K-3)</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	222	207	198	195
Girls	175	171	157	159

Student attendance profile

School				
Year	2017	2018	2019	2020
K	91.5	90.8	87.9	88.6
1	89.9	92.8	90.5	88.8
2	93	91.6	88.6	88.7
3	91.3	91.6	91.5	89.9
4	93.4	90	90.6	89
5	93	92.8	87.9	91.9
6	92.7	92.2	90.1	88.3
All Years	92.2	91.7	89.7	89.3
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
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	19.32
Literacy and Numeracy Intervention	0.63
Learning and Support Teacher(s)	2.2
Teacher Librarian	0.8
Teacher ESL	1.2
School Counsellor	1
School Administration and Support Staff	12.22

*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	1,056,224
Revenue	6,289,168
Appropriation	6,206,320
Sale of Goods and Services	3,836
Grants and contributions	47,003
Investment income	2,009
Other revenue	30,000
Expenses	-6,369,001
Employee related	-5,430,377
Operating expenses	-938,624
Surplus / deficit for the year	-79,833
Closing Balance	976,392

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	22,708
Equity Total	1,202,110
Equity - Aboriginal	41,835
Equity - Socio-economic	648,063
Equity - Language	177,220
Equity - Disability	334,993
Base Total	3,801,237
Base - Per Capita	100,944
Base - Location	0
Base - Other	3,700,293
Other Total	1,014,723
Grand Total	6,040,779

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

Parent/caregiver satisfaction was measured through the 'Partners in Learning' Parent Survey. This report provides results from 19 respondents. This survey includes seven separate measures and then compares this school with the NSW school norm. These measures are listed below along with the school results out of 10, with the higher result indicating a more positive response, followed by state norm in brackets:

- Parents feel welcome 7.6 (7.4)
- Parents are informed 6.6 (6.6)
- Parents support learning at home 7.9 (6.3)
- School supports learning 7.7 (7.7)
- School supports positive behaviour 7.7 (7.7)
- Safety at school 7.2 (7.4)
- Inclusive school 6.9 (6.7)

Of the seven areas Busby West was similar to the state norm in six of the seven. Busby West parents indicated higher in the measure that 'Parents support learning at home' recording a score of 7.9 compared to the state of 6.3.

Preschool families were surveyed throughout the year and indicated a high degree of satisfaction in the areas of program delivery, communication and child wellbeing.

Students in Years 4 to 6 completed the 'Tell Them from Me' survey in 2020. A total of 98 students completed the survey. This survey also includes seven separate measures and then compares this school with the NSW school norm. These measures are listed below along with the school results as a percentage, with the higher result indicating a more positive response, followed by state norm in brackets:

- Students with positive sense of belonging. 82% (81%)
- Students positive behaviour at school. 79% (83%)
- Students who are interested and motivated. 70% (78%)
- Effective learning time. 80% (82%)
- Students who are victims of bullying. 31% (36%)
- Advocacy at school. 77% (77%)
- Expectations for success. 87% (87%)

Busby West was similar to the state norm in four of the seven measures. Busby West students in Year 4 to 6 indicated that a lower number had positive behaviour at school and were not as interested or motivated when compared to the state norm. On the other hand, less students at Busby West indicated that they were victims of bullying when compared to the state norm.

Teachers were surveyed using the 'Focus on Learning' self-evaluation tool. The results are from 11 respondents. This survey includes eight drivers of student learning and then compares this school with the NSW school norm. These drivers are listed below along with the school results out of 10, with the higher result indicating a more positive response, followed by state norm in brackets:

- Leadership 7.5 (7.1)
- Collaboration 7.5 (7.8)
- Learning Culture 7.9 (8.0)
- Data Informs Practice 7.4 (7.8)
- Teaching Strategies 8.2 (7.9)
- Technology 6.4 (6.7)
- Inclusive School 8.4 (8.2)
- Parent Involvement 6.5 (6.8)

The results are within 0.4 of the state norm in all drivers, with Leadership being 0.4 higher than the state norm, and Data Informed Practice being 0.4 lower than the state norm.

Teachers were also asked to comment on four dimensions of classroom and school practices. These dimensions are listed below along with the school results out of 10, with the higher result indicating a more positive response, followed by state norm in brackets:

- Challenging and Visible Goals 7.3 (7.5)
- Planned Learning Opportunities 7.7 (7.6)
- Quality Feedback 7.2 (7.3)
- Overcoming Obstacles to Learning 7.8 (7.7)

The results are very similar to state norm for the four dimensions.

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.