

# 2020 Annual Report

## Sackville Street Public School



4491

# Introduction

The Annual Report for 2020 is provided to the community of Sackville Street 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

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## Message from the principal

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I am extremely delighted to be appointed the principal of Sackville Street Public School commencing the 2021 school year. I have been fortunate to serve this school community for many years as an educator and leader. I would like to thank our outgoing principal Michael Newcombe for his service, inspiration and commitment to our school since 2016. He set Sackville Street on a course of innovation, collaboration and inclusion that will continue beyond his principalship.

It is bittersweet to reflect on the 2020 school year. I look back with pride when reflecting on the combined efforts of our school community to weather the worst pandemic of our time and what this meant for schooling and our lives in general. The adaptive expertise of our staff was a highlight and the continued support and encouragement of our families was so appreciated. At times we had to live with difficult and confusing restrictions but by working together we kept everyone safe and focused on wellbeing teaching and learning.

The many achievements listed throughout this report indicate that school communities can continue to move forward under the toughest of circumstances. Our successes are the result of the growing sense of community and the unrelenting pursuit of excellence from our staff and students. Our improvements have come through honest and thorough analysis of student achievement and rigorous evaluation of best practice in classrooms. Our staff maintained their commitment to collaboration and professional learning, adapting to virtual modes when they needed.

The key word to summarise our school community in 2020 is **resilient**. Resilience is not how tough you are but rather how well you bounce back from set backs. A resilient mindset can achieve great things and it was fantastic to see our school launch our PBIS Learning Dispositions in 2020. The learning dispositions reinforce for our students that many qualities combine to create a successful learner. I look forward to our learning dispositions becoming common language and reference points at our school.

I commend our executive team who continued to adapt, think critically and creatively, as well as build capacity in our staff and students throughout 2020. They provide quality support for wellbeing and differentiated instructional leadership to our teachers.

In 2021 we look forward to collaborative development of our four year Strategic Improvement Plan (SIP). This is an exciting stage to begin as a principal and I look forward to taking what we know about our strengths and areas for development and formulating a dynamic school plan. This plan will prioritise growth in literacy and numeracy through a culture of high expectations and via partnerships that add value to the learning at Sackville Street Public School.

## Message from the students

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2020 was such a different year, not just for us but for all students because of COVID19. We were asked to stay home and learn if we could but some kids still came to school.

Doing home learning was challenging because we didn't have our teacher there to help when things were hard. Most of the kids used computers and iPads and our school had printed copies of the work that we could collect outside the school.

It was a bit disappointing because we missed out on a lot of the fun things that happen at school like school camp, excursions, gala days, market day, prefects didn't get to do assembly or half of the things they usually do.

There were some positive though! We got to do our home learning in our PJs on the lounge. We got to try doing all of our work online and our teachers used SeeSaw to send us things to do and we sent them back our work once we were finished.

Our teachers also ran fun challenges on Seesaw and we were able to send messages to our teachers back and forth. That was fun and something we don't usually get to do. The Zoom meetings were so much fun and we liked doing the maths challenges online and also some of the tasks that the teachers sent to us. The teachers sent us videos to watch of themselves and they showed us what they were doing at the time as well. Our teachers were working from home so we got to see their houses and pets.

Half the school year was spent at home. It was hard because we missed seeing our friends and the teachers. When we got back to school it was like a big reunion.

In the school grass area we got a new playground and it has been so much fun to play on. It was something that the school wanted for a very long time.

We had lots to catch up to do when we got back to school and even when we came back there were lots of kids away so it wasn't really the same. The teachers tried hard to catch us up on the things we had missed.

Presentation Day was a little different and we didn't have any parents at assemblies. I know the parents are happy that they can come back to school now and they don't have to wait outside the school gates.

At the end of the year our Principal, Mr Newcombe left our school and that made lots of us very sad because he is lots of fun. When we found out that it was Mrs Lyneham we were so happy because she has been at our school for a long time and she knows all of us.

2020 was a year we will never forget and we are glad our teachers did the best they could.

Ashfia and Elisa

2020 Year 5 Students

## School vision

We pride ourselves on our integrity, having high expectations and our commitment to achieving excellence.

We provide innovative learning spaces, which are caring, safe and reflective of Modern Learning pedagogy.

We commit to developing positive, respectful and collaborative approaches to learning.

We guide students to become informed, resilient and adaptable contributors to society.

We are inclusive of the whole school community in the preparation of our students for responsible, ethical and active citizenship.

## School context

Sackville Street Public School provides a comprehensive and balanced curriculum of academic, sporting and cultural experiences. The school actively promotes its aim of 'Opportunities for All' to include students, staff, parent-volunteers and community helpers, in accordance with our school motto, a 'Sharing and Caring' environment. The high expectations of the whole school community are reflected in the welcoming environment, the quality of student welfare programs and academic achievement. Sackville Street Public School, located in the South Western Sydney Region, has strong traditions of quality academic, cultural and social programs, which continue to be actively supported by students, staff and parents. The staff is made up of a core of experienced teachers who have contributed many years of service to the school. Recent appointments have included several early-career and temporary teachers who have displayed sound curriculum knowledge and effective student management strategies.

## Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
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

### LEARNING

#### Purpose

***Invested, reflective and life-long learners.***

To empower students to establish where they are with their learning and next practice.

To demonstrate aspirational expectations of learning for all and a commitment to pursuing excellence.

#### Improvement Measures

An increase in the number of students in the top two bands in NAPLAN for Literacy.

An increase in staff co-designing quality learning experiences through the Instructional Coaching Model.

Increased proportion of student attendance.

An increase in the number of students in the top two bands in NAPLAN for Numeracy.

#### Overall summary of progress

The interruptions to schooling due to the COVID 19 pandemic response had a significant impact on the school's potential to meet 2020 targets.

Firstly, NAPLAN was cancelled in 2020 and while students did undertake the Check In assessments for both literacy and numeracy, these did not translate to NAPLAN bands.

The need to limit students and staff on site for a significant portion of Semester 1 negatively impacted on attendance. This continued into Semester 2 due to the need to isolate while awaiting test results when symptomatic.

Co-construction of learning overviews, quality assessment tasks and rubrics was maintained through the provision of time for collaboration in stage groups and with an external consultant with a focus on high quality literacy pedagogy.

#### Progress towards achieving improvement measures

**Process 1:** High quality teaching and learning programs are student-centred and allow for collaboration as well as addressing the needs of individuals. The 7 Principles of Learning are embedded in teaching and learning programs.

Evaluation	Funds Expended (Resources)
Co-construction of learning overviews, quality assessment tasks and rubrics was maintained through the provision of time for collaboration in stage groups and with an external consultant with a focus on high quality literacy pedagogy.	Instructional coach Literacy and Numeracy worked on the Seven Principles of Learning as above.

**Process 2:** All students monitor their own progress using tools such as the Literacy and Numeracy Progressions and contribute to the development of learning goals (may be reported on PLaSP for ATSI students, EALD students and students with specific learning needs).

Evaluation	Funds Expended (Resources)
Co-construction of learning overviews, quality assessment tasks and rubrics was maintained through the provision of time for collaboration in stage groups and with an external consultant with a focus on high quality literacy pedagogy.	Teachers were supported by instructional coaches (Literacy and Numeracy) in their classrooms and supported in setting learning goals for their students.

## Strategic Direction 2

### LEADING

#### Purpose

***Collaborative, innovative, analytical leaders.***

To ensure the school's vision and priorities remain at the core of decision-making and continuous school improvement.

To focus on distributed instructional leadership to sustain a culture of adaptive teaching practices focused on student improvement.

To value and build stakeholders as leaders of self-regulated learning.

#### Improvement Measures

An increase in distributed leadership capabilities resulting in sustained and measurable whole school improvement. (Excelling criteria Educational Leadership School Excellence Framework)

Increased proportion of students able to clearly articulate the 4 key questions of self-regulated learning from the Spirals of Inquiry process.

#### Overall summary of progress

Professional learning looked very different in 2020 due to COVID. Staff had to up skill their technology skills in delivering Seesaw and Google Classroom when students were learning from home. In addition, the school had a significant focus on reading and comprehension. Experienced and support teachers conducted a number of reading interventions programs to support student's knowledge in reading strategies and comprehension skills. A number of Assistant Principals were off class, allowing for increasing teacher and leader co-teaching opportunities through coaching and mentoring. Spirals of Inquiry and collaborative practices continued to happen every fortnight for each stage.

#### Progress towards achieving improvement measures

**Process 1:** Staff participate in high quality differentiated Professional Learning groups focussed on their needs identified in their Professional Development Plan. Staff expertise in professional learning areas is recognised, valued and supported with leadership opportunities.

Evaluation	Funds Expended (Resources)
Considering the complexities of COVID19, we believe we continued to cater to teacher professional learning needs.	Experienced and support teachers conducted a number of reading interventions programs to support student's knowledge in reading strategies and comprehension skills.

**Process 2:** Increase teacher and leader expertise through Spirals of Inquiry, co-teaching, coaching and collaborative practices.

Evaluation	Funds Expended (Resources)
Successful implementation has led to the decision to continue this practice in 2021.	Assistant principals as instructional coaches.

## Strategic Direction 3

### LINKING

#### Purpose

##### ***Informed, prosperous and united partnerships.***

To build strong, positive community relationships by leading and inspiring a culture of collaboration, well-being and engagement.

To continue our strong systems leadership with educators to challenge and enhance our beliefs and practices.

#### Improvement Measures

Increased proportion of partnerships that link a culture of learning, collaboration and well-being.

Increased number of self-regulated learners, applying strategies to effectively set and manage learning goals and personal well being.

#### Overall summary of progress

The interruptions to schooling due to the COVID 19 pandemic response had a significant impact on the school's potential to meet 2020 targets.

In the area of linking a learning culture with collaboration and well-being, the staff had significant challenges to overcome during the home learning component of the year.

The need to limit students and staff on site for a significant portion of Semester 1 negatively impacted on developing self-regulating learners. Not having the public on-site at all for most of 2020 meant that our partnerships with parents were mostly through digital means and this has led to a decline in the level of engagement with our families.

#### Progress towards achieving improvement measures

**Process 1:** Whole school integrated approach to building positive partnerships through parent forums, learning master classes and student voice.

Evaluation	Funds Expended (Resources)
Not having the public on-site at all for most of 2020 meant that our partnerships with parents were mostly through digital means and this has led to a decline in the level of engagement with our families.	Assistant Principals were released from class commitments to assist with self directed learning and community engagement.

**Process 2:** Teachers benefit from professional learning opportunities provided through academic mentors, critical friends and systems leadership processes.

Evaluation	Funds Expended (Resources)
Teachers and executive staff are up-skilled and supported and have taken over a gradual release of responsibility with their curriculum delivery and innovation and inquiry processes.	Literacy Expert, Jann Farmer-Hailey worked with our school 4 days a term.



Key Initiatives	Resources (annual)	Impact achieved this year
<p><b>Low level adjustment for disability</b></p>	<p>Instructional Coach Support. Additional School Learning Support Officers employed and work with our students requiring low level adjustments.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$90 626.00)</li> </ul>	<p>Our learning and support team continue targeted support for students with diagnosed needs and/or assessment data. All students who require adjustments received targeted support and funding. All students' were catered for and we continue to reflect on our remarkable increase in engagement through evidence in data and results across key strategic areas. Learning and Support meetings are held weekly and support for students is allocated based on diagnosed disabilities, teacher referrals and specific funding. Support is always done in a proactive manner and is timely.</p>
<p><b>Quality Teaching, Successful Students (QTSS)</b></p>	<p>Instructional coaches for all stages. Collaborative planning sessions fortnightly.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching Successful Students (\$97 431.00)</li> </ul>	<p>Every teacher reported that they have implemented the professional learning in their classrooms, having immediate impact on student learning outcomes.</p>
<p><b>Socio-economic background</b></p>	<p>Additional classroom resources provided for every class, office and workspace to ensure a supportive learning environment.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$93 750.00)</li> </ul>	<p>Significant progress has been achieved across all Key Learning Areas for our low SES students. Student wellbeing is a priority and our students can all identify adults in the school who support their learning. Community partnerships were further developed and parents report feeling that they are a significant part of their child's learning.</p>
<p><b>Support for beginning teachers</b></p>	<p>Time spent off class with coaches. Additional professional learning offered and accessed.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Support for Beginning Teachers (\$23 500.00)</li> </ul>	<p>Our beginning teachers continue to work shoulder to shoulder with mentors. They report a high level of job satisfaction and regularly share their successes with supervisors. The level of support provided for beginning teachers is recognised within our community of schools and by our school community.</p>
<p><b>Aboriginal background loading</b></p>	<p>Opportunities are made available and supported for a range of activities and events for our Aboriginal and Torres Strait Islander families.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Aboriginal Background Loading (\$41 897.00)</li> </ul>	<p>Several members of our staff are active members of The Fields AECG. We have many Aboriginal members of staff who are dedicated to our Aboriginal students development of culture and connection. Our school actively participated in the NAIDOC Community of Schools events, within COVID19 Guidelines. We were excited to develop our own Junior AECG (Aboriginal Education Consultative Group) in 2019. Due to COVID restrictions this group was formed but didn't have the opportunity to meet after the initial term one meeting. We look forward to seeing this initiative continue in 2021.</p>
<p><b>English language proficiency</b></p>	<p>Targeted student support for refugees and new</p>	<p>The EAL/D program in 2020 saw an increase of in class support. The EAL/D teachers</p>

<p><b>English language proficiency</b></p>	<p>arrivals.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Targeted student support for refugees and new arrivals (\$50 774.00)</li> </ul>	<p>worked shoulder to shoulder with class teachers on achieving specific learning goals for all students across the EAL/D community.</p>
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# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	272	258	260	256
Girls	270	274	267	257

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	93	91	92	89
1	93.1	92.6	89	86.4
2	91.9	93	90.6	87.9
3	92.9	90.3	90.7	87
4	93.1	91.6	90.9	88.2
5	92.6	91.5	90.7	88.6
6	91.1	93	91.7	91.3
All Years	92.6	91.9	90.9	88.2
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

## Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	19.69
Literacy and Numeracy Intervention	0.63
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
Teacher ESL	1.2
School Administration and Support Staff	3.96
Other Positions	2

\*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>	828,336
<b>Revenue</b>	5,259,553
Appropriation	5,143,122
Sale of Goods and Services	40,164
Grants and contributions	73,767
Investment income	2,101
Other revenue	400
<b>Expenses</b>	-5,604,993
Employee related	-4,852,806
Operating expenses	-752,187
<b>Surplus / deficit for the year</b>	-345,439
<b>Closing Balance</b>	482,896

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

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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>	73,183
<b>Equity Total</b>	721,648
Equity - Aboriginal	41,897
Equity - Socio-economic	232,819
Equity - Language	182,034
Equity - Disability	264,898
<b>Base Total</b>	3,820,177
Base - Per Capita	126,746
Base - Location	0
Base - Other	3,693,432
<b>Other Total</b>	499,286
<b>Grand Total</b>	5,114,293

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

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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 Survey:** An anonymous Parent and Carer Survey was conducted in November 2020. 101 parent/carer responses were received.

77.9% of parents and caregivers indicated that their child's learning needs are being met by the teachers and over 80% responded that their child feels happy and safe at school. The area that is clear we need to work on is communicating with parents about their children having their individual needs met. This will be a focus of our parent forums this term and in the next school planning cycle.

78.2% indicate that Sackville Street Public School is preparing their child to be an active contributor to his/her future. The results also indicate that 88.2% of parents and caregivers acknowledge that there is a positive learning culture at Sackville Street Public School. The future direction based on this data is that we need to have a focus on sharing how our programs prepare their children for the future, whilst embedding high expectations.

Over 85% of the parents who responded indicate that the executive staff (slightly higher in senior executive) are approachable and communicate well about stage programs and activities, but also available to discuss individual students. This is pleasing and indicative of the efforts the executive team make in the area of visible leadership.

**Student Survey:** An anonymous student survey was conducted in November/December 2020. 246 Student responses were received from all grades, Kindergarten through to Year 6.

Almost all respondents (88%) indicate that they feel safe most, if not all of the time, both on the playground and in the classrooms. This is a key PBIS rule and will continue into the next school planning cycle. 78% of students indicated that their teachers help them with their learning, raising this figure will continue to be a goal in 2021.

65% of student respondents indicate that they have a learning goal and that they know what it is. Considering this has been a focus over the past planning cycle, it was a surprising result. Articulating the purpose of a lesson as well as knowing their individual learning goals will need to continue into the next planning cycle.

Having access to a wide range of texts and being read to daily has been and will continue to be a whole school focus. We have identified comprehension as a whole school area of need and being read to, regularly, from a wide range of sources will be a big part of the school processes and daily procedures across Key Learning Areas.

Our students indicate that they feel known valued and cared for by their teacher (86%), the assistant principal (82%) for their stage and the senior executive (89%) at least, most of the time. This is a pleasing reflection of our school vision of having every student walk the stage with dignity, purpose and options. We will continue to have this vision moving forward into the new school planning cycle.

*Question posed in short response section: Why are the PBIS Mindset Goals of Motivated, Collaborative, Flexible, Persistent, Imaginative and Inquisitive important for your learning?*

This was an open ended, short response question. A majority of responses to this question centred around learning and having a growth mindset and the importance of this in learning across all areas. The PBIS team will continue with these mindsets moving forward into the new school planning cycle.

*Question posed in short response section: If we had extra activities at lunch times I would like to do....*

This was an open ended question which required a short response. There was an overwhelming response of activities to be offered. They included: maths games, soccer, card games, organised hall games, art and craft, lego, cheerleading or dance, Newcombe ball and basketball.

*Question posed in short response section: When the school makes decisions for the future, I think it would be important for us to...*

This was an open ended, voluntary question. We had 230 responses. Most responses were along the lines of making learning fun, asking the students what they think, looking after student wellbeing, being creative and flexible in our thinking, to give students their chance to tell us their ideas and to think about what students need for the future.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.