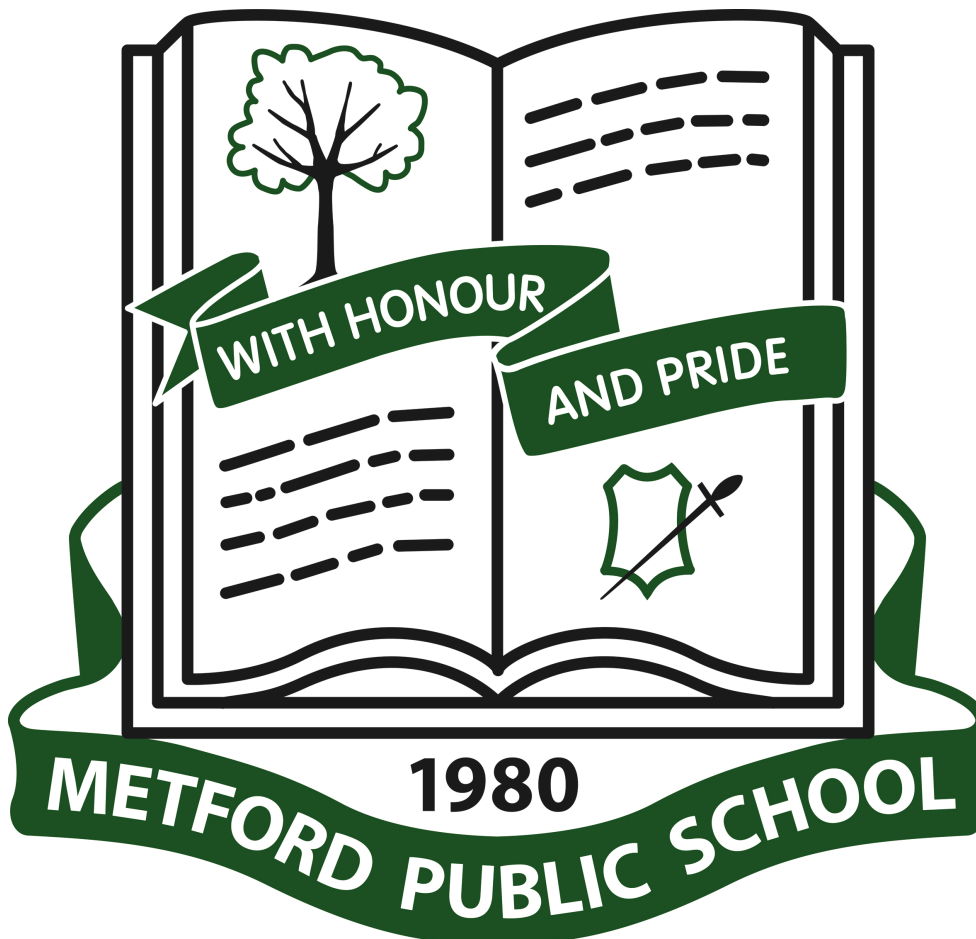# 2020 Annual Report

Metford Public School

4521

Introduction

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

Metford Public School is a respectful learning community that inspires students to become productive and responsible members of the wider community. Respectful, collaborative and committed relationships will be initiated and developed in a high expectation environment among students, teachers, parents, carers, families and the wider community. Teachers will continue to work in a supportive, collaborative setting in a professional, reflective way, responsive to the holistic needs of each student. Our vision is further underpinned by our core values of Respect, Responsibility and Commitment with Honour and Pride.

School context

Metford Public School is a primary school to the east of Maitland. At the beginning of 2018, the enrolment was 320 with approximately 30 more boys than girls across the school. In addition, 22% of our students identified as Aboriginal or Torres Strait Islander and 5% have English as an additional language or dialect. At Metford Public School, a dedicated team of qualified professional staff are committed to improving educational outcomes for all of our students. Metford Public School is a proud member of Maitland Learning Community of partner schools comprising seven primary schools and one high school. Our school has eleven mainstream classes and two multi-categorical (MC) classes. Its executive consists of a Principal, an Instructional Leader for Early Action for Success and three Assistant Principals. In support the school has a part time librarian and four Learning and Support Teachers. Metford Public School receives transitional equity funding to support student learning and staff professional learning. Our School's Family Occupational and Education Index, (FOEI) has remained around the 150 value over the past few years, which recognises our community's low socio-economic standing. The school continues to focus on the quality of student outcomes in literacy, numeracy and engagement. We cater for a wide range of activities from performing arts to cultural, leadership, sporting, environmental and academic pursuits. Our mission is to create opportunities for all our students, from kindergarten to year six, enabling them to be skilled, knowledgeable, creative, collaborative, communicative and critical thinkers to ensure they are on a successful journey of life-long learning. We work closely with all our families to discover and develop the potential of every child. Metford Public School is a strong participant in Language, Learning and Literacy (L3) and Focus On Reading programs; is a "Restorative Practices" school and highly values and uses the Positive Behaviour for Learning, PBL, system; a member of the Dare to Lead coalition of schools; a member of the Maitland Aboriginal Education Consultative Group (AECG); and is an active participant in Maitland City Council initiatives. The school is supported by business partnerships with Rotary, The East Maitland Men's Shed and Greenhills Dental.

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	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Respectful Students

Purpose

To create respectful, responsible and committed citizens. Students will have high expectations, value their own and others learning and make choices to maximise their academic and social success.

Improvement Measures

85% Students reach their individual predicted growth (12 months of learning) against the National Literacy and Numeracy Learning Progressions and other internal data processes.

Students recognise that their wellbeing is positive and they have satisfaction with themselves, their education, and their relationships at school. They have a positive outlook on their future. This will be identified through participation in Tell Them From Me surveys.

Improved targeted assessment practices that include both formative and summative assessment for planning, programming and reporting to parents will be identified, monitored and evaluated in teacher programs.

Progress towards achieving improvement measures

Process 1:   Student Performance Measures

Embed systems to enhance educational aspiration and continual improvement of literacy and numeracy throughout the school community.

Evaluation	Funds Expended (Resources)
Baseline data for Quantifying Number of the numeracy progression was collected for a select group of students from years 1, 3 and 5, however there was no opportunity to track student growth/progress accurately during the year, due to disrupted teaching and learning year, i.e. pandemic. The intended goal to measure literacy and numeracy (12 months of learning) using PLAN 2 data (National Literacy and Numeracy Progressions) was not completed. Team evaluation noted that the milestone measure was not specific in detail. For example, the defined area from the literacy (creating texts) and numeracy (quantifying number) progressions should have been addressed with a strong focus on staff entering student data into PLAN 2 which would have given a streamlined approach to measure individual student growth. The team underestimated the enormity of this measure, and due to several unexpected obstacles thought 2020 there has been a significant impact for SD1 to reach this milestone.	**Funding Sources:** • Socio-economic background ($159900.00)

Process 2:   Assessment

Collaborative development of key assessments and monitoring tools that promote consistent, high standard practices to support quality teaching and learning excellence in literacy and numeracy.

Evaluation	Funds Expended (Resources)
2019 both stage teams (ES1 -S1 and S2 -S3) dedicated time in stage meeting times to gather assessment examples that were then complied in a common location (T drive) for teacher to be able to see what assessments are conducted when, across the different stages. This information was shared with all staff during a stage collaboration meeting. The 'I can' literacy and numeracy statements ES1 - S3 Creating Texts and Quantifying Number has been used be all teachers by the end of 2020. Staff feedback is positive noting that class teachers for Literacy progression language to document student learning progress, i.e. school reports.	**Funding Sources:** • Socio-economic background ($120000.00)

Progress towards achieving improvement measures

Process 3: **Learning Culture**

Ensure a strategic and planned approach to develop whole school learning and wellbeing processes for students through the Wellbeing Framework to connect, succeed, thrive and learn.

Evaluation	Funds Expended (Resources)
Modified Tell Them from Me student surveys were created and implements across grades K-3. The analysis of the results was not completed dur to time constraints which will be taken into consideration when implemented in 2021. Kindergarten modified TTFM survey results were analysed and note issue to be addressed in 2021: noisy classrooms, children keeping hands and feet to themselves, and feeling unsafe in the student toilets.	**Funding Sources:** • Socio-economic background ($80049.00)

2020 TTFM year 4 - 6 survey results, March 2018, April 2019 - September 2020 trend report for four focus areas results indicate:

focus area 1: Social - Emotional Outcomes - students feel accepted and valued by their peers (Sense of Belonging).

2018 - 2019 indicated a steady result with 0% increase or reduction, and 2020 results indicate a 10% reduction of students feel accepted and valued by their peers and by others oat school. This results could be an indication of the interruption to the 2020 school year.

focus area 2: Social - Emotional Outcomes - students believe that schooling is useful in their everyday life and will have a strong bearing on their future (Values School Outcomes).

2018 - 2019 showed a slight reduction of 1%, and 2020 results indicate a further reduction with a total of 6% of students believe that schooling is useful in their everyday life. Again this result could be a strong indicator of the disruptive year that 2020 presented to school.

focus area 3: Drivers of Student Outcomes - school staff emphasise academic skills and hold high expectations for all student to succeed (Expectations for Success).

focus area 4: Drivers of Student Outcomes - teachers set clear goals for learning, establish expectations, check for understanding and provide feedback (Explicit Teaching Practices and Feedback).

2018 - 2019 indicated a steady result with 0% increase or reduction, and 2020 results indicate a 1.4% reduction of students feel that school staff emphasise academic skills and hold high expectations for all students to succeed.

2018 - 2019 indicated a steady result with 0% increase or reduction, and 2020 results noted 1.4% reduction of students believe that school staff emphasise academic skills and hold high expectations for all to succeed.

The overall summary of the Tell Them from Me Student Survey results (2018 - 2020) from students across year 4-6 shows a negative reduction of student satisfaction with themselves and education. The survey results generally remained steady between 2018 - 2019, however a clear decrease is evident with the 2020 results.

2020 was a particularly disruptive year and the reduction of survey results is reflective of the 2020 ear at Metford PS. That is, the majority of Term 1 MPS was managed with a relieving principal, Term 2 feel the impact of the COVID pandemic, and Term 4 saw a second relieving principal.

To improve these results and support students to increase their positive learning satisfaction school will need to evaluate and improve learning

Progress towards achieving improvement measures	
support for all students. Another measure would be to include additional teacher and SLSO support for students while that participate in the Tell Them from Survey, as many students would benefit with personal one to one guidance to complete the survey more accurately.	

Strategic Direction 2

Respectful Staff

Purpose

To create a respectful and collaborative teaching and learning environment underpinned by professional, reflective, flexible and contemporary staff who demonstrate high expectations. They are responsive to the holistic needs of each student, their colleagues and our diverse community.

Improvement Measures

100% of teaching programs identify evidence of staff using innovative, evidence based, future focused teaching and learning practices.

Evidence of professional learning is embedded in classroom practice and programming.

Increased number of students above National Standards in NAPLAN and the school value-add trend is positive.

Progress towards achieving improvement measures

Process 1: Effective Classroom Practice

Teachers implement innovative high quality learning practices in literacy and numeracy that reflect professional learning in new pedagogical processes.

Evaluation	Funds Expended (Resources)
In 2020 staff were challenged by the need to move delivery of curriculum from the classroom to an online platform due to a global pandemic and students staying at home. Professional learning occurred as staff collaborated on delivering curriculum on an online platform and supported students learning from home. Further learning occurred in Term 3 & 4 as staff incorporated portable devices, Sphero Bolts and Bluebots into classroom lessons. The main learning focus was coding and problem solving and making two devices communicate. Professional leaning in classroom programs and monitoring student progress occurred and will continue to be developed and monitored in the future to ensure the effectiveness of teaching strategies and student achievement against learning outcomes. Continuation of monitoring evidence of professional learning in teaching programs to ensure innovative high quality learning and its impact on student outcomes.	**Funding Sources:** • Professional learning ($124000.00)

Process 2: Data Skills and Use

A whole school approach is used to analyse and interpret internal and external literacy and numeracy data. Staff will collaboratively use this to inform planning, identify interventions and modify teaching practice.

Evaluation	Funds Expended (Resources)
NAPLAN did not occur in 2020 due to the global pandemic. Check-in Assessment (CIA)data does not measure students in bands. The CIA data allowed teachers to analyse specific areas where each child succeeded and where they require more learning. This information was more informative to classroom teachers and the resources developed by the department to support the learning are considered to be beneficial to the planning of classroom lessons.	SCOUT to assess NAPLAN results **Funding Sources:** • Literacy and numeracy ($175202.00)

Process 3: Professional Standards & Development

Models of differentiated professional learning are explored, trialed and implemented. Staff are supported

Progress towards achieving improvement measures

Process 3: by a coordinated whole school approach to improving professional practice which is informed by analysis of staff strengths and areas for development.

Evaluation	Funds Expended (Resources)
In 2020 staff commenced significant professional learning to cater for the need to move classroom learning to 'learning from home' during an unprecedented time. New strategies were investigated and implemented to ensure that teaching programs were continually delivered throughout the year to support all students. The two main platforms investigated was Seasaw, K-2 & Google Classrooms, Yrs 3-6. As a result, the evidence of professional learning recorded on alternative delivery methods of learning programs and extending student knowledge was particularly evidence in the area of digital technologies.	Programs, observations per PDPs. **Funding Sources:** • Socio-economic background ($25000.00)

Strategic Direction 3

Respectful Learning Community

Purpose

To create a respectful school community that utilises, invites and inspires its members to share and support a high expectation of student learning. We appreciate all and model for our children, the ways that they can be productive and responsible citizens of the local and wider community.

Improvement Measures

Improved communication with parents that is more timely and effective is evident through survey and focus group responses.

Increased engagement of parents and carers about literacy and numeracy learning and the educational goals of their child as evidenced by increased attendance and participation at events, IEP and PLP afternoons, parent-teacher interviews and individual learning support team meetings.

Increased participation by parents, carers and community in committees and teams as appropriate.

Progress towards achieving improvement measures

Process 1: Effective Communication Protocols

> * Communication systems are focused on providing clear, timely and accurate information that supports progress and achievement for learning and citizenship.
>
> ** Through community consultation, improved reporting practices are valued and understood by students, parents and carers.

Evaluation	Funds Expended (Resources)
Throughout the 2018-2020 school plan, SD3 have been working towards improved communication with parents and carers, which is more timely and effective. A focus group was created to gather regular feedback from a cross section of our school community. The team created a communication package for staff to share information more consistently when planning events. This included detailed timelines, templates and flowcharts for planning and communicating to other staff and parents/carers at set intervals. It specifically states what needs to be communicated, when it needs to be communicated and how it will be communicated. Staff who have used this package have indicated it is useful and keeps them on track with communicating information in a timely manner. The focus group responses, indicate we have improved considerably in our timeliness of information being shared. Increased engagement of parents and carers about literacy and numeracy goals for their child was targeted through the development of a new report format and the introduction of Goalhub. We took on valuable feedback from our community about our reports to parents. We designed reports based on this feedback to produce student reports that were less wordy, in parent friendly language with goals evident and suggestions on how to assist their child to work on their goals. We also created a report writing guide for teachers to follow, to ensure our reports were consistent across the school, K-6. A recent survey indicated our community can easily identify the achievements and goals of their children. the questions in the survey were closely linked to the SEF so we could easily measure our success. Our school is currently excelling in reporting to parents. Through Goalhub, we have partnered with parents to create literacy, numeracy and wellbeing goals for our ATSI students. We had 90% engagement of our ATSI families in setting these goals for Personalised Development Pathways. Staff were trained to use the platform and supported through RFF to set goals with parents and carers. We are committed to focussing on regular engagement	**Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($23789.00)

Progress towards achieving improvement measures	
of Goalhub by parents, carers and teachers in the 2021 - 2024 School Improvement Plan.	

Process 2:   **Cohesive Educational Community**

Utilising assets that are found within and beyond the school community, provide high quality resources for our school community.

Evaluation	Funds Expended (Resources)
Increased participation of parents, carers and community members was achieved through a variety of initiatives in the 2018-2020 school plan. An asset map was installed as a visual of the partnerships Metford PS has established with individuals, community groups and organisations. A cafe space was created for community use, with a local artist creating a mural with our students of native flora and fauna to the area. Over a ten week period, the strategic direction team promoted current assets within our school community, to encourage others to come forward. Students also supported this by sending messages to the community about extra-curricular things they are interested in, e.g. sewing, coding, woodwork. Programs, committees and teams with parent and community representation included our Kindergarten Transition Team, Aboriginal Education Committee, Respectful Community strategic direction team and Parents as Teachers and Classroom Helpers (PaTCH). We have observed that participation by community members in these teams is not always consistent, particularly with our P&C, Aboriginal Education Committee. We acknowledge a need to develop a strategic plan to engage regular attendance at these meetings.	**Funding Sources:** • Aboriginal background loading ($33000.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	SLSOs Community support **Funding Sources:** • Aboriginal background loading ($132 147.00)	Due to Covid 19 pandemic, most of our funds have been carried over to support programs in 2021 such as SLSO support, employment of an Aboriginal Education, Assistant Principal and staff participation in Connecting to Country.
English language proficiency	SLSO EAL/D teacher to support students and SLSOs **Funding Sources:** • English language proficiency ($12 316.00)	This money was expended to support students who needed EAL/D support in classrooms and playground.
Low level adjustment for disability	SLSOs in all classrooms to support student learning. Teachers and Executive supported SLSOs to perform their work. **Funding Sources:** • Low level adjustment for disability ($233 384.00)	Executive and teachers supported SLSOs to work explicitly with students in need of small group tuition. Learning and Support teachers led our school's LST procedures and implemented programs in classrooms to enhance targeted students learning outcomes.
Quality Teaching, Successful Students (QTSS)	4 Executive **Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($61 036.00)	All executive worked closely with their teams to support their team of teachers. This support included leading the change to learning from school to at home during Covid 19 and supporting the welfare of staff through this period and the affect of the pandemic when school returned to a new normal..
Socio-economic background	Teachers, SLSOs **Funding Sources:** • Socio-economic background ($499 918.00)	Due to Covid 19 pandemic funds were not fully expended. Carried over funds will be used from 2021 to 2024 to enhance quality teaching and learning outcomes. Funds that were spent enhanced teacher collaboration, student outcomes and professional learning for teachers and SASS staff. Most funds were spent in the employment of staff above our establishment.
Support for beginning teachers	Courses **Funding Sources:** • Support for beginning teachers ($4 375.00)	Our beginning teacher was on leave last year and this money was not spent. When she returns from leave, we will spend these funds.
Targeted student support for refugees and new arrivals	**Funding Sources:** • Targeted support for refugees and new arrivals ($0.00)	No funds in this area are targeted for our school.
Early Action for Success	EAfS Instructional Leader **Funding Sources:** • Early action for success ($167 336.00)	Our Instructional leader was employed for the year to support teacher collaboration, improvement of student outcomes and teacher confidence in teaching based on evidence based practices.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	165	165	173	183
Girls	139	140	140	158

Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.7	92.9	91.7	86
1	93.7	92.1	90.2	87.9
2	92.4	90.6	89.6	90.2
3	90.4	90.8	90.2	90.1
4	91.1	89.2	89.4	89.6
5	90.7	92	87.1	86
6	88.4	92.3	90.9	84.3
All Years	91.7	91.5	89.9	87.8
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.

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Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	14.4
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.5
Teacher Librarian	0.8
School Counsellor	2
School Administration and Support Staff	5.92

*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	548,230
Revenue	5,034,440
Appropriation	4,809,936
Sale of Goods and Services	26,951
Grants and contributions	196,591
Investment income	963
Expenses	-5,192,470
Employee related	-4,528,471
Operating expenses	-663,999
Surplus / deficit for the year	-158,030
Closing Balance	390,200

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	179,227
Equity Total	877,764
Equity - Aboriginal	132,147
Equity - Socio-economic	499,918
Equity - Language	12,316
Equity - Disability	233,384
Base Total	3,036,435
Base - Per Capita	79,621
Base - Location	0
Base - Other	2,956,814
Other Total	620,822
Grand Total	4,714,248

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

Staff Satisfaction: 22 respondents

The Tell Them From Me 'Focus on Learning' Teacher Survey Report 2020 stated that 59% of teachers felt that school leaders clearly communicate the school strategic vision and values. Collaboration is a strength at Metford Public School with 100% of teachers reporting that they discuss assessment strategies and work with others in developing learning opportunities. Data informs practice and this is discussed with others to further support student learning success.

The 2020 People Matter Survey was completed by 47 employees. 89% of staff reported that teaching at Metford PS gives them a feeling of personal accomplishment and most teachers feel motivated to contribute more than what is normally required at work. A high proportion of staff feel that MPS quickly adapts and responds during major events that impact our work, e.g. COVID.

Parent/Caregiver Satisfaction: 19 respondents

Tell Them From Me 'Partners in Learning 'Parent Survey report 2020 showed that 49% of our school family community strongly feel supported that school offers resources to encourage positive experiences of learning from home. 100% of respondents feel that informal meetings with teachers are a useful and effective type of communication

Student Satisfaction: 104 respondents from year 4 - year 6 student cohort

Tell The From Me 'Student Outcomes and School Climate report that 62% of students feel proud of their school, 70% of Aboriginal students feel good about their culture when at school, and 89% of students believe that schooling is useful in their everyday life. An average of 50% of students set challenging goals for themselves in their schoolwork and aim to do their best.

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.