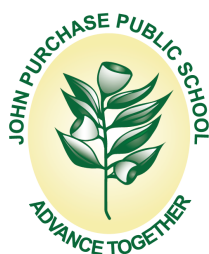# 2020 Annual Report

John Purchase Public School

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Introduction

The Annual Report for 2020 is provided to the community of John Purchase 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

John Purchase Public School
Purchase Rd
Cherrybrook, 2126
www.johnpurch-p.schools.nsw.edu.au
johnpurch-p.school@det.nsw.edu.au
9875 3100

School vision

John Purchase Public School is committed to developing a confident, competent, innovative community of learners, working collaboratively, respectfully and responsibly to achieve excellence.

School context

John Purchase Public School is a high performing, progressive school, located in the suburb of Cherrybrook, in the north western suburbs of Sydney.

There are approximately 640 students enrolled at the school, with over 70% coming from language backgrounds other than English. The school has larger cohorts of students in the senior years.

The school has a strong reputation for its quality teaching, excellent student outcomes and breadth of curricular and extra curricular activities. The school honours individual learners through its strong learning support structures and programs, differentiation strategies, embedded use of formative assessment and High Potential and Gifted Education programs.

The school has a friendly and supportive school community. We work together to support school directions and student achievement. John Purchase is an active member of the Cherrybrook Community of Schools, working with neighbouring schools to deliver quality learning programs for staff and students.

 Focus areas are:

- deep learning,
- intentional and impactful teaching and
- leadership excellence which supports an engaged community.

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	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Deep Learning

Purpose

To ensure deep learning by developing a culture of thinking, which fosters student agency, curiosity and joy in learning so that students develop the skills, capabilities and dispositions to thrive in an ever-changing, increasingly complex world.

Improvement Measures

By the end of 2020:

Lesson observation data, *Tell Them From Me* Survey results, student interviews and student work samples indicate that students have regularly reflected and acted on feedback across the KLAs.

Instructional rounds data, teacher programs, including 21st century tasks, and work samples collected from the Cultures of Thinking Action Research project, reflect students' ability to engage in deep, visible thinking.

Average academic performance in NAPLAN, including growth data, is above similar school groups. This includes comparisons for EAL/D students, Aboriginal students and students with disabilities. 85% of students in K-2 meeting minimum benchmarks set by JPPS - level 10 in Kindergarten, level 20 in year 1, level 26 in year 2.

Overall summary of progress

STUDENT INTERVIEWS REGARDING WORK SAMPLES: 75 students from kindergarten to Year 6 were selected using stratified random sampling. The students showed two pieces of work in either reading, writing or mathematics, that demonstrated growth, and were asked about the feedback they had received. When comparing two of their work samples in either reading, writing or mathematics, 53 out of 76 students were able to articulate specific feedback they received which helped them to improve their first piece of work. Lesson observations demonstrated that teachers and students were reflecting on the Learning Intention and Success Criteria. Teachers were providing effective feedback to students based on the Success Criteria and Learning Intention.

INSTRUCTIONAL ROUNDS DATA: Descriptive observations were made in 16 classrooms focusing on the problem of practice: *Do students and teachers have shared clarity about the learning? Do students know what they are learning, how it fits into the learning trajectory and how they can demonstrate success? Is there a performance of understanding that aligns with the learning intention and success criteria (LISC)? Do teachers notice and name students' learning? Is feedback effective?* In all classrooms observed, learning intentions were evident, significant, stage-appropriate and based on syllabus outcomes. In 15 out of 16 classrooms the success criteria was evident. A celebration wall was created of the many exemplary and innovative practices seen across the school. The problem of practice was a demanding one that built on the school's prior initiatives and explored possible future directions. Based on the evidence, the network proposed areas of focus that the school must celebrate as well as future foci. Celebrations included: evidence of LISC in every classroom, stage appropriate lessons linked to the syllabus, students were actively engaged in learning objectives, feedback reinforced their current learning, students had the language to describe the learning.

TELL THEM FROM ME: Teacher survey responses indicated an upward trend over time as indicated below in 2017, 2018, 2019 and 2020 ratings for each statement:

- In most of my classes I discuss the learning goals for the lesson- 8.0, 8.5, 8.6, 9.1
- I give students feedback on how to improve their performance on formal assessment tasks- 8.1, 7.9, 8.7, 8.8
- Students receive written feedback on their work at least once every week- 6.5, 6.9, 6.7, 8.0
- Students receive feedback on their work that brings them closer to achieving their goals - 7.9, 8.6, 8.8, 9.1
- I discuss with students ways of seeking help that will increase learning- 7.5, 8.7, 8.8, 9.1
- My students are very clear about what they are expected to learn- 7.9, 8.4, 8.0, 8.7
- I use formal assessment tasks to help students set challenging goals - 7.3, 7.8, 8.1, 8.3

STUDENT FOCUS GROUP: 25 students from Yrs 2-6 participated in focus groups . 23 out of 25 students indicated that their teacher shares learning intentions. 24 out of 25 students were able to explain why learning intentions are important.

CULTURES OF THNKING WORK SAMPLES

Teachers from years K-6 were observed using Harvard thinking routines within lessons to deepen thinking and make thinking visible. Students' work samples and thinking were displayed across the classroom, creating an environment where walls teach. Additionally, teachers were consistently asking facilitative questions to prompt for deeper understanding. Teaching and learning programs included a range of Harvard thinking routines across Key Learning Areas.

ANALYSIS: Students are increasingly self-regulating their learning as demonstrated in the triangulation of student and teacher evidence sets. Students across the school were able to articulate what they were learning, why this was important and how they had improved in the areas of reading, writing and mathematics. This consistent finding demonstrates the significant uptake of the use of learning intentions and success criteria across the school, compared to where we started where these were seldom used.

ACADEMIC PERFORMANCE: While NAPLAN testing was not conducted in 2020 due to the COVID pandemic and the subsequent learning at home period, the school used Check-in assessments and progressive achievement tests in reading and mathematics to track student progress. Check-In Assessments were carried out for Year 3 and Year 5 students in reading and mathematics.

- The Year 5 cohort achieved a scaled score in reading of 537.2, which was above the state and similar to similar school groups.
- The Year 5 cohort achieved a scaled score in numeracy of 542.1 which was above the state and similar to similar school groups.
- The Year 3 cohort achieved a scaled score in reading of 469.3, which was above the state and slightly below similar school groups.
- The Year 3 cohort achieved a scaled score in numeracy of 483.6, which was above the state and similar to similar school groups.

PROGRESSVE ACHIEVEMENT TESTS:

- Year 3 reading showed increase in median scale score difficultly by 21.3 points in a year. The median scale score for this year groups was 114.
- Year 4 reading showed increase in median scale score difficulty by 14.2 points in a year. The median scale score for this year groups was 120.4.
- Year 5 reading showed increase in median scale score difficulty by 9.5 points in a year. The median scale score for this year groups was 129.6.
- Year 6 reading showed increase in median scale score difficulty by 2.5 points in a year. The median scale score for this year groups was 132.6.
- Year 3 maths showed increase in median scale score difficulty by 19.3 points in a year. The median scale score for this year groups was 118.8
- Year 4 maths showed increase in median scale score difficulty by 14.1 points in a year. The median scale score for this year groups was 124.8.
- Year 5 maths showed increase in median scale score difficulty by 7.5 points in a year. The median scale score for this year groups was 129.6.
- Year 6 maths showed increase in median scale score difficulty by 8 points in a year. The median scale score for this year groups was 140.

The median scale score difficulty demonstrates student growth and the median scale score demonstrates growth from year to year, with students correctly answering more difficult questions as they proceed through the grades.

BENCHMARKING: Over 85% of students achieved the benchmark level set by the school.

1. More than 85% of kindergarten students achieved a Level 10 benchmark.
2. More than 85% of Year 1 students achieved a Level 20 benchmark.
3. More than 85% of Year 2 students achieved a Level 26 benchmark.

The excellent results have been sustained over recent years.

Progress towards achieving improvement measures

Process 1:   Visible Learning Through Formative Assessment

> Developing student regulation. Teachers and students share clarity around what they are learning, why this learning is important and where this learning fits within the learning trajectory. Students are feedback seekers, who actively reflect on and apply feedback to improve the quality of their learning based on the trajectory..

Progress towards achieving improvement measures	
Evaluation	**Funds Expended (Resources)**
Ensuring students experienced clarity in terms of what they were learning, how that learning fitted in with the learning trajectory and what success looked like, was the next step in supporting students in being able to co-regulate their learning. This was reflected in the problem of practice developed for our 2020 instructional rounds: *Do students and teachers have shared clarity about the learning? Do students know what they're learning, how it fits in the learning trajectory and how they can demonstrate success? Is there a performance of understanding that aligns with the learning intention and success criteria? Do teachers notice and name students' learning? Is feedback effective?* Throughout the year, there was a significant focus on ensuring clarity between the learning intentions, success criteria, the learning trajectories and the performances of understanding. This focus was embedded throughout professional learning initiatives including: demonstration lessons, modelling, collaborative planning, feedback provided to and from the executive and teachers and through coaching impact cycles. This included programs developed for the learning at home period. Triangulation of data sources including: student interviews, work sample analysis, teacher program observations, lesson observations, surveys, coaching discussions and instructional rounds data demonstrated that learning intentions were shared with the students and that the students could articulate what they were learning. Additionally, teachers participated in professional learning exploring goal setting and students began to develop and use personal learning goals in English and mathematics to monitor their learning. The student representative council consists of two representatives from each class from Years 2 to 6, as well as the four Year 6 student leaders. The SRC participated in a focus group, which explored their understanding of learning intentions (WALT). The responses are outlined below: Students could explain what a WALT is - 25/25 (100%) Does the teacher share WALTs with you Yes - 23/25 (92%) Sometimes - 2/25 Are WALTs important? Why/Why not? Yes - 24/25 (96%) Example reasons: for why WALTs are important- *Gives you a better understanding of what you are learning, so people understand the tasks, so students can know what they should try to achieve* No - 1/25 Reason given: *Because it's already obvious.*	Instructional Rounds $3000 QTSS $113 431

Process 2:   Creating a Culture of Thinking

Fostering high expectations for all students. participate in lesson observations and subsequent coaching sessions to improve practice in terms of the action research project and celebrating our findings.

Evaluation	**Funds Expended (Resources)**
A strong commitment towards deepening student learning through developing a culture of thinking across classrooms, was embraced by our staff during 2020. Classroom teachers engaged in professional learning experiences demonstrating practical classroom applications of the pertinent research literature, which has been developed by Harvard University's *Cultures of Thinking* initiative. This included demonstrations on *ZOOM* to model how a culture of thinking can continue to be harnessed through the use of technology during the working from home period. Teachers who had	$15 000 Facilitator fees and release from Professional Learning budget

Progress towards achieving improvement measures	
not previously participated in related action research projects were invited to participate in 2020. 17 teachers participated in the opt-in professional development. Each participant engaged in additional professional learning whereby they were supported in applying the research literature to classroom practice. This included: experiencing a range of thinking protocols as the students, creating an action research project based on the needs of their classroom, participating in coaching sessions designed to generate reflection and refinement of strategies, and presenting their findings at a celebration of their learning. Examples of teachers' action research questions: How might I create a class culture where they all feel valued as thinkers, learners and people? What if school leaders, teachers and students used questioning to reveal and challenge their thinking and develop deeper understandings? What might be different if my students confidently ask meaningful questions and were self-regulated learners? Teachers were involved in online thinking pods and contributed to an online forum where teachers shared their action research question and progress and received feedback from experts and colleagues. Additionally, to further enhance their knowledge of how to foster a Culture of Thinking, teachers participated in action and research challenges where they discussed their findings and reflections with their colleagues. For example, a teacher asked their students: "What do you think is important to me as your teacher?" to gain an understanding of what her students thought her expectations to be. Another teacher asked her colleagues to observe and record all the questions asked during a lesson. The questions were then sorted into work-related questions vs learning-related questions. This led to a follow-up observation which showed an improvement in the amount of learning-related questions. Teachers subsequently used a number of Harvard University's thinking routines within professional learning initiatives as well as embedding the use of the routines within lessons. For example, The Stage 2 team used the *Zoom In* protocol in History to spark student curiosity. The Stage 1 team used the question formulation technique to generate questions about artefacts that students would explore in History. The executive team, for example, used the *Tuning Protocol* to look carefully at student work samples to gauge growth across the stage and to identify the next steps for their teams.	

Process 3:   Evidence Based Literacy and Numeracy Practices

> Engage staff in teacher professional learning in literacy and numeracy, to develop and enhance the planning, teaching and assessment cycle using modelled, guided and independent processes. Students develop a range of strategies to gain deeper understandings from a variety of quality multimodal texts.

Evaluation	Funds Expended (Resources)
External expertise in the form of a specialist academic, Dr Tessa Daffern, provided teachers with professional learning to further inform research-based assessment, planning and teaching of spelling. This was reinforced through collaborative planning of word work lessons based on the research as well as syllabus expectations, learning progressions, scope and sequence documents and student needs. Instructional leaders modelled word work lessons, integrating spelling within the literacy session, and provided feedback to classroom teachers in terms of what students were learning within the word work lessons. Parent engagement in spelling was facilitated through a virtual masterclass and through a series of newsletter updates. Teachers were supported in sharpening their skills in benchmarking children's reading, through targeted professional learning, and consistency in benchmarking K - 6 was subsequently achieved. In reading, each stage ensured students had opportunities to read and view a range of multimodal texts. The primary grades identified a particular need to upskill students in	Professional Learning Funds: $34,809 Literacy and Numeracy: $39,199 Reading Resources: $3,000

Progress towards achieving improvement measures	
poetry analysis, and this was incorporated into programs of work. Teacher exit slips and observations of stage planning and collaboratively-developed stage programs indicated that worthwhile lessons within worthwhile learning trajectories were planned based on rich curriculum content and student needs. Collaboratively planned lesson sequences and observations demonstrated the use of modelled, guided, independent cycle across stages. Teacher exit slips indicated widespread confidence in developing and delivering worthwhile lessons which were based on syllabus outcomes, student needs and important syllabus ideas.	

Next Steps

Our next step involves strengthening student agency so that our students not only understand and articulate what they are learning, but they actively use the learning intentions and success criteria more deeply, to monitor and build on their progress. This may also involve exploring learning trajectories with students, so they can identify where they are in terms of the learning journey, and so they can better monitor their progress. Increasing student involvement in the reporting process is also a potential focus.

In terms of challenging our learners, student interview data demonstrates that the task was pitched at the appropriate level across the school. However, an analysis of internal and external data, indicate a large proportion of students are incorrectly answering the most complex questions. Furthermore, benchmarking data indicates students can decode complex texts accurately and can answer literal questions, but correctly responding to inferential questions is the next area for improvement. This could be further developed by exploring and extending understandings of more complex vocabulary, facilitating background knowledge and explicit teaching and by modelling how to answer inferential questions by bringing together background knowledge and information provided in the text. In mathematics, an emphasis on problem-solving, and exploration of the mathematical proficiencies may be warranted, to strengthen working mathematically aspects.

Key areas for focus include: students identifying the next steps in the learning trajectory, increasing the level of challenge and rigour, quality of teacher questioning and ensuring feedback effectively moves the learning forward.

Strategic Direction 2

Intentional & Impactful Teaching

Purpose

To ensure intentional and impactful teaching so that instruction is driven by high expectations, current research on high yield teaching strategies and a solid understanding of impact on student progress.

Improvement Measures

Walkthrough data and student interview responses indicate a 10% increase in use of effective feedback to move learning forward.

Teacher responses on the *Tell Them From Me* Survey indicate increased opportunities and engagement with technology and a 10% increase in Data Informs Practice and Teaching Strategies.

Coaching data including: surveys, work samples, video footage, and coaching conversations, demonstrate the implementation of high yield strategies commensurate with student need.

Overall summary of progress

WALKTHROUGH STUDENT INTERVIEWS

75 students (three from each class), selected by stratified random sampling, were interviewed by classroom teachers, Assistant Principals and the Principal, in regards to their learning shown in work samples of reading, writing or mathematics. Over 90% of students were able to articulate what they had been learning and could explain how they would know if they were successful in their learning. Students were better able to explain what feedback they had received and how they used it in the area of writing than they were in the areas of mathematics and reading. Over 90% of students were able to compare two samples of work in either reading, writing or mathematics, and were able to articulate how the second sample had improved.

TELL THEM FROM ME

Teacher responses to statements related to feedback on the *Tell Them From Me* Survey indicate:

- Students receive written feedback on their work at least once every week. - 8 .0 (up from 6.5 in 2017)
- Students receive feedback on their work that brings them closer to achieving their goals - 9.1 (up from 7.9 in 2017)
- I discuss with students ways of seeking help that will increase learning - 7.5 (up from 7.7 in 2017)
- I help students use computers or other interactive technology to undertake research - 8.4 (up from 7.7 in 2017)
- I help students overcome personal barriers to using interactive technology - 8.0 (up from 7.2 in 2017)
- My assessments help me understand where my students are having difficulty - 9.2 (up from 8.2 in 2017)
- I use formal assessment tasks to help students set challenging goals - 83 (up from 7.3 in 2017)

COACHING DATA
16 teachers participated in the Instructional Coaching program during 2020 and were all able to complete impact cycles to achieve their personal coaching goals. Through coaching, teachers were observed to have implemented a range of high-impact strategies including: explicit teaching, questioning and feedback. In 16 out of 16 classes, students' work samples showed improvement (e.g. as per success criteria). 16 out of 16 teachers surveyed reported that they were more confident and students' learning improved as a result of feedback and working with a coach. All coaching cycles were focused on high-impact strategies (Jim Knight, Hattie, Brookhart). High-impact strategies modelled and observed included: embedding formative assessment practices, explicit teaching including how to design worthwhile lessons, assessments, learning intentions and success criteria, explored exemplars, formative feedback, effective questioning, metacognitive strategies such as think-alouds, and differentiated teaching.

Progress towards achieving improvement measures

Process 1: **Staff:** Through stage collaboration, supported by professional learning and individual coaching, teachers engage in the planning and implementation of research based, high impact teaching strategies. Practices are refined through peer observation, feedback and reflection (eg lesson study, action research).

Progress towards achieving improvement measures	
Evaluation	**Funds Expended (Resources)**
In grade teams, teachers completed the readings around *What Works Best Explicit Teaching* and presented findings to the rest of the staff in terms of key takeaways from the readings, examples of implementation, and what they would like to try next. The presentations, programs and lessons demonstrated teachers effectively embedding the key strategies such as: learning intentions, success criteria. Stage and/or grade teams met regularly, either face-to-face or via zoom meetings, to collaboratively plan learning sequences that utilised high impact strategies such as: shared clarity, formative assessment, worked examples, and planning questions. **Tell Them From Me**: In 2020 Staff at JPPS gave an overall rating of 8.8 for teaching strategies, as indicated below. In all of these areas, these results are the highest they have been since TTFM began in 2014. • I help students set challenging learning goals - 8.6 • When I present a new concept I try to link it to previously mastered skills and knowledge. - 9.2 • I can easily identify unproductive learning strategies. - 8.4 • My students are very clear about what they are expected to learn. - 8.7 • I use two or more teaching strategies in most class periods - 9.2 Practices were refined through peer observations, feedback and reflection, as outlined in improved collaboration ratings. • I work with other teachers in developing cross-curricular or common learning opportunities - 9.1 (up from 8.0 in 2017) • I talk with other teachers about strategies that increase student engagement. - 9.1 (up from 7.8 in 2017) • Other teachers have shared their learning goals for students with me - 8.7 (up from 6.4 in 2017) • Teachers in our school share their lesson plans and other materials with me - 9.1 (up from 7.2 in 2017) • I discuss my assessment strategies with other teachers - 9.1 (up from 7.5 in 2017)	Professional Learning Funds: $34 809 Collaborative Planning: $3 000

Process 2: **Staff:** Teachers at all different stages of their professional journey engage in coaching, reflection, meetings, lesson observations, feedback and professional dialogue with peers, coaches and supervisors. Teachers explore effective processes of giving, receiving and acting on feedback to drive student learning.

Evaluation	**Funds Expended (Resources)**
17 teachers participated in coaching cycles as part of the Cultures of Thinking initiative. All teachers participated in the professional development planning process, which included: the development and discussion of professional goals, lesson observations, reflection, feedback and subsequent action. Teachers routinely collaborated in stage or grade teams to plan, teach, assess and reflect on learning sequences, with a focus on effectiveness in terms of student learning. A strong feedback culture is continually being enhanced, through ongoing feedback to and from teachers and leaders through coaching impact cycles, professional development processes and stage-based initiatives (e.g. lesson study). Feedback is provided to students using various forms, e.g. through technology, particularly through the *Learning from Home* period. Specific feedback avenues and examples being used were celebrated with parents within a newsletter article shortly after the *Learning from Home* period.	QTSS Funds $113 431

Progress towards achieving improvement measures

Tell Them from Me teacher surveys indicated: • Students receive written feedback on their work at least once every week. - 8 .0 • Students receive feedback on their work that brings them closer to achieving their goals - 9.1 • I discuss with students ways of seeking help that will increase learning - 9.1 Students from each class were asked what feedback they had received, what form of feedback was provided and whether they used the feedback. The majority of students were able to articulate feedback they had received and how they had used it. Oral, written, peer and teacher feedback were mentioned by the students.	

Process 3: **Staff** participate in training and subsequently develop a school wide scope and sequence based on the new technology syllabus.

Evaluation	Funds Expended (Resources)
The school's technology focus was amended to incorporate the need for us to adapt to the *Learning from Home* period due to the COVID pandemic. Teachers quickly learned to master online platforms such as Seesaw, Zoom, and Google Drive and worked to ensure students were prepared for these systems. All classroom teachers quickly mastered and utilised the online platforms to deliver collaboratively planned learning sequences and to provide feedback to the students, and support staff proactively engaged with students and families requiring additional support. This ensured all students were supported to effectively engage when Learning from Home. Additionally, subscriptions to online programs in mathematics and reading enabled students to access programs throughout the *Learning from Home* period as well as on return to face-to-face lessons. The executive team developed a digital technology scope and sequence that is referred to when planning programs across key learning areas.	Subscriptions to online platforms and programs: $800

Next Steps

Our next steps involve deepening understandings of the curriculum and increasing teacher confidence in planning for rigour, challenging our most capable students, catering for the increasing number of EaL/D students and exploring the English textual concepts and working mathematically proficiencies.

Strategic Direction 3

Leadership Excellence

Purpose

Implementing instructional and distributed leadership practices to maximise student learning, to build teacher and leadership capacity and collaboration, and to further engage the parent and wider community.

Improvement Measures

Tell Them From Me and school based surveys indicate a 10% increase in leadership and parent involvement ratings.

Results from parent forums indicate a 10% increase in parent and community engagement through face to face and online platforms.

Executive meeting agendas and minutes indicate a 20% increase in modelling and exploring instructional leadership practices and evidence collected and shared at meetings indicate improved practices and outcomes.

Overall summary of progress

TELL THEM FROM ME

Tell Them From Me teacher results related to leadership yielded the following results:

- School leaders have helped me establish challenging and visible learning goals for students. - 9 (up from 7.3 in 2017)
- School leaders have helped me create new learning opportunities for students. - 9 (up from 6.9 in 2017)
- School leaders have provided me with useful feedback about my teaching - 8.5 (up from 6.2 in 2017)
- School leaders have helped me improve my teaching - 8.8 (up from 7.1 in 2017)
- I work with parents to help solve problems interfering with their child's progress. 8.1 (up from 7.7 in 2017)
- I use strategies to engage parents in their child's learning. 7.9 (up from 7.2 in 2017)

- **PARTICIPATION**
- 118 parents attended the Spelling Masterclass, which was held via Zoom.
- 70 parents attended the induction program for new students.
- 84 parents attended Kindergarten Transition meetings via Zoom.
- 546 parents attended Meet the Teacher/Parent Information sessions.
- 12 parents attended the learning support parent session.
- All students engaged in either learning from home or learning at school. Learning support was provided to students and families requiring additional assistance.
- 114 parents attended the child wellbeing evening - GOTIT (Getting On Track in Time) Parent Workshop
- All Celebrations of Learning K-6 Assemblies were very well attended.

There has been an increase in parent sessions offered, to facilitate further engagement in student learning.

EXECUTIVE MEETINGS

- All work samples discussed at executive meetings either demonstrated student growth or provided a platform to discuss any student growth concerns.
- Agendas and minutes from executive workshops demonstrated a strong focus on instructional matters.

Progress towards achieving improvement measures

Process 1: School leaders build outstanding instructional leadership capacity through collaborative, research-based and practical professional learning. This involves: making classroom observations, providing formative feedback to teachers and each other, interpreting test scores with teachers, focusing on instructional issues, ensuring a coordinated instructional program, being highly visible, communicating high academic standards and ensuring class atmospheres are conducive to learning.

Evaluation	Funds Expended (Resources)
PROFESSIONAL LEARNING FOR LEADERS: There has been a strong focus on developing capacity as highly effective instructional leaders. Executive meetings each week focused on instructional matters and	Professional Learning: $4,000 QTSS: $4,000

Progress towards achieving improvement measures	
improving our practices. Some of these involved sharing expertise and resources with network leaders. Examples of topics explored included: • looking closely at student work over time and identifying growth or lack of, and then discussing how to move the students' learning forward, using various protocols; • unpacking syllabus content for the big ideas and ensuring these informed collaborative planning; • further developed our understanding of data collection tools, as well as the metalanguage that supports our effective and purposeful collection, analysis and subsequent use of data; • explored the benefits of a range of data collection tools to inform teaching and learning programs and school planning; • astute data collection and analysis so that the leaders could upskill teachers in decision-driven data collection and subsequent data analysis to further inform whole-school planning as well as teaching and learning. This involved developing pertinent research questions, deciding on the most pertinent evaluation measures, using evaluative thinking, drawing conclusions, and deciding on the next steps; • leaders participated in extensive professional learning to unpack the core components of the school's situational analysis, so that collection of the most pertinent data could be effectively applied to the creation of the new school improvement plan; • exploring the research literature to inform leadership practices (e.g. Helen Timperley and Vivienne Robinson) with professional conversations about the impact for our work in the school. **INSTRUCTIONAL COACHING PRACTICE:** The instructional coaching program and associated practices have been effective, as perceived by teachers across the school. Jim Knight's Instructional coaching practices have underpinned our work over recent year/s. • The two coaches worked shoulder-to-shoulder with 16 teachers in 2020. • All teachers were able to achieve their coaching goals by completing impact cycles in the areas of writing, spelling, differentiation in mathematics, and classroom management. • Student work samples show that students were able to apply new learning, e.g. improved paragraphing, developing falling action, or crafting memorable endings independently. • High-impact strategies modelled and observed by classroom teachers involved in coaching: embedding formative assessment practices, explicit teaching, designing worthwhile lessons, quality assessments, use of learning intentions and success criteria, exemplars, formative feedback, effective questioning, metacognitive strategies such as think-alouds, and differentiated teaching.	

Process 2: Introducing and extending opportunities for improved communication and parent participation in students' learning, including the provision of feedback

Evaluation	Funds Expended (Resources)
WELCOME NEW FAMILIES: In 2019 the school introduced an introductory Welcome Masterclass for new families in Term 1 and Term 3, to welcome new families to the school and to provide a snapshot of school beliefs, directions, and practices. Over 70 parents and grandparents attended the *Welcome to New Parents and New Students Masterclass* at the beginning of 2020. Of these attendees, 27 new students were represented. 19 participants completed the feedback slips. In response to the question, *How useful did you find today's session?* 19 out of 19 attendees found the session extremely or highly useful, providing a rating of 5 out of 5. **SPELLING MASTERCLASS:** 118 parents representing all K-6 students, enrolled in an online parent Spelling Masterclass, 27 of whom returned exit slips. All respondents agreed or strongly agreed that the masterclass provided them with an understanding of how we teach spelling and that they would use some of the suggestions to support their child learning spelling at home. Parents requested further specific information regarding what students	

Progress towards achieving improvement measures

were learning in each grade in terms of spelling. Subsequently the school published more explicit information in the newsletters as well as in each stages term learning overviews, which are distributed to parents.

PARENT SURVEYS: An invitation to participate in a school survey was sent to 435 families. 168 parents participated in the Parent Survey.
 • 128 respondents agreed or strongly agreed with the statement *I know how to help my child at school,* 34 were undecided, 6 disagreed and 0 strongly disagreed
 • 125 respondents agreed or strongly agreed with the statement, *Reports to parents demonstrate my child's strengths and next steps,* 26 were undecided, 17 disagreed and 0 strongly disagreed
 • 145 respondents agreed or strongly agreed with the statement *I support the school's strategic direction around parent engagement in student learning.*
SRC FOCUS GROUP: 25 students across Yrs 2-6 participated in the survey conducted by the deputy principal. The responses are outlined below:
 • *How often do you talk to your parents about school?*
15 out of 25 students (60%) speak to their parents about school **every day.**

5 out of 25 students (20%) speak to their parents about school **2-3 times per week.**

5 out of 25 students (20%) speak to their parents about school **once per week.**
 • *When you talk to your parents about school, at home, what things do you talk about?*
Learning/lessons, events, things I need help with, friends, accidents, homework, recess & lunch, absent people
 • *Do you do homework given by your JPPS teachers?*
Yes - 22 out of 25 (88%)

No - 2 out of 25 (8%)

Sometimes - 1 out of 25 (4%)
 • *How do your parents help you with Homework?*
Spelling, testing me, explain it, give me clues when I'm stuck, listen to me read, make me read the questions, give me strategies, teach how but not solve, don't help me

PARENT FEEDBACK ON STUDENT GOALS: During Education Week, students shared their learning journeys with parents using work samples. Early Stage 1 students took home an individual image of themselves, including a QR code. When the QR code was scanned, parents were able to see their child's learning. Stage 1 students prepared written reflections based on their written compositions throughout the year, recording what they were most proud of and their personal goal moving forward. Parents had the opportunity to communicate with their child/ren about their learning journey and provide warm and cool feedback in their child's books. Stage 2 students sent home learning profiles including personal learning goals and work that they were proud of, via QR codes or Seesaw. Stage 3 students used an online platform to create a video reflection, comparing their written informative texts to a levelled bump-it-up wall. Students identified their goals and reflected on their progress and next steps. Parents had the opportunity to provide feedback on their child's learning journey.

NEWSLETTER SNIPPETS: The newsletter was used as a means to engage parents in the school's current foci related to student learning and to respond to parent feedback. This incorporated: illustrations of classroom practice, guidelines for supporting students learning, as well as parenting advice from an external parenting expert. Topics covered included: Summarising, interesting story beginnings, learning at home, categorising living things, Mandarin, using various strategies for addition and subtraction, questioning used during reading, staying safe online, helping children through COVID, feedback and spelling strategies.

Progress towards achieving improvement measures

Process 3:   Distributed leadership practices are employed, supporting growth for teachers throughout career paths, and providing opportunities for aspiring leaders and leaders to lead projects which improve teaching and learning beyond own classroom, and to use the AITSL profiles to reflect on leadership practices.

Evaluation	Funds Expended (Resources)
Two aspiring leaders participated in facilitator training for Cultures of Thinking, so that this initiative could be sustained through their work. Six aspiring leaders attended stage planning to see expert leadership in action, and were given opportunities to lead components of stage planning sessions. Two aspiring leaders participated in regular executive training meetings which focused on instructional matters. Five aspiring leaders were selected to fulfill relieving Assistant Principal positions in 2021. Four aspiring leaders were selected to fulfill Cultures of Thinking Coaching positions in 2021. Teaching and AITSL standards are referred to in professional development planning processes. A significant focus involved upskilling our leadership team in astute data collection, analysis, and action, using evaluative thinking processes to lead effective data collection, analysis and use.	Professional Learning $3000

Next Steps

- A key focus for sustaining and further enhancing instructional leadership involves regularly and routinely measuring and responding to impact using evaluative thinking.
- Relieving leaders will experience an impact cycle and will be trained in Jim Knight's instructional coaching practices so that excellent practice can be sustained.
- Parent masterclasses will continue to be used to engage parents in their child/ren's learning. Newsletter snippets of classroom implementation and research behind practices will continue and will be extended.
- A further focus on personalising student learning, building students' capacity to feedback to parents on their own progress, and supporting parents in providing feedback to the child/ren are the next steps.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	1.6 FTE EaL/D Teachers = $166 992.00 **Funding Sources:** • English language proficiency ($166 992.00)	EaL/D teachers supported EaL/D students to improve their English language skills, through in class shoulder to shoulder support and through intensive withdrawal lessons. With an increasing percentage of Ea/LD students enrolled at the school, currently over 70%, as well as a four times increase in the number of EaL/D students enrolling in the beginning and emerging stages over the last four years, all teachers are EaL/D teachers and upskilling all teachers in best practice for teaching EaL/D, is a priority. The specialist teachers have subsequently upskilled teachers through active participation and recommendations made during stage planning meetings and through modelling best practice in classrooms. NAPLAN and Check In Assessment results show that results for EaL/D students are similar to results for non EaL/D students.
Low level adjustment for disability	0.5FTE Learning and Support Teacher = $54 692 SLSO salaries = $48 772 0.8 specialist reading teacher = $85 941 **Funding Sources:** • Low level adjustment for disability ($93.00) • Literacy and numeracy intervention ($45.00) • P and C ($50 000.00)	**LEARNING SUPPORT PROGRAMS** • **Literacy Support** with a trained teacher 4 days per week - Nine stage 1 students were identified through benchmarking. as requiring additional support in reading. Students worked individually or in small groups with a specialist reading teacher 4 days per week. All nine targeted students (from Year 1 and Year 2) gained growth of at least 10 reading levels (beyond expected growth for 12 months) • **Multilit -** 16 students from Year 2 and Year 3 were identified through benchmarking and the *Check In Assessment,* as requiring additional support in reading. The target students participated in a daily *Multilit* session with a trained SLSO. Ten students completed the program in 2020. Six students have improved by at least five *Multilit* levels and will continue on the program in 2021. • **Quicksmart Maths** - Two SLSOs and three teachers were trained and delivered the *Quicksmart* program to ten students in Years 4 to 6. All students increased speed and accuracy with the recall of basic addition, subtraction and/or multiplication facts. This research based program is designed to free up cognitive load so that the students are better able to meet the increasingly challenging demands of the syllabus as they reach Years 4 to 6. • **Individual Reading -** improvements varied with 14 of the 30 students reaching expected benchmarks. While decoding improved, the students' inability to answer the higher level inferential comprehension questions prevented 16 of the students from achieving the minimum benchmarks set for JPPS students. This program will subsequently be replaced in 2021 with a teaching focus on inferential comprehension.
Quality Teaching, Successful Students (QTSS)	1.0 FTE Instructional Coach = $113 431	**Instructional Coaching** • Instructional coaches worked with 16

Quality Teaching, Successful Students (QTSS)	**Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($113 431.00)	teachers this year. • All teachers were able to achieve their coaching goals by completing impact cycles in areas of need. These areas varied and included: writing, spelling, differentiation in mathematics and classroom management. • Student work sample comparative analysis demonstrated that students were able to apply new learning. For example, in writing the pre and post work samples showed improved paragraphing, developing falling action or crafting memorable endings. • High-impact strategies modelled and observed by classroom teachers included: embedding formative assessment within lessons, explicit teaching, designing worthwhile lessons, designing quality assessments, planning and sharing learning intentions and success criteria, using exemplars, providing formative feedback, effective questioning, embedding metacognitive strategies such as think-alouds and using differentiated teaching strategies.
Socio-economic background	Teaching resources to support literacy and numeracy = $6744 **Funding Sources:** • Socio-economic background ($6 744.00)	Teaching resources and subscriptions were purchased to support students in the classroom and during the working from home period. Parent feedback regarding the working from home period showed that 92% ether agreed or strongly agreed that they were well informed of procedures and expectations during the learning from home period, 5.5% were unsure and 2.5% disagreed. Parent responses also showed that 89% of respondents believed the teachers supported their child's continuity of learning during the COVID-19 learning from home period, 7% were unsure and 4% disagreed..
Support for beginning teachers	Support for Beginning Teachers = $71049 **Funding Sources:** • Support for beginning teachers ($71 049.00)	Instructional coaches were employed to support eight early career teachers in improving learning outcomes for their students. There was a focus on collaboratively identifying areas of need, based on filmed and/or observed lessons, as well as student results and work samples. This ensured the focus areas were based on realities of practice. Areas ranged from differentiation in mathematics, explicit teaching of story writing and word work. Work samples and/or student results demonstrated improvement in student learning when compared with baseline data such as writing rubrics.
Targeted student support for refugees and new arrivals	0.2 FTE New Arrivals Support = $20 000 **Funding Sources:** • Targeted support for refugees and new arrivals ($20 000.00)	Newly arrived students worked with an EaL/D teacher, participating in intensive instruction in small group withdrawal groups. All participating students demonstrated improved English language skills, moving from a basic understanding of the English language, considered to be within the Beginning and Emerging EaL/D phases, to a deeper understanding of more complex English language concepts and capabilities reflected in the Developing and Consolidating phases.

Student information

Student enrolment profile

Students	Enrolments			
	2017	**2018**	**2019**	**2020**
Boys	356	345	341	343
Girls	317	310	303	309

Student attendance profile

School				
Year	**2017**	**2018**	**2019**	**2020**
K	96.7	95	95.9	95.4
1	96.7	95.4	94.7	94.8
2	95.7	95.8	94.5	95.7
3	96.7	96.3	95	94.9
4	96.9	95.6	94.7	95.8
5	96.7	95.5	94.7	95.6
6	94.8	95.2	94.4	94.9
All Years	96.3	95.5	94.8	95.3
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)	24.27
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.2
Teacher ESL	1.2
School Counsellor	1
School Administration and Support Staff	4.06

*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	994,690
Revenue	5,687,944
Appropriation	5,317,627
Sale of Goods and Services	3,936
Grants and contributions	340,783
Investment income	1,978
Other revenue	23,619
Expenses	-5,925,434
Employee related	-5,184,192
Operating expenses	-741,242
Surplus / deficit for the year	-237,491
Closing Balance	757,199

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	47,497
Equity Total	267,200
Equity - Aboriginal	0
Equity - Socio-economic	6,744
Equity - Language	166,992
Equity - Disability	93,464
Base Total	4,423,601
Base - Per Capita	154,885
Base - Location	0
Base - Other	4,268,717
Other Total	380,793
Grand Total	5,119,091

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 Satisfaction

Parents were asked to complete a number of surveys throughout the year.

Survey feedback demonstrated responses to the statements as follows:

- 91% agreed or strongly agreed with the statement *I was well informed of procedures and expectations as they occurred during the Covid 19 Learning From Home period.* 4.5% of respondents were unsure and 4.5% disagreed.
- 83% agreed or strongly agreed with the statement, *Standards of achievement are high at John Purchase Public School.* 12% of respondents were unsure and 5% disagreed or strongly disagreed.
- 99.5% of respondents agreed or strongly agreed with the statement, *I support the school's 3 expectations: respect, responsibility and aspire.* 0.5% strongly disagreed.
- 84% agreed or strongly agreed with the statement, *I am satisfied with how the school has addressed any wellbeing issues related to my child.* 12% were unsure and 4% disagreed or strongly disagreed.
- 91% agreed or strongly disagreed with the statement, *I was satisfied with the school's enrolment and transition process.* 8% were unsure and 1% disagreed or strongly disagreed.

Parent feedback responses related to masterclasses and presentations showed that:

- 93% of respondents indicated that the kindergarten session, *Supporting Reading at Home and School*, was extremely useful. 7% of respondents indicated that the session was highly useful.
- 87.5% respondents reported that the Home Reading session was extremely or highly useful.
- 100% of respondents indicated that the Stage 1 (Years 1 & 2) Reading masterclass was extremely or highly useful.

- 98.5% of survey respondents reported that the session *Cultures of Thinking* was extremely or highly useful. One respondent found the session to be somewhat useful.
- 100% of respondents indicated that the *Welcome to New Parents & Students* sessions were either extremely or highly useful. When asked what they found most useful, responses included: meeting the staff, general information about the school and how to get benefit from the school's services, approach to learning, the school's expectations, values, teaching styles, good icebreaker for the children.
- 88% of respondents strongly agreed and 12 % of respondents agreed. with the statement, *This Masterclass provided me with an understanding of how we teach spelling.*
- 92% respondents strongly agreed and 8% respondents agreed with the statement, *I will use some of the suggestions to support my child's spelling at home.*

Student Satisfaction

Student survey results showed:

- 81% of respondents reported being interested and motivated at school, compared to the NSW Government norm of 78%.
- 90% of respondents reported having positive behaviour at school, compared to the NSW Government norm of 83%

Some responses were converted to a ten point scale, with 10 indicating strongest possible agreement with the statement

- Students gave an overall rating of 8.8 to effective use of learning time, compared to the NSW Government norm of 8.2
- Students gave an overall rating of 8.2 for having someone who constantly encourages them and that they can turn to for advice at school, compared to the NSW Government norm of 7.7.

Teacher Satisfaction

The teachers participated in the *Tell Them From Me* surveys. Responses were converted to a ten point scale, with 10 indicating strongest possible agreement with the statement. Overall teacher ratings related to satisfaction are outlined below.

- The statement, *School leaders have helped me improve my teaching,* received an overall rating of 8.8 (up from 7.1 in 2017, 8.4 in 2018 and 8.4 in 2019).
- The statement, *School leaders have supported me during stressful times,* received an overall rating of 8.8 (up from 6.8 in 2017, 8.2 in 2018 and 8.2 in 2019).
- The statement, *I work with other teachers in developing cross-curricular or common learning opportunities,* received an overall rating of 9.1 (up from 8 in 2017, 8.4 in 2018 and 8.6 in 2019) .
- The statement, *Teachers in our school share their lesson plans and other materials with me,* received an overall rating of 9.1 (up from 7.2 in 2017, 8 in 2018 and 8.3 in 2019).
- The statement, *Teachers have given me helpful feedback about my teaching,.* received an overall rating of 8.6 (up from 6.9 in 2017, 8.5 in 2018 and 8.1 in 2019).
- The statement, *Students become fully engaged in class activities.* received an overall rating of 9.1 (up from 7.8 in 2017, 8.3 in 2018 and 8.2 in 2019).

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.