

2020 Annual Report

William Dean Public School



4576

Introduction

The Annual Report for 2020 is provided to the community of William Dean Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

At William Dean Public School we believe in 'Learning Together' within a caring, safe, supportive and cooperative environment. We are committed to supporting students to achieve academic excellence and we encourage acceptance and harmony through the development of a sense of belonging and community. We are inclusive of the whole school community in preparing our students to be creative and critical thinkers in order to become responsible, active citizens.

We want students to:

- Be the best that they can be
- Achieve their goals
- Have a love of learning
- Develop positive social, emotional and physical practices
- Be supported in their individual needs

School context

William Dean Public School is situated in Western Sydney and serves primarily students from the Dean Park and Colebee areas. The school is currently experiencing a growth in enrolments due to nearby housing developments.

The school community has the responsibility to educate the citizens of tomorrow as lifelong learners in a spirit of cooperation with the community. Our school motto is 'Learning Together' which underpins all we do academically and socially. At William Dean Public School we are safe, respectful learners. The school has a commitment to the development of strong literacy and numeracy skills. We cater to the needs of all students providing both support and extension programs. The staff at William Dean understand the importance of preparing our students for the future and are committed to teaching practices that are innovative and meet the needs of all learners.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Successful and Responsible Learners

Purpose

To develop students who are able to work both independently and collaboratively to access and communicate information, generate ideas and solve problems.

Improvement Measures

- 90% of students from Kindergarten to Year 2 will achieve state EAfS targets
- At least 80% of students demonstrate expected growth and above in all aspects of the value added components of NAPLAN
- An increased number of students perform in the top two bands of NAPLAN in reading, writing and numeracy from NAPLAN 2017
- 80% of students reach appropriate level on numeracy and literacy progressions

Progress towards achieving improvement measures

Process 1: Future focused learning

- Develop programs that foster innovative future focused practices where students have the opportunity to excel. Particular focus will be on the use of technology to enhance creative and critical thinking.

Evaluation	Funds Expended (Resources)
<p>Future Focused skills implemented into specific KLA's across all Stage areas. This provides the basis for students to have the necessary skills to complete STEAM based projects in 2021.</p> <p>Staff understand the fundamental skills to promote in the classroom when developing a future focused learning project.</p> <p>The constant reference to the 4 C's in Science has developed across the school.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$792.00)

Process 2: Literacy/Numeracy

- To continue the EAfS project in K-2 and solidify processes and procedures to track, monitor and adapt teaching practices to ensure appropriate growth for all students in literacy and numeracy.

Evaluation	Funds Expended (Resources)
<p>EaFs continued this year with the instructional leader providing modelled lessons for teachers around the area of Literacy and Numeracy- in particular Number and Writing. Teachers also had the opportunity to team teach with the IL and taught lessons where feedback was then given to them. This process was effective as teachers worked with the IL to ensure effective classroom practice and teaching in the area of Literacy and Numeracy.</p> <p>Student growth was tracked through the collection and collation of data including: writing data, PLAN2, PAT tests, Diagnostic tests, TEN data and benchmarking. Data chats led by the principal and IL occurred every 5 weeks and allowed teachers to reflect on this data and inform future directions for specific students, but also for their class. Regular meetings between classroom teachers and the IL also allowed for the reflection of data.</p> <p>Stage planning days and 1/2 day maths planning days allowed each stage to collaboratively plan and program for the following term, based on the data that was collected in the previous term.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Early action for success (\$167336.00)

Progress towards achieving improvement measures

A data wall to track reading was established in the staffroom for teachers to monitor and track student reading levels based on stage expectations.

All stages began to program online using OneNote with all stages evaluating the same program to allow collaboration.

Process 3: Wellbeing

- Strengthen processes that support the wellbeing of all students to meet their physical, social and academic needs.
- Strengthen practices that ensure parents are well informed of student progress and are provided with regular updates and strategies that can assist student growth.
- Staff wellbeing strategies will be developed to ensure staff feel supported and valued.

Evaluation	Funds Expended (Resources)
<p>COVID impacted the ability to successfully relaunch PBL across the school but the following activities were successfully implemented:</p> <ul style="list-style-type: none">* PBL Learning together time was introduced in Term 1 (weekly basis) to reinforce school rules and expectations. In Term 2 this evolved into a weekly PBL lessons/focus for the whole school via ZOOM meetings every Monday.* Caught you being good tokens were implemented and used across Terms 3 & 4. K-2 dominated in receiving these tokens so the system were be evaluated and tweaked in 2021 to ensure a stronger representation of students in Years 3-6.* Facebook page was launched at the end of Term 1 and proved an invaluable resource to communicate with parents especially during COVID restrictions across the year. Not only was it a great opportunity to share student work but a way to quickly disseminate information to the parent community.* PSSA started but then stopped due to COVID* Wellbeing journals were used in every classroom across the school, to focus on positive growth mindset lesson each week. Upon evaluation teachers felt more explicit teaching was required around social emotional learning (SEL) and as a result a new K-6 SEL program will be launched in 2021 called Second Step.* Sentral Wellbeing was set up to effectively record and track all minor and major behaviour incidences across the school.* A lunchtime reflection room was created for students who received a major incident (either in the playground or the classroom) which offered students the opportunity to reflect on the choices and work with supervisors to come up with more appropriate choices in future.* PBL team meet every 3 weeks and review data from Playground and classroom and make adjustments to physical classroom organisation as well as school environment eg handball lines, canteen process. Rosters and supervision changed to respond to this. <p>Learning Support Team (LST) developed new LST policy and procedures around referrals and support for students with additional needs which was implemented. Teacher professional learning was also run in over the year around disability and adjustments. All external professional learning was canceled due to COVID.</p> <p>Staff Wellbeing - a Wellbeing team was created and they ran a number of team build events across the year.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$5636.44)

Strategic Direction 2

Quality Teaching

Purpose

To empower educators to develop learners who are innovative and adaptable with the confidence to use critical and creative thinking.

Improvement Measures

- 100% of staff set professional goals and complete PDPs
- 90% of staff seek professional learning beyond the school through face to face professional learning, online courses and professional readings
- 80% of staff contribute to whole school professional learning

Progress towards achieving improvement measures

- Process 1:** Professional learning for effective classroom practice
- Stage teams work collaboratively to develop innovative, future focussed programs that foster engagement and promote critical and creative thinking

Evaluation	Funds Expended (Resources)
<p>2020 professional learning was based around Writing as that was identified as a school focus. This worked well with 100% of staff stating that having one PL area was effective. Data collected showed student growth and improvement in this area. Data chats every 5 weeks around this area also allowed teachers to identify teaching points and teachers requiring extra support.</p> <p>Assessment schedules, scope and sequences and programming templates were all implemented at the beginning of the year. These were regularly evaluated by the curriculum team as well as each stage. They will be evaluated again in 2021.</p> <p>Planning days were provided alongside with another 1/2 day mathematics planning session that was lead by the instructional leader. 100% of staff commented that having this time to reflect on data, identify student needs and plan was effective.</p> <p>The 4C's were implemented into classrooms with PL provided around this and what each 'C' involved. Posters were designed, printed and distributed to all classes.</p> <p>The mentor program was rolled out after COVID and a survey was sent out at the end of the year to work out how the program can be evaluated/changed.</p> <p>The first year of MacLit and MacqLit was a success with students on the program making great gains. The program will continue in 2021, along with InitialLit. It will be adapted and changed as needed.</p> <p>The new reflection format allowed stages to critically reflect on stage data and program as well as pick target students to focus on until the same area was cycled back to.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$16488.46)

- Process 2:** Professional learning to support accreditation
- PDP timeline is in place to support staff to develop and monitor their own professional learning, reflecting school priorities and the Australian Professional Standards for teachers
 - Beginning teachers work with mentor to support induction and professional development.

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation	(Resources)
<p>The establishment of the beginning teacher group was extremely beneficial according to all teachers in the program. The group met 3 times a term to take part in professional learning based around areas that they identified as needing support around.</p> <p>Beginning teacher time that was funded by the school was spent either completing online PL, a professional reading, observation or accreditation. At the end of the year, 100% of beginning teachers in the program stated that this was an effective use of time and it was more effective than using the time to complete administration tasks.</p> <p>Two teachers completed their accreditation throughout the year.</p> <p>An end of year survey was sent out to inform future directions of the beginning teacher program.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$20422.00)

Strategic Direction 3

High Expectations and Community Connections

Purpose

To enhance a culture of shared leadership based on high expectations, strong connections and mutual respect.

Improvement Measures

- Leadership opportunities provided for staff, students and community members
- Number of events that provide an opportunity for community members to showcase student learning and achievements
- School data indicates student growth, through initiatives and school programs

Progress towards achieving improvement measures

- Process 1:** School management practices
- Monitor management practices and processes to ensure effective use of funds and resources evidenced by school improvement

Evaluation	Funds Expended (Resources)
<p>All teachers have been issued with a policy folder for their classrooms, containing the most current policies.</p> <p>A data wall has been created in the office foyer for teachers, DPIL and Principal to access. This data wall is updated following data collection and data charts throughout the year. Students also have a data folder that follows them throughout their schooling.</p> <p>In mathematics a whole school scope and sequence has been created and teachers have used it to create consistency in mathematics. Classroom teachers had mathematics planning days to support driving their teaching.</p> <p>Communication and engagement with parents and caregivers has been increased using the parent portal as most parents have successfully logged on to the portal and have access. Information has been sent via the portal including the school newsletter, event and notices and updates.</p>	<p>PDP evaluations</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$9039.00)

- Process 2:** Whole school educational leadership
- Representatives from across the school community explore leadership opportunities for staff, students and community members. Leadership to be seen as being more than an executive role

Evaluation	Funds Expended (Resources)
<p>Staff and school committees presented their data and success stories at Staff Development Day. It was a great initiative to celebrate success of teaching and learning.</p> <p>The mentor program will continue into 2021 with slight changes to the overall delivery and maintenance throughout the year. The mentor program was successful in it's first year of implementation. Teachers expressed that they found the mentor program rewarding and beneficial.</p> <p>Roles and Responsibilities document analysed and teachers will be allocated to specific areas of interest. Furthermore, staff will be involved in executive positions for 2021.</p> <p>4 executive training days were scheduled across the year and fortunately not effected by COVID. All executive staff attended these training sessions</p>	<p>Staff presentations for Term 4 SDD</p> <p>Mentor program analysis and areas of improvement</p> <p>Mentor program observation documents</p> <p>Roles & Responsibilities document ready for distribution Term 1, 2021.</p> <p>Executive training days with Dan Haesler from Cut Through Coaching</p> <p>Funding Sources:</p>

Progress towards achieving improvement measures

engaged in quality professional learning which offered the opportunity to reflect on and strengthen their own leadership and worked to develop the necessary skills required to lead and manage across the school.

- Socio-economic background (\$10000.00)

Process 3: Community connection

- Staff will collaborate with community to develop opportunities to inform current practices, school focus and programs that support students to become successful learners
- Opportunities will be provided for the community to participate in whole school/stage/class events so that student achievements can be showcased and celebrated regularly

Evaluation	Funds Expended (Resources)
<p>Colour fun run was completed and a huge success. Prizes went out to all students in term 4 for raising funds for the school.</p> <p>Year 6 fun day went ahead with changes made due to COVID. All students were able to participate in the event in a modified way. Parents were able to participate in the hamper raffle and winners were announced via livestream on face book.</p> <p>School photos took place. Students had class photos and individual photos taken following COVID safe procedures. later in Term 4 all staff and students took a whole school group photo following COVID guidelines.</p> <p>The Celebration of Learning assembly was completed in Stage groups this year with parents being able to watch via livestream on face book.</p> <p>Student reports were successfully sent home in Term 4 for all students using Sentral.</p> <p>Teachers worked with parents via telephone to discuss and update students PLP's.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$133.10)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$ 14 444	<p>Yarning Circle -</p> <p>The purpose of a Yarning Circle is to create a safe and welcoming space where not only Aboriginal students but all students can practice speaking and listening from the heart. The yarning circle is used as a talking piece to help see all students whilst listening to their ideas, stories and thoughts. From our committee budget the resources used for the yarning circle were sandstone blocks, crushed granite and timber edging. As a committee we engaged in professional dialogue with a local Aboriginal community member and a liaison at the department to help with our understanding and creating the yarning circle. The yarning circle was built end of 2020 and not completed by the end of the school year. Across the school in 2021, we will use the yarning circle into our lessons through a variety of subjects. Twice a term we will have a 'check in' with our Aboriginal students at the yarning circle to give students a chance to share any thoughts or stories.</p> <p>PLP-</p> <p>The Personalised Learning Plan (PLP) is a document used to ensure Aboriginal Students and their parents/carers are actively engaged in their child's education. In 2020, at William Dean Public School we implemented a new PLP template for boys and girls that focused around three goals. These are an academic, personal and a cultural goal. The new template was created within the Aboriginal committee and communicated to the whole staff during professional learning. The PLP template was communicated to the community through the newsletter. The classroom teacher worked closely with the student and their parents/carers to create three achievable goals. These goals were created in term one and evaluated in term four. Due to Covid 19, teachers could not meet face to face with the parent/carer and instead communicated through phone call.</p> <p>Aboriginal Education Grants 2020</p> <p>In 2020 the Aboriginal Education Committee applied for NAIDOC Grants with the Federal and State Government. William Dean Public School were successful with the National Indigenous Australians Agency for \$500 which was utilised for the NAIDOC school event and to assist in the development of the Yarning Circle and Native Garden. The National Indigenous Australians Agency also provided NAIDOC merchandise which included stickers, posters, pencils, tattoos and badges. The Committee also applied for and received a number of Primary to High School Transition backpacks which contained essential school resources for Year 6</p>

Aboriginal background loading	\$ 14 444	students. Finally members of the Committee made contact with the GO Foundation and were successful in being selected for the Pilot Primary School Scholarships Program for Year 1 and 3 students.
English language proficiency	\$35 106 Flexible funding \$10 298 New Arrivals \$21 862.93 Equity funding	Funding was used to hire an experienced EAL/D teacher resulted in greater support for students recently arrived to Australia as well as consistent in class support for emerging and developing EAL/D students. Strong assessment practices were developed to identify students accurately so that they could receive the right support. As a result the EAL/D survey was accurately done and this resulted in the school receiving a 0.8 EAL/D for 2021 allocation.
Low level adjustment for disability	Staffing allocation LaST 1.0 Flexible funding \$41 772 Equity funding \$6 102.21	MiniLit and MacqLit were implemented effectively across the school which saw a rise in student reading levels. SLSOs receiving formal training in intervention programs . High level of in class support was provided to students with significant behaviour and learning needs.
Quality Teaching, Successful Students (QTSS)	\$58 861.73	QTSS funding was used to provide additional professional learning time for all teachers in the form of weekly reflection sessions. During these sessions, teachers monitored and analysed data. Stage teams developed targeted teaching programs to support students' ongoing needs.
Socio-economic background	\$151 777 = classroom teacher and SLSOs	An extra class was formed to reduce class sizes and provide students with more opportunities . SLSOs were employed to support learning behaviour across the school.
Support for beginning teachers	\$22 423.52 Equity funding	Equity funding was used to provide teachers in their first 3 years of teaching 1 hour beginning teacher RFF each week. This time was supported by a beginning teacher mentor and beginning teacher induction sessions 3 times per term where they were provided with tools to develop their capacity to plan, implement and evaluate effective evidence based practices. This resulted in all beginning teachers becoming effective classroom practitioners.

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	147	160	163	166
Girls	145	147	158	156

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.2	91.5	91.4	85.2
1	93.4	93	89.1	86.6
2	94.7	93	92.8	86.1
3	93.3	94.2	93.7	88.5
4	92.9	91.7	93.4	90.6
5	93.2	93.8	90.8	89
6	94.5	93.8	92.1	84
All Years	93.7	92.9	91.8	87.1
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	11.57
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	2.82

*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	629,517
Revenue	3,449,416
Appropriation	3,310,055
Sale of Goods and Services	49,405
Grants and contributions	89,260
Investment income	696
Expenses	-4,057,377
Employee related	-3,448,546
Operating expenses	-608,831
Surplus / deficit for the year	-607,962
Closing Balance	21,556

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	106,531
Equity Total	352,483
Equity - Aboriginal	14,444
Equity - Socio-economic	151,777
Equity - Language	35,106
Equity - Disability	151,156
Base Total	2,387,968
Base - Per Capita	77,202
Base - Location	0
Base - Other	2,310,766
Other Total	477,173
Grand Total	3,324,155

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

In 2020 William Dean participated in the Tell Them From Me survey for the first time. Parents, teachers and 126 students from Years 4, 5 and participated in the survey. Students were asked a comprehensive set of questions about learning and school climate.

Student survey results indicated:

- * 70% of students feel accepted and valued by their peers and by others at school.
- * 84% of students have friends at school they can trust and who encourage them to make positive choices.
- * 91% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future.
- * 86% of students try hard to succeed in their learning.

The parent survey results indicated:

- * 67% of parents believe that teachers have high expectations, show an interest in my child's learning and encourage my child to do his or her best work.
- * % of parents believe that teachers help students who need extra support and that school staff create opportunities for students who are learning at a slower pace.
- * % pf parents expect their child to attend university

The teachers survey results indicated:

- * 81% of students are very clear about what they are expected to learn
- * 79% I set high expectations for student learning.

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.