

2020 Annual Report

Frank Partridge VC Public School



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Introduction

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

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

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Message from the principal

2020 started out as an amazing year, with all students, staff and the community engaged and excited. By the end of Term 1, COVID hit us and we were in uncharted territory. The way in which the entire Frank Partridge community worked together to support each other was amazing and inspiring. Teaching and learning from home was a new way for us to work together and provided opportunities for new experiences and capacity building.

We came back midway through term 2 with strict COVID limitations in place which unfortunately saw us having to cancel many extra curricula and sporting events that we normally participate in. To compensate for the lack of working across and out of school, we had as many events in school that stayed within covid guidelines as possible. This included things like our Language and Art days, class Science days, Pets, The construction of our imaginative play village, class discos and game days.

The end of the year saw some covid restrictions ease enough for us to allow our community on site with strict guidelines and protocols in place, and we were able to celebrate our presentation day together. Well done on a fantastic year everyone!

School vision

Frank Partridge VC students engage in a shared learning journey through the use of individualised teaching and learning programs to nurture, guide, inspire and challenge them to reach their full potential as successful, responsible, informed citizens in their community. They are supported academically, socially, emotionally and physically and this vision is supported through strong community partnerships recognising the value of education, culture and the development of the whole child in our world.

The executive, including the instructional leader, appointed under the Early Action for Success Literacy and Numeracy strategy 2017-2020, will engage in distributive instructional leadership with all staff working collaboratively and cohesively, dedicated to using evidence based teaching strategies and pedagogy to support all learners. All staff will engage in ongoing professional learning as they are committed to continuous improvement of professional practice to develop teaching and learning programs and wellbeing decisions that build and enhance every child's skills and understanding in making sense of their world.

Our school will be a learning community where all stakeholders have a voice, educational opportunities are valued and excellence is expected.

School context

Frank Partridge VC Public School is a P4 school located on the Mid North Coast of New South Wales at Nambucca Heads.

Student numbers fluctuate between 200 and 230 students each year. ATSI students make up approximately 50% of our school population and cultural activities have a strong presence throughout our school across all key learning areas.

The school consists of 2 straight Kindergarten classes and 9 stage based composite classes. We incorporate 3 support classes into our K-6 structures. There is a wonderful mix of beginning and experienced staff within our school who all demonstrate a sound knowledge of the curriculum and excellent student welfare and management strategies.

Classes are supported by an Aboriginal Education Officer, Indigenous Educators and School Learning Support Officers, School Guidance Officer and Learning and Support Teacher. Frank Partridge VC Public School is part of the Early Action for Success program and K-2 work closely with our Instructional Leader supporting this with a strong focus on literacy and numeracy.

We use various funding streams to maintain classes of less than 22 students K-6. This initiative is strongly valued by our whole school 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	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Engagement

Purpose

To sustain and deepen a dynamic learning environment that fosters engaged, enthusiastic, effective learners who have the skills and capabilities to understand what they are learning, why they are learning and how they are learning in order to become successful informed citizens within and beyond their community.

Improvement Measures

Visible Learning

Self-assessment against the SEF indicates movement from Sustaining and Growing to excelling within the Learning culture domain of learning in the theme of high expectations

The school will implement evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

- All classes will display learning intentions and success criteria for all KLA's with learning dispositions visible for students and teachers to refer to as necessary to facilitate learning.

• All students in Year 5 achieve equal to or greater than expected growth in literacy and numeracy within Naplan.

Building Blocks for Learning

Within the teaching and learning theme of Curriculum in the learning domain, we will move from delivering to sustaining and growing by ensuring Teaching and learning programs describe expected progression in knowledge, understanding and skill and the assessments that measure them.

• All students will have a PLaSP by the end of 2018.

• Effective partnerships in learning with parents and students mean students will be motivated to deliver their best and continually improve.

Progress towards achieving improvement measures

Process 1: Visible Learning

- Teachers will participate in visible learning professional learning and provide daily opportunities for students to participate in ongoing feedback and formative assessment for learning so that all students know what and how they are learning. This is facilitated by smaller class sizes and SLSO's to support students learning.
- Teachers confidently use evidence based practice assessment data to share, monitor & evaluate student progress aligned to literacy and numeracy learning progressions.

Evaluation	Funds Expended (Resources)
Have we achieved our target of moving from sustaining and growing to excelling within the learning culture domain of learning in the theme of high expectations? There has been a measurable shift in the learning culture domain of learning in the theme of high expectations with an increased shift from 17% of staff evidencing excelling to 38%. We have used our PLaSPs, Sentral data, PLAN 2 data, SCOUT and reporting data to evidence this shift, which has seen us develop more effective partnerships in learning with parents and students to ensure students are motivated to deliver their best and continually improve.	PLaSPs, PLP's, Sentral recording of positive and negative behaviours, educational achievement concerns, PLAN 2 data, assessment data, Funding Sources: <ul style="list-style-type: none">• Low socio-economic funding (\$0.00)

Process 2: Building Blocks for Learning

- All K-2 staff will have been trained in or will be undertaking training in L3 to build teacher capacity through collaborative based processes and reflective practices.
- Embedded cyclical data, monitoring and analysis will inform teaching practice and programming. L3

Progress towards achieving improvement measures

Process 2: pedagogy and visible learning will underpin Stage 2 and 3 literacy.

- Teachers confidently use evidence based practice assessment data to share, monitor & evaluate student progress aligned to literacy and numeracy learning progressions.

Evaluation	Funds Expended (Resources)
Within the teaching and learning theme of Curriculum in the learning domain, staff have evidenced we have moved from delivering 19% to sustaining and growing 38% and excelling 43%. Staff believe we are meeting the criteria for excellence and evidence this by ensuring Teaching and learning programs describe expected progression in knowledge, understanding and skill and the assessments that measure them with clear links to progressions that are recorded and utilised to inform learning goals and teaching and learning programs. They reflect evidence of revisions based on consistent and reliable student assessment and the continuous tracking of student progress and achievement. All students have a PLaSP created with effective partnerships in learning with parents and students. Motivating students to deliver their best and continually improve. Teaching and Learning tiered Interventions are implemented as necessary.	L3 Monitoring PLAN 2 data regularly entered and used-evidenced in T and L Programs Whole school scope and sequences

Strategic Direction 2

Community

Purpose

To engage our community in a strong and effective partnership in a relevant authentic manner to heighten the value of education and learning amongst all stakeholders.

Improvement Measures

Community Engagement

Self-assessment against the SEF indicates movement from Sustaining and Growing to Excelling within the Learning domain of learning in the theme of Attendance.

- Teachers, parents and community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

Building Blocks in the Community

Self-assessment against the SEF indicates movement from Sustaining and Growing to Excelling within the Learning domain of Wellbeing in the theme of Individual learning needs.

- There is a school wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

A planned approach to wellbeing within the Learning Domain of Wellbeing sees the SEF indicate a movement from sustaining and growing to excelling:

- The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Progress towards achieving improvement measures

Process 1: Community Engagement

- Staff will complete PLAsPs delivering flexible learning pathways for all students. Parent teacher interviews will be held each term for parents to contribute to development of PLAsPs.
- Presentations and performances will be held and all parents and community members will be invited and encouraged to attend.
- Parents will participate in PaTCH training with the instructional leader.

Evaluation	Funds Expended (Resources)
<p>Community engagement</p> <p>Self-assessment against the SEF indicates movement from Sustaining and Growing to Excelling within the Learning domain of learning in the theme of Attendance.</p> <ul style="list-style-type: none">• Teachers, parents and community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.	

Process 2: Building Blocks in the Community

- Language, Men's and Women's group will be embedded into the school timetable with the strategic support of knowledgeable community members.
- Tell them from the survey completion will be actively encouraged with information analysed and discussed at whole school staff meeting. Information will be presented to parents and community via the newsletter.
- Homework and home reading policies will continue to be consultative, reviewed and updated.
- Preschools and High school will receive regular support from staff to best meet the needs of students and families.
- 2 new teachers will undertake ALNF training this year to ensure consistency across early years speech and language development.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>TTFM survey of community to gain direction from their opinion. 35% of families and 95% of students completed the survey. Parents and carers indicated a very high respect for our students welfare programs. Students need further development for future goals beyond primary school.. Over all very strong community relationships indicated by all survey cohort.</p>	<p>TTFM survey of community to gain direction from their opinion. Employment of designated community liason teacher 3 hours per day for 2 weeks @\$100 per hour. Employment of designated community liaison officer for 3 hours per day for 2 weeks @ \$60 per hour.</p>

Strategic Direction 3

Potential

Purpose

Our school will provide targeted educational experiences within an educational environment that endeavours for each student to reach their full potential academically, socially, emotionally and physically. We will expose and unlock the potential in all students, enabling them to succeed, access opportunities and make better choices in their lives to benefit themselves, their families and their community.

Improvement Measures

Effective Programming and Planning

Self-assessment against the SEF indicates movement from Sustaining and Growing to excelling within the Learning culture domain of curriculum in the theme of teaching and learning

As a school we will ensure teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

PLaSPs for every child developed and continually adjusted at point of need for every child.

Programs will reflect adjustments and differentiated learning for each child with data reflecting students point of need.

Explicit Classroom Teaching and Learning

Within the teaching domain the SEF evidences us as sustaining and growing. We will move to excelling by ensuring all lessons are systematically planned and collaboratively designed with accommodations and adjustment made to suit needs as they arise. Lesson planning will reference student data including progress and achievement data, curriculum requirements, and student feedback, providing continuous improvement for all students, across the full range of abilities.

100% of students will have personal learning goals with evidenced data in literacy and numeracy.

100% of students will indicate growth in literacy and numeracy in NAPLAN and progressions.

Progress towards achieving improvement measures

Process 1: Effective Programming and Planning

- Staff will engage in developed pathways of professional learning driven by the performance and development framework to ensure the development and refinement of skills necessary to use the progressions and embedded formative assessment to differentiate teaching to all students at point of need.
- They will engage in mentoring and feedback sessions with mentors and supervisors using their PDP aligned to the teaching standards to ensure deep pedagogical knowledge about curriculum content and deep knowledge of the students they are teaching.
- Collaborative planning and moderating will regularly occur across stages and the whole school with the learning support team and school leaders providing direction, action and support to all staff in an efficient and accessible nature.
- All teachers will participate in Professional learning for literacy and numeracy-L3 and balanced literacy and numeracy sessions as implemented by the instructional leader and other school leaders.
- Teachers are regularly accessing Sentral to record and retrieve data for all students to ensure a big picture of every student is created and utilised.

Evaluation	Funds Expended (Resources)
Effective Programming and Planning Did our self assessment reflect movement from Sustaining and Growing to excelling within the Learning culture domain of curriculum in the theme of teaching and learning? Our self-assessment reflects that 42% of staff are excelling with 38% sustaining and growing, showing an improvement on	Assessment policy update staff meetings to inform PlasP policy update- staff meetings to inform

Progress towards achieving improvement measures

previous years.

As a school, we ensure teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement. Last year saw us embed a new whole school assessment scope and sequence to align with PLAN2 progression tracking for every student in literacy and numeracy. This provided data for all learning and teaching programs to be reflective of student needs. PLaSPs were developed for every child and continually adjusted at point of need. Most Learning and Teaching Programs reflect adjustments and differentiated learning for each child with data reflecting students point of need. COVID saw all staff move to online programming using 365 for collaborative planning to cater for at home learning as well as in school.

Updating of whole school scope and sequences

PLAN 2 training- staff meetings and PL

Process 2: Explicit Classroom Teaching and Learning

- Teachers will systematically plan for all students making adjustments and accommodations at every point of need using evidence based data to drive teaching and learning cycles of inquiry.
- Literacy and numeracy progressions will be consistently updated on a 5 week cycle to develop personal learning goals with students with all KLA syllabus outcomes underpinning all activities.
- Students will engage in ongoing feedback sessions to collaborate with their teachers and parents to best address their learning to reach their full potential at school.
- Staff will provide a wide range of extra curricular activities for all students to maximise the potential of achievement across many lifestyle avenues.

Evaluation	Funds Expended (Resources)
<p>Have we moved from Sustaining and Growing within the teaching domain of Explicit teaching within Effective Classroom Practice?</p> <p>Within the teaching domain the SEF-sass evidences us as sustaining and growing. A group of 5 teachers participated in an entire semester of Broadening Mathematical Language training in before school sessions. They shared professional discussion and collaborative planning time to embed best evidence based practice in classrooms. This is reflected in goal setting sheets and adjustments made to programming templates, classroom anchor charts and sentence stems. Data was collected by all teachers to measure questioning effectiveness, use of mathematical language to explicitly teach the proficiency strands and sharing of ideas and resources to address any explicit teaching deficits. Students learning is being monitored more closely using observation during number talks with a new assessment scope and sequence having been embedded K-6 to measure student growth. We will continue moving into excelling by ensuring all lessons are systematically planned and collaboratively designed with accommodations and adjustment made to suit needs as they arise. Lesson planning references student data including progress and achievement data, curriculum requirements, and student feedback, providing continuous improvement for all students.</p>	<p>Broadening Knowledge of Mathematical Knowledge training for all executive and interested teachers to then mentor others</p> <p>PL on number talks-Wed PL sessions</p> <p>Balanced literacy session PL-Wed sessions</p>

Key Initiatives	Resources (annual)	Impact achieved this year
Early action for success		All teachers K-2 are trained in L3 Kindergarten and L3 Stage One. Many teachers across the whole school have completed L3 training over the past 5 years and are now working in Stage Two and Three, using L3 pedagogy to support the delivery of literacy to all students based at an individual level of need within the whole school context. This has seen us purchase new guided reading books, decodable texts, a range of rich texts and new class sets of books to support student engagement and learning. Teachers engage in collaborative planning, mentoring and professional dialogue, providing and seeking feedback for their own professional development. All teachers engaged in Additive strategy training for numeracy to improve understanding of current best practice in the teaching of numeracy K-6.
Aboriginal background loading		We have developed and embedded Gumbaynggirr language groups and gender groups across the whole school K-6 , developing an authentic delivery of culture with the support of local Aboriginal elders from the community. We have provided opportunities for students to participate in a wide variety of activities through language, engaging community and utilising their expertise in a mutually beneficial set of ongoing activities. We have provided a safe and happy learning environment for all participants that encourages involvement and supports engagement. This has been demonstrated by the implementation of the following programs: Gumbaynggirr Language with Dylan, Indigenous Music Dance Appreciation with Mrs Edwards, Rock and Water program, Cooking and Healthy eating program, Science delivered via 8 ways of learning, Aboriginal Games delivered by Uncle Richie and Indigenous Storytime and Art.
Low level adjustment for disability		<p>Our teachers use Sentral, LST meetings and PLaSPs to plan individually for all students needs within the school. This enables us to deliver adjusted learning to all students at all levels of learning and need with outside agency support when needed. Parent/carers participation occurs in all stages of the process and is supported at the following levels.</p> <p>Level 1: Full parental/carers interview involving parent considering the plan and adding to it. Facilitated through parent/carers teacher meetings term 1.</p> <p>Level 2: Parent observation of PLASP, brief explanation then sign. Facilitated through afternoon chat or catch up at times that suit parent/carers.</p>

Low level adjustment for disability		<p>Level 3: Hard copy of plan developed by CRT and student sent home for comment and signature.</p> <p>Level 4: Follow up phone call to indicate receipt of PLASP acknowledge content.</p>
Socio-economic background	<p>Small class sizes/extra teachers</p> <p>SLSO's</p> <p>Interventionists</p> <p>Pet program</p> <p>Hearing support program-oral language program</p>	<p>Small class sizes with tiered intervention learning support teachers have been implemented across the school for several years now and has had a positive impact on learning behaviours, engagement of students and wellbeing. This has allowed for strong, authentic relationships to be formed between community members, working together to improve student wellbeing and outcomes. All students have PLASPs, and regular Learning Support meetings are held to address any arising and ongoing issues as a team. Smaller class sizes have enabled all staff members to know students individually and to form stronger connections with home to improve student learning outcomes and wellbeing. The oral language program saw the beginning of the Village being built near the library to support students to communicate more effectively through imaginative play.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	131	140	116	129
Girls	90	94	100	99

Student attendance profile

School				
Year	2017	2018	2019	2020
K	92.3	87.8	83.3	87.8
1	84.5	91.5	87.6	87.5
2	87.8	86	92.3	86.4
3	92.4	84.9	87.1	90.9
4	90	90.2	89.1	83.6
5	89.4	87.2	88.7	89.7
6	91.7	89.4	90.1	85.5
All Years	89.9	88.4	88.4	87.2
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	9.74
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	6.52

*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	477,676
Revenue	4,027,530
Appropriation	4,006,961
Grants and contributions	16,862
Investment income	707
Other revenue	3,000
Expenses	-3,988,661
Employee related	-3,672,337
Operating expenses	-316,325
Surplus / deficit for the year	38,869
Closing Balance	516,545

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	146,146
Equity Total	838,630
Equity - Aboriginal	200,977
Equity - Socio-economic	471,204
Equity - Language	0
Equity - Disability	166,449
Base Total	2,305,638
Base - Per Capita	56,292
Base - Location	33,603
Base - Other	2,215,742
Other Total	474,463
Grand Total	3,764,877

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

Parents and carers have informed us they feel welcome, valued and culturally supported by our school. They believe that all school staff are approachable and caring., considerate of their family strengths and needs. All communication from and to the school is effective. Parents and carers are happy with the forms of communication used by the school, including weekly newsletters, facebook posts, phone calls and face to face teacher meetings. Feedback was given that some parents felt that a more in depth level of information would benefit them in knowing exactly what was happening across the school term and we are looking at ways to address this. The office staff are always helpful and supportive.

Students feel happy to be part of Frank Partridge school, having a strong sense of belonging and acceptance by their peers and educators where their cultures are valued. They inform us of feeling safe and welcome at school, where they are known, valued, cared for and encouraged to always do their best. Our students enjoy the variety of activities our school offers and believe that all teachers are responsive to their needs as they arise.

Overall, a staff survey informed us they feel they are valued and their knowledge and professionalism is supported by the leadership team.

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.