

2020 Annual Report

Hornsby South Public School



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Introduction

The Annual Report for 2020 is provided to the community of Hornsby South 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 has certainly been a different year for all of us and presented some uncharted challenges. Despite these challenges, I was very proud to lead Hornsby South and observe the strength, courage and great resilience of our community. I was very proud of our teachers and students for their flexibility and commitment to 'Learning at Home' and the effort parents made to support their child's learning. It was lovely to see the children returning to school and catching up with their friends and once again interacting face-to-face with their teacher. As life returned to usual, I think we all found appreciation in things we had previously taken for granted. It will be great to welcome our community back into the school and attend community events. As I move to another role in the School Performance Directorate in 2021, I leave Hornsby South with a sense of achievement and many fond memories. You have been a wonderful community to work within and I thank you for the support you have so willingly offered during my time at Hornsby South.

All the very best

Sharon Hewitt

School vision

Hornsby South Public School is a collaborative learning community focused on excellence in teaching practice and continual school improvement. A focus on wellbeing connects and engages our community.

School context

Hornsby South Public School is situated in the Upper North Shore of Sydney. Over the last two years our school has experienced a significant increase in enrolments; however, this trend may not continue due to the impact from Covid-19.

At Hornsby South we are proud of the great cultural and language diversity of our school community. Fifty one different language backgrounds other than English are represented in our school community. These students represent 74% of our total enrolment. The main language groups are Korean, Mandarin, Hindi, Japanese, Persian/Farsi, Cantonese, Nepali, Russian, Tagalog/Filipino and Vietnamese.

Cultural diversity is acknowledged and celebrated as an integral part of the school. Students are encouraged to share knowledge of their varying cultures. This is integrated throughout the KLAs and especially celebrated on Harmony Day and Multicultural Day.

Our school community is supportive of our school and we work together to improve school facilities and resources. In our 2018-2020 School Plan, we implement strategies to further strengthen this partnership and implement programs and teaching practices to achieve measurable school improvement.

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

Strategic Direction 1

Inspired, connected and high performing learning community

Purpose

To develop an aspirational school culture that is focussed on improving community performance to maximise the potential of all community members. A focus on implementing quality wellbeing initiatives, engages and enhances the wellbeing of our school community to create a learning environment in which student learning is optimised.

Improvement Measures

Focus group data, evaluations and survey analysis indicate increasing and high levels of community engagement and wellbeing.

100% of classroom learning programs demonstrate evidence of curriculum differentiation.

NAPLAN and PLAN data analysis indicates growth in student learning and a sustained trend of high performance in relation to band and cluster achievement.

Progress towards achieving improvement measures

Process 1: COMMUNITY WELLBEING

Positive Behaviour for Learning - Professional learning: Universal for new staff; PBL team Tier 2 Advanced Training; Tier 2 PBL. **Bounce Back** - Weekly Bounce Back sessions to promote positive student mental health, wellbeing and resilience. **Staff Wellbeing** - Staff participation in professional learning sessions focussed on strategies to promote positive staff wellbeing.

Evaluation	Funds Expended (Resources)
<p>PBL Tier 1 and 2 implemented with consistently high rates of fidelity across classroom and playground settings. This needs continual PL for new and existing staff to remain successful.</p> <p>Students report in TTFM they have a low sense of belonging(75%) despite 85% identifying as having positive relationships, and scores in line with the NSW Govt. mean for positive student-teacher relations and advocacy at school.</p> <p>Fifty-five percent of staff identified their wellbeing as being positive, as identified through open questions in the 2020 TTFM survey. They also identified lack of time and workload pressures as ongoing concerns.</p>	<p>Casual release for teachers to attend training days.</p> <p>PBL rewards systems and celebrations, and K-6 being placed into sporting house groups</p> <p>Wellbeing committee incentives.</p>

Process 2: ENGAGED LEARNING COMMUNITY

Staff professional learning to improve teaching practice and student achievement: Differentiated Classroom Instruction, Cognitive Load Theory, Visible Learning (John Hattie).

Evaluation	Funds Expended (Resources)
<p>Staff have begun the journey to authentic differentiation, with a growing number of classes using LISC in literacy and/or numeracy lessons. This journey needs significant support through TPL and collaborative practices to be implemented consistently across the school.</p>	<p>Visible Learning through Corwin \$20,000.</p>

Strategic Direction 2

Explicit and quality teaching practices, responsive to individual learning needs

Purpose

To engage staff in quality professional learning experiences that enhance teaching practices and student learning outcomes. Differentiated learning programs cater for the diverse learning needs of students. A range of assessment data informs teaching practice to pursue ongoing student improvement.

Improvement Measures

SCOUT data reflects an increase in percentage of students achieving proficient bands in NAPLAN writing.

Increase in percentage of students achieving expected growth in literacy and numeracy NAPLAN.

100% of literacy and numeracy learning programs demonstrate evidence of differentiated learning and evidence of a variety of assessment strategies.

Progress towards achieving improvement measures

Process 1: LITERACY

Language, Learning and Literacy (L3) - Implement L3 differentiated teaching practices across K-2 to improve student outcomes in literacy. Teachers engaged in L3 professional learning (Phase 1, OPL) to enhance teaching practice in literacy. **Seven Steps to Writing Success** - K-6 staff involved in Seven Steps to Writing Success professional learning to enhance teaching practices and student achievement in writing. **Focus on Reading** - Implement FoR strategies K-6 to improve student reading comprehension and vocabulary development. New staff involved in FoR professional learning.

NUMERACY - K-6 staff involved in professional learning with external mathematics consultant Anita Chin to provide strategies for differentiation in mathematics and enhance syllabus content knowledge and teaching practice in mathematics.

Evaluation	Funds Expended (Resources)
L3 has been successful within the context of HSPS. New explicit teaching of literacy practices embedded in K-2 moving forward, with a need for ongoing TPL to be provided within the school for teachers new to the school/ stage groups. Seven Steps to Writing Success to be a continued focus of TPL. NAPLAN Literacy top 2 bands increased in Yr 3 by 12% and Yr 5 by 8% (2016-2019) FOR to be renewed- Learning Walks and TPL sessions to be provided in 2021 and beyond. NAPLAN numeracy top 2 bands in Yr 3 increased by 16% and Yr 5 by 23% (2016-2019)	L3 training and casual relief costs Planning Days K-6 to allow for collaboration in programming, assessment and resource development.

Process 2: ASSESSMENT - Staff professional learning focussed on assessment for, as and of learning; Literacy and numeracy learning progressions; Best Start Assessment.

Evaluation	Funds Expended (Resources)
Use of Literacy and Numeracy Progressions is evident for some but not all students. Transfer of data (Check-in assessments, Phonics and Phonological awareness screeners) may assist in the progression being used as a tracking tool as well as informing future directions. Mathematics assessments need to be further developed to ensure differentiation across K-6. Assessment schedule to be updated to reflect new screeners and ongoing updates.	Planning Days K-6 to allow for collaboration in programming, assessment and resource development.

Strategic Direction 3

Instructional leadership drives improvement in teaching practice, learning, management practices and community collaboration.

Purpose

To develop a leadership team that actively promotes a culture of high expectations for all community members. Our leadership team evaluates the impact of their leadership to achieve ongoing improvement in leadership practice, teacher practice and student performance measures. The school leadership team takes an active role across the school to ensure effective school management processes underpin whole school organisation.

Improvement Measures

TTFM survey and staff evaluations analysis indicates leaders have an increasing impact on improving teaching practice, management practices and community collaboration.

NAPLAN and PLAN data analysis indicates growth in student learning and a sustained trend of high performance in relation to band and cluster achievement.

Progress towards achieving improvement measures

Process 1: PROFESSIONAL COMMUNITY

PDP - Teaching and non-teaching staff develop PDP's identifying goals to improve whole school service delivery. **Strong Start Great Teachers** - Early career teachers are supported through mentoring and professional learning workshops that target their point of need. **Accreditation** - Staff are supported in achieving accreditation and are encouraged to achieve higher levels of accreditation. **Learning Walks** - Staff participate in 'learning walks', observing quality teaching and management practice within and beyond the school setting to enhance their capacity.

Evaluation	Funds Expended (Resources)
PDP process to incorporate authentic feedback on goals for teachers. Internal BT Network to be expanded to encourage all staff to continue professional development Staff considering higher levels of accreditation to be supported through TPL, leadership opportunities, coaching and mentoring	BT Funds used for collaboration, TPL, coaching and mentoring purposes Casual days for Learning Walks

Process 2: LEADING LEARNING

Implement evidence-based quality teaching practices to improve student achievement. **Literacy** - Seven Steps to Writing Success, Language, Learning and Literacy; **Numeracy** - Anita Chin (Differentiation - number); **Leadership Professional Growth** - The school leadership team engages in research based professional learning focussed on effective leadership strategies.

Evaluation	Funds Expended (Resources)
Explicit Literacy processes to be embedded in all K-2 programs and integrated into 3-6 programs. Use of Seven Steps to Writing Success as a teaching tool continued K-6 and rubrics developed. Numeracy differentiation to be embedded in all T&L programs and assessments. Visible Learning leaders to be established as a capacity-building opportunity within the school. Continued leadership opportunities to develop leadership capacity.	Casual days for Learning Walks VL training days

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Aboriginal Literacy Project tutors</p> <p>Culturally significant literacy resources for use throughout K-6 classrooms.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$5 701.00) 	<p>Students received explicit support in literacy through the Aboriginal Literacy Project. Culturally significant literacy resources were also purchased for use throughout K-6 classrooms. Personalised Learning and Support Plans were developed for each Aboriginal student in collaboration with the class teacher, student, parent and the school Learning and Support Teacher. Each plan identified individual student goals. Plans were monitored and reviewed to support student learning.</p>
English language proficiency	<p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$220 553.00) 	<p>EAL/D teachers were involved in team teaching with staff and/or withdrawing students in small groups. Class teachers and the EAL/D teachers also collaboratively planned, implemented and monitored programs to support EAL/D students. EAL/D staff continued to support classroom teachers and students during @Home Learning to enable learning across various platforms to occur. Literacy Pro assessment tools and L3 data collections identified EAL/D students who required additional support in their reading.</p>
Low level adjustment for disability	<p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$123 647.00) 	<p>Learning and Support team practices were identified as needing review to ensure all students are engaged in their learning. In 2020, the Learning Support Team monitored student achievement in reading across Years 3-6 utilising the Literacy Pro tools and across K-2 using L3 practices and data collections to ensure all students made progress in their reading achievement. Additional support staff were employed to implement specific reading support initiatives including MacLit for identified students. Additional programs were also purchased to allow students to continue their learning online during @Home Learning.</p> <p>Additional funding will need to be invested into reading and numeracy in 2021 following the interruptions to learning during 2020.</p>
Quality Teaching, Successful Students (QTSS)	<p>Casual staff were engaged to release teachers to observe teacher practice and to contribute to the achievement of the strategic directions outlined in the 2018-2020 School Plan.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$117 174.00) 	<p>Peer teacher observations supported teachers to improve their teaching practice and provided opportunities for teacher collaboration to ensure teachers were using evidence-based teaching and learning. These funds also supported the Visible Learning professional learning opportunities which will continue in 2021. In 2021, we also plan to extend peer observations outside our school context to broaden our teaching strategies as these plans were interrupted in 2020 by COVID.</p>
Socio-economic background	<p>Funding Sources:</p> <ul style="list-style-type: none"> Socio-economic background (\$12 314.00) 	<p>Socio-economic funding was used to support participation in school programs such as excursions, incursions and school camps. Uniform items were purchased for identified students. Funding was also combined with equity funding to engage School Learning</p>

Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$12 314.00) 	Support Officer assistance.
Support for beginning teachers	<p>Casual staff to release beginning teachers</p> <p>Professional learning costs</p> Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$29 500.00) 	<p>The Strong Start, Great Teachers Committee supports beginning teachers within the school and is made up of a diverse range of teachers. The committee uses the expertise of its members to deliver professional learning priorities, curriculums, administration systems and whole-school improvement. The beginning teachers on this committee are actively engaged in identifying professional learning sessions and how the Beginning Teacher funding is allocated. Beginning teachers utilised this funding to participate in a range of activities to support the development of their knowledge and skills and the monitoring, reviewing and achievement of their Performance and Development Plans (PDPs). These activities included mentoring and coaching sessions with their team leaders, lesson observations and lesson demonstrations. Beginning teachers were involved in professional learning on classroom management, job application processes, National Consistent Collection of Data (NCCD), Positive Behaviour for Learning (PBL), student engagement and goal setting, PLAN2 data, differentiation, Focus on Reading (FOR) and Language, Learning and Literacy (L3). Support was also provided for the teachers to gather and annotate appropriate evidence to contribute to their accreditation. The TTFM teacher survey data indicated beginning teachers felt supported and were able to seek assistance when required.</p>
Targeted student support for refugees and new arrivals	Funding Sources: <ul style="list-style-type: none"> • Targeted support for refugees and new arrivals (\$87 507.00) 	<p>Targeted funding was used to employ additional staff to withdraw students individually or in small groups and provide intensive English tuition through the New Arrivals Program. The funding supported newly arrived students, with limited or no English, to develop their English language skills and enable them to access the curriculum. All students made progress in their English language development as identified on the Semester 1 and Semester 2 EAL/D progress report.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	323	326	329	336
Girls	320	356	329	332

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.3	95	94.7	94.1
1	95.6	94.3	93.7	95
2	95.8	95.2	93.9	94.5
3	96.3	95.1	95.4	95.3
4	94.6	95.6	94.9	93.9
5	95.2	95.6	94.8	95.3
6	94.5	93.6	93.6	95.8
All Years	95.2	94.9	94.4	94.8
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	26.43
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	1.2
Teacher ESL	1.6
School Counsellor	1
School Administration and Support Staff	4.26

*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	1,771,382
Revenue	6,016,707
Appropriation	5,657,435
Sale of Goods and Services	698
Grants and contributions	333,872
Investment income	4,591
Other revenue	20,111
Expenses	-5,919,053
Employee related	-5,320,574
Operating expenses	-598,479
Surplus / deficit for the year	97,654
Closing Balance	1,869,036

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	72,595
Equity Total	365,142
Equity - Aboriginal	5,701
Equity - Socio-economic	15,242
Equity - Language	220,553
Equity - Disability	123,647
Base Total	4,689,429
Base - Per Capita	158,252
Base - Location	0
Base - Other	4,531,178
Other Total	398,164
Grand Total	5,525,331

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, our parent community participated in *The Partners in Learning Parent Survey*. The survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. The survey includes seven separate measures, which were scored on a ten-point scale. Parents were asked a variety of questions in relation to the following measures: *Parents feel welcome*, *Parents are informed*, *Parents support learning at home*, *School supports learning*, *School supports positive behaviour*, *Safety at school* and *Inclusive school*. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree or disagree). In 2019 our school implemented a variety of strategies to increase parent participation. In 2020 we had 127 respondents.

Survey results indicated 93% of parents believe Hornsby South Public School provides quality education for their children. Ninety percent of parents agreed or strongly agreed they would recommend the school to others. It was also indicated by 87% of parents surveyed, that the Hornsby South Public School's newsletter continues to be the most useful form of school communication for finding out news about the school, followed closely by email with 82%. This is a change from 78% in 2019 and is reflective of the introduction of the SchoolEnews app.

Parents indicated that two-way communication with parents has improved by scoring *Parents are Informed* in the survey 7.0 in 2020, an increase from 6.7 in 2019 and above the government norm of 6.6. This has shown a steady increase since 2016 for Years 3-6 students. In the *School Supports Learning* section of the survey, parents scored the *School Supports Learning* at 7.4, an increase from 7.0 in 2019 and above the government norm of 7.3. In the *School supports Child's Behaviour* section, parents scored *Safety at School* at 7.8, an increase from 7.7 in 2019 and above the government norm of 7.4. (please refer to graph). This upward trend is also evident in the *School Supports Child's Behaviour - Safety at School* section of the parent survey, scoring 7.8 in 2020, an increase from 7.7 in 2019 and above the government norm of 7.4 (please refer to graph).

In 2020, parents were asked to rate their experiences of learning from home. Eighty percent of parents agreed or strongly agreed with the appropriateness of resources, 79% of parents agreed or strongly agreed that the school support was appropriate and 71% of parents either agreed or strongly agreed with the amount of school contact and student learning that occurred during this time.

In 2020, our teachers participated in *The Focus on Learning Survey*, a self-evaluation tool for teachers and schools. The questions in the survey are grouped to assess eight of the most important drivers of student learning. These include Leadership, Collaboration, Learning Culture, Data Informs Practice, Teaching Strategies, Technology, Inclusive School and Parent Involvement. The scores for the questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged. A score of 0 indicates strong disagreement, 10 indicates strong agreement, and 5 is a neutral position (neither agree nor disagree).

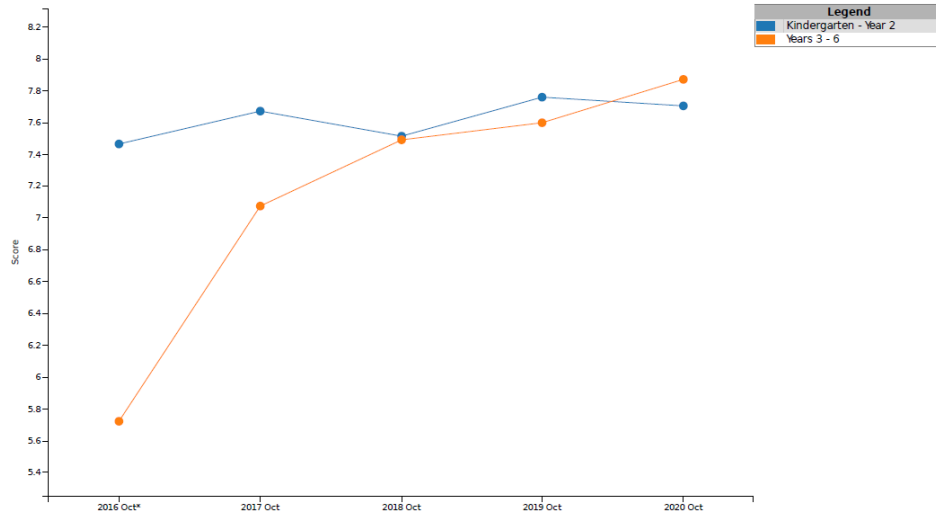
Teachers indicated in the survey that collaboration was highly effective and scored this the highest at 8.6 in 2020, a score sustained since 2019 and considerably higher than the government norm of 7.8. Being an inclusive school scored second highest with 8.5, also sustained since 2019 and higher than the government norm of 8.2.

In September 2020, 248 of our Years 4-6 students participated in the *Student Outcomes and School Climate Survey*. The aim of the survey is to help improve the learning outcomes of students. The survey is designed to measure, assess and report insights from the student point of view. The focus of the survey is on student wellbeing, engagement and effective teaching practices. The scores for the questions have been represented as a percentage or converted to a 10-point scale, then averaged. A score of 0 indicates strong disagreement, 10 indicates strong agreement, and 5 is a neutral position (neither agree nor disagree).

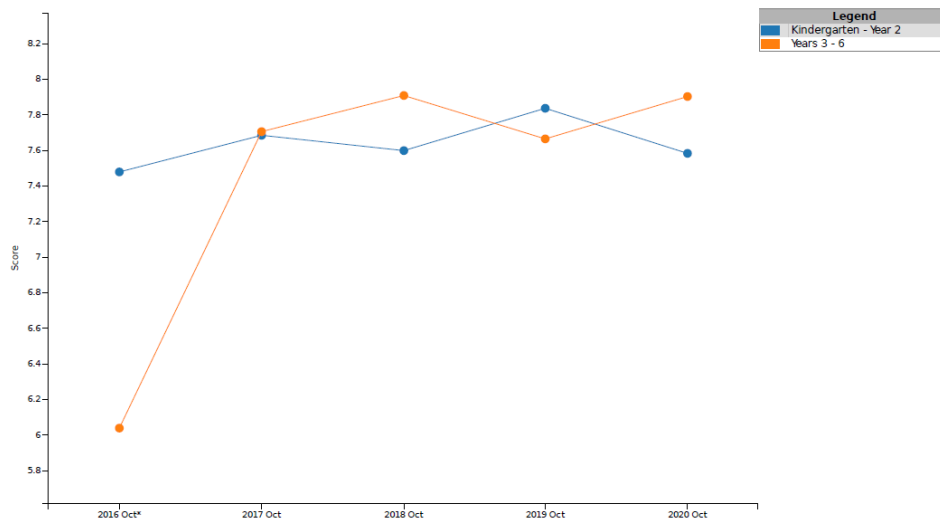
In the *Social-Emotional Outcomes* section of the survey, students identified that 94% of students had positive behaviour at school. This is above the government norm of 83%. In the *Skills-challenge*, students were asked if they felt challenged in the English and maths classes and if they felt confident of their skills in these subjects. Thirty-four percent of students had scores that placed them in the desirable quadrant with high skills and high challenge, an increase of 1% from 2019. This is below the government norm for this category, which is 53 percent and an area for further improvement and development in 2021 and beyond. Students also rated *Advocacy at School* in the *Drivers of Student Outcomes* section of the survey at 7.9. This is an increase from 7.4 in 2019 and above government norms of 7.7.

In 2020, students were asked to rate their experiences of learning from home. Eighty-one percent of students agreed or strongly agreed with the appropriateness of resources, 77% of students agreed or strongly agreed that instructions provided during this time were clear.

Safety at school



School supports positive behaviour



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.