

2020 Annual Report

Mount Lewis Infants School



5241

Introduction

The Annual Report for 2020 is provided to the community of Mount Lewis Infants 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

Mount Lewis Infants School is a unique setting that offers children and their families a positive and high quality learning environment as they begin their school journey. We aim to develop motivated, confident and resilient students through programs that are engaging and promote academic excellence. Our vision extends to include the parents/carers as well as the wider community to add another dimension of stimulation and energy to our school.

School context

Mount Lewis Infants is a large infants school in the Bankstown area. It is held in high regard by the local community and is recognised for the positive and inclusive environment that is part of the school culture.

Enrolments remain relatively steady, despite the area having a high portion of rental properties. Families prefer to remain at the school even after they move further away.

We have a significant percentage of students from a non English speaking background, 97%, which attracts additional staff to support students English language learning.

School aims and directions are all focused on delivering quality programs to students with the outcomes desired being to assist students to reach their potential and to offer all opportunities for success.

The school is fortunate to have an Early Action for Success program and Instructional Leader that targets literacy and numeracy success for students and guidance for staff and parents. In addition we also have an Arabic Community Language teacher, two English as an Additional Language teachers and a Learning and Support teacher.

The community is engaged through the Parents and Citizens Association, which is an integral part of the daily planning and life of the school. Mount Lewis Infants is a stable and happy school that offers high quality education in an attractive and friendly environment.

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

Strategic Direction 1

Active and responsible learners with a sense of positive wellbeing

Purpose

All students are encouraged to be responsible for their learning through planned, strategic measures to ensure success in the short term and in the future as they transition to primary schools.

Improvement Measures

Increased percentage of students who are achieving expected growth per semester in literacy and numeracy.

All teachers implement consistent and quality school-wide assessment practices and moderation tasks to monitor, plan and report on student learning.

Improvement in student wellbeing, responsibility, creativity and resilience and as reported through school data and Department of Education surveys, such as, Tell Them From Me, that have been adapted to suit our context.

Overall summary of progress

All teachers across the school have applied their professional learning about the National Literacy and Numeracy Learning Progressions in the areas of 'Understanding Texts' and 'Quantifying Numbers' to track student data and growth and have used this data to modify learning programs to suit student needs. Student data has shown an increased percentage of students achieving expected growth in many areas of literacy and numeracy.

A comprehensive assessment schedule was developed for Early Stage 1 and Stage 1 and formative and summative assessment practices were embedded in all key learning areas in all classes. A centralised location for the storage of assessment was developed so that all teachers can access assessment data.

Student and staff surveys have shown that student wellbeing has been a school priority and the results have demonstrated an improvement in all areas of wellbeing. The Bounce Back program has been incorporated into the PDHPE curriculum with a focus on improving student resilience. The Early Stage 1 Developmental Play program was developed, resourced and has been implemented in all Kindergarten classrooms.

Progress towards achieving improvement measures

Process 1: Data: Teachers will use the Department of Education literacy and numeracy progressions to track student data and growth. They will use this data to drive the development of learning programs which respond to identified needs to build students' foundations in literacy and numeracy.

Evaluation	Funds Expended (Resources)
<p>Comparisons between baseline data and yearly summative data showed where students had made growth.</p> <p>Student progress and achievement data in literacy and numeracy was collected and analysed regularly to inform future learning directions and differentiate student learning.</p> <p>The Instructional Leader led conversations on data and student progress in Stage groups every three weeks to ensure student growth for all was monitored.</p> <p>Class teachers met with the Instructional Leader individually every term for one hour to examine class data closely and make adjustments and plan for students requiring additional support or extension.</p> <p>Data was analysed and used effectively to inform specialist teacher timetables ensuring that support was allocated based on student need.</p> <p>A data wall was developed and maintained by the Instructional Leader to</p>	<ul style="list-style-type: none">• Ongoing data collection and analysis.• Casual release

Progress towards achieving improvement measures

track student progress on the National Literacy and Numeracy Learning Progressions. This led to rigorous staff conversations around next steps for student learning.

Evidence of impact was gathered and assessed.

Process 2: Assessment: Formative and summative assessment practices and processes are embedded across all KLAs and teachers use assessment data to inform the teaching and learning cycle and to evaluate student learning.

Evaluation	Funds Expended (Resources)
<p>Teachers followed the school assessment schedule and pre-assessed students providing information for the teaching and learning cycle and the development of programs.</p> <p>Summative assessments including SENA, Benchmarking, Comprehension Tests, SA Spelling Test, Phonics Assessment and the Best Start Assessment were used as student evaluation.</p> <p>Assessment data was collected, analysed and compiled into graphs to illustrate the percentage of students achieving at expected growth.</p>	<ul style="list-style-type: none"> • School faculty drive

Process 3: Wellbeing: Implement a whole school integrated approach to student well being by developing programs with a specific focus on promoting student responsibility, resilience, independence, creativity and a growth mindset.

Evaluation	Funds Expended (Resources)
<p>School programs were evaluated for impact on student learning and behaviour and possible changes noted.</p> <p>The Wellbeing team developed a Bounce Back resilience program for students and provided professional learning for teachers. Resources were purchased to supplement the program.</p> <p>Two staff attended professional learning around Growth Mindset to further enhance our school programs.</p> <p>Preparation of a schedule of professional learning for staff to develop a Growth Mindset program for Mount Lewis Infants School was provided.</p> <p>A Developmental Play program was developed and resourced.</p>	<ul style="list-style-type: none"> • Teacher surveys • Casual release for planning and preparation • External professional learning • Resources purchased - \$10,000

Next Steps

- Review current Positive Behaviour for Learning Framework, wellbeing practices and programs and incorporate the new Student Behaviour Strategy.
- Continue to implement the Developmental Play program in Early Stage 1 and expand the program into Stage 1 with a strong focus on meeting the academic, social and emotional needs of students in an early childhood setting.
- Improve student engagement and attendance through developing processes and strategies, and promoting the importance of attendance with the school community.

Strategic Direction 2

Dynamic teachers committed to high quality teaching and reflective practice

Purpose

Student learning is underpinned by high quality teaching that is systematically planned and explicitly taught. Teachers will continuously improve their teaching practice through a transparent learning culture that includes peer observations with timely feedback and monitoring of student assessment data that shows student progress and achievement.

Improvement Measures

The professional learning created allows for 'higher levels' of the teaching standards to be achieved.

All staff involved in peer observations and feedback. This collaborative practice will result in ongoing school-wide improvement in teaching practice by using a wider range of skills.

All teaching programs show evidence of teachers using higher level assessment data to inform teaching.

Overall summary of progress

Professional learning sessions were aligned and offered throughout the year based on Strategic Direction initiatives set out in the School Plan and Performance and Development Plans (PDPs), which ensured the delivery of targeted quality professional learning for all staff.

The Instructional Leader and EAL/D team worked closely with the Early Stage 1 team to incorporate language-based activities to enhance the Developmental Play program. The EAL/D team also worked closely with the Stage 1 team focusing on comprehension by targeting support for students with language needs as identified in the progression tool. This resulted in improvement in literacy and a significant increase in student participation in the Public Speaking program.

Quality Teaching Rounds provided staff with an opportunity to evaluate classroom practice against the Quality Teaching Framework and the Australian Professional Standards for Teachers in collaboration with colleagues. The Instructional Leader supported in classrooms through regular visits and provided on-going feedback to teachers. Staff evaluations and feedback showed that the process was valued and helped staff to set personal goals towards improving their practice.

Programs were annotated and evaluated regularly catering for students with additional learning needs and adjustments. Feedback was provided to staff.

Assessment schedules were updated and resources uploaded to a shared drive. Data on reading, comprehension and number was collected using the Literacy and Numeracy Progressions tool and analysed by the Instructional Leader. Student results were shared regularly with classroom teachers and specialist staff throughout the term to target additional support and modify teaching programs.

Progress towards achieving improvement measures

Process 1: Professional Learning: The Instructional Leader and EAL/D teachers will work collaboratively with school Leaders, grade supervisors and teachers to evaluate and enhance programs. This will determine the professional learning needs of staff allowing for the delivery of targeted quality professional learning, specifically in the areas of literacy and numeracy.

Evaluation	Funds Expended (Resources)
Professional learning sessions were offered throughout the year. The Instructional Leader and EAL/D team worked closely with Early Stage 1 team to implement language-based activities and the Stage 1 team focusing on Public Speaking and the comprehension program.	<ul style="list-style-type: none">Professional learning - casual release

Process 2: Professional Dialogue: Design, implement and evaluate a framework that facilitates professional dialogue, classroom observation and feedback between teachers/staff, such as, Quality Teaching Rounds.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>Professional dialogue was evidenced during program and day book collection by Assistant Principals.</p> <p>Quality Teaching Rounds provided staff with an opportunity to evaluate classroom practice against the Quality Teaching Framework.</p>	<ul style="list-style-type: none">• Casual release for Quality Teaching Rounds.• Quality Teaching, Successful Students (QTSS) funding

Process 3: Data: Data is collected and analysed regularly to track student development and target support. Teachers use data to modify teaching programs.

Evaluation	Funds Expended (Resources)
<p>Staff used the National Literacy and Numeracy Learning Progressions to target student learning and reporting.</p> <p>Personalised Learning Plans implemented and filed in pupil record cards.</p> <p>Data walls for Quantifying Numbers, Understanding Texts and reading levels were invaluable resources to track progress and stimulate rich discussion and inform class planning.</p> <p>Assessment schedules updated and implemented.</p>	

Next Steps

- Professional learning opportunities to include a range of practices and strategies for explicit teaching and effective feedback. Professional learning will also address the five elements of effective assessment practice.
- Implement explicit systems for teacher collaboration, observation and feedback to sustain quality teaching practices including Quality Teaching Rounds.
- Embed data informed formative assessment practices as an integral part of daily instruction in every classroom.
- Review and adapt assessment practices to ensure reliable formative and summative assessments are used to analyse student progress, evaluate growth over time and report on student achievement.

Strategic Direction 3

Strong, strategic and effective leadership

Purpose

School leaders strategically create a culture of distributed leadership amongst staff and students by sharing the accountability of delivering the School Plan. Through effective use of resources and evaluations of administrative processes, changes will be made in response to general community feedback.

Improvement Measures

All staff are engaged in professional learning opportunities which reflect leadership development, evaluation measures and curriculum initiatives in literacy and numeracy.

Feedback from the Excellence in School Customer Service 360 Reflection Tool will show improvement in community satisfaction as compared to 2017 data.

Distributed leadership in the area of resource management will be reflected in the planning and implementation of the school plan by a wider portion of the staff leading and being accountable for the goals. This will involve, finances/budgets, Human Resources, materials, all resources that are needed to achieve the strategic directions.

Overall summary of progress

Professional development aligned with school priorities and Department of Education initiatives effectively. Ongoing professional development supported staff to provide high quality teaching and to cater most productively for student needs. Individual teacher professional learning goals were addressed successfully. Staff were given varied opportunities to develop their leadership capabilities by being involved in school planning, resourcing and management of Key Learning Areas and school programs. Staff were included in frequent evaluation processes as were the community. The Instructional Leader catered for professional development in areas such as quality teaching, the National Literacy and Numeracy Learning Progressions, as well as data collection, data analysis and data use.

Community satisfaction proved that the community greatly appreciated the efforts of the school and staff to care for their children while providing quality educational programs.

All staff were offered opportunities to take on roles and responsibilities reflecting distributed leadership aims. Positive feedback highlighted the fact that staff felt more valued and supported to take on active roles in school management areas.

Progress towards achieving improvement measures

Process 1: Designing Professional Learning: School leaders develop, implement and evaluate a whole school professional learning plan, responding to PDPs, individual needs, school priorities and Department of Education initiatives.

Evaluation	Funds Expended (Resources)
<p>Staff reviewed whole school professional learning that was conducted during the year.</p> <p>Staff felt professional learning had been beneficial and catered for the needs of all staff.</p> <p>Professional learning on the National Literacy and Numeracy Learning Progressions was most valued by all staff.</p> <p>Initialit professional learning for all staff was extremely valuable. As a result, the Initialit program was selected as the literacy program to be introduced into all classrooms to play a significant role in 2021.</p> <p>Hands on mathematics activities, TEN professional learning and STEM workshops were requested by staff members.</p>	<ul style="list-style-type: none">• Staff survey and suggestion sheet distributed, collected, analysed evaluated.

Progress towards achieving improvement measures

Data to continue being used to drive whole school planning.

Process 2: Delivering Professional Learning: Draw on research, staff expertise and professional learning to develop and implement high quality professional learning in literacy and numeracy teaching practices.

Evaluation	Funds Expended (Resources)
<p>Staff surveyed to support planning of professional learning that would benefit quality teaching programs.</p> <p>Professional learning topics covered included Positive Behaviour for Learning, Reading Eggs, The School Excellence Framework, What Works Best, Growth Mindset, NESAs, Bounce Back, Clarity, LST tips, National Literacy and Numeracy Learning Progressions, Formative Assessment, Visible Learning, Quality Teaching, InitialLit, writing and scaffolding.</p> <p>The Instructional Leader supported implementation of professional learning topics covered in classrooms, including quality teaching.</p> <p>Teacher capacity to identify learning needs of students was built during professional learning and supported by the Instructional Leader.</p> <p>Parent and carer surveys gathered information regarding areas of interest for workshops.</p>	<ul style="list-style-type: none"> • Surveys (staff, parent and student) • PEN subscription • Research literature: "Clarity"- Sharrett

Process 3: Distributed Leadership: Develop, implement and evaluate an action plan for improved shared accountability amongst staff to enable teachers to lead the effective use of resources and to solicit valuable feedback from the school community which will drive planning.

Evaluation	Funds Expended (Resources)
<p>Staff have expressed positive feedback in distributing leadership and accountability by delegating tasks and taking on responsibilities for various roles within the school.</p> <p>During the learning from home (COVID-19) period teachers collectively supported and contributed to learning tasks and programming.</p> <p>Teachers were encouraged and supported to take on active roles in key learning area committees and school initiatives including community involvement where possible.</p> <p>Staff reported feeling more valued by having an opportunity to develop professionally in areas they may have not been previously involved in.</p> <p>Teacher profiles raised which initiated invested interest in the school community.</p>	<ul style="list-style-type: none"> • Student booklets prepared for Learning from home to ensure continuity of learning.

Next Steps

- Implement and monitor the InitialLit literacy program and continue to use the National Literacy Learning Progression to monitor student growth.
- Refine numeracy programs ensuring the inclusion of most current evidence-based practices and Department of Education documents.
- Professional learning around the new K-2 syllabus documents and numeracy guides.
- Develop a whole-school assessment framework to collect robust evidence of student learning and data use to target teaching and track student progress over time.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$235 431.00) 	<p>The school continues to support students across K-2 through a variety of different strategies.</p> <p>Staffing allocation and flexible funding used to provide additional support to students through small withdrawal groups and in-class support to students with speaking and listening, reading and writing skill acquisition.</p> <p>EAL/D staff worked closely with the Early Stage 1 team to incorporate language-based activities to enhance the Developmental Play program. They also worked closely with the Stage 1 team focusing on comprehension by targeting support for students with identified language needs.</p> <p>All staff are involved in data conversations with a particular focus on developing quality literacy and numeracy programs that support the development of English language proficiency.</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$114 776.00) 	<p>Learning and Support Teacher staffing allocation supplemented by the use of additional flexible funding enabling a full time allocation in response to student needs.</p> <p>All students requiring adjustments and support are catered for within the school. Personalised Learning Plans continued to be tracked by the Learning Support Team.</p> <p>Teachers continued to be supported by the Learning and Support Teacher and Instructional Leader to support students across the range of abilities.</p>
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$34 347.00) 	<p>Funding allocation used to support an instructional leadership model where Assistant Principals were released to support and develop classroom teacher capacity focusing on staff identified areas of need through Quality Teaching Rounds.</p> <p>Leadership team worked in collaboration with teams to develop professional learning opportunities based on staff need through the performance and development cycle.</p>
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$81 424.00) 	<p>As an Early Action for Success school we used funding to support quality and effective classroom practices and the development of resources across literacy and numeracy programs and initiatives.</p> <p>Funds also supported students to gain broader and equitable access to curriculum and learning through providing funding to ensure engagement in whole school activities, including extra-curricular activities, school equipment and excursions.</p>
Early action for success	Funding Sources: <ul style="list-style-type: none"> Early action for success 	<p>Early Action for Success provided opportunities for teacher professional learning</p>

<p>Early action for success</p>	<p>(\$167 366.00)</p>	<p>needs, high quality professional learning and in-class support ensuring teachers gain expertise and knowledge in how best to support and improve student outcomes in literacy and numeracy.</p> <p>Data continued to be a focus during data conversations of how best to support students individual learning needs and next steps.</p> <p>The Instructional Leader worked in classrooms with staff, the learning and support team and student groups to support the literacy and numeracy learning needs.</p>
<p>Integration funding support</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Integration funding support (\$37 433.00) 	<p>A School Learning Support Officer was employed to provide support for targeted integration students both in class and on the playground.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	107	99	110	93
Girls	73	67	75	82

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.4	92.8	91.1	90.3
1	91.1	92.5	88.2	89.4
2	94.5	92.3	91.7	91
All Years	93.5	92.6	90.5	90.1
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
All Years	94.1	93.6	92.9	92.1

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)	2
Classroom Teacher(s)	8.09
Literacy and Numeracy Intervention	0.74
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
Teacher ESL	1.8
School Administration and Support Staff	2.02
Other Positions	0.6

*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	487,105
Revenue	2,641,880
Appropriation	2,566,195
Sale of Goods and Services	20,427
Grants and contributions	54,281
Investment income	977
Expenses	-2,779,337
Employee related	-2,400,392
Operating expenses	-378,945
Surplus / deficit for the year	-137,457
Closing Balance	349,648

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	39,163
Equity Total	432,321
Equity - Aboriginal	690
Equity - Socio-economic	81,424
Equity - Language	235,431
Equity - Disability	114,776
Base Total	1,711,894
Base - Per Capita	44,493
Base - Location	0
Base - Other	1,667,401
Other Total	397,096
Grand Total	2,580,474

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.

Teacher Satisfaction

Mount Lewis Infants School staff participated in the People Matter NSW Public Sector Employee Survey in 2020. The People Matter survey results are a point-in-time snapshot of our school's employees' experience. Areas including school culture, employee engagement, aspects of leadership, diversity and wellbeing show a favourable increase. These are evident where:

- 67% of staff feeling confident that our organisation will act on the results of the survey. This was an increase of 39% from 2019.
- 88% of staff having confidence in the way recruitment decisions are made. This was an increase of 26% from 2019.
- 94% of staff having confidence in selecting capable people to do the job. An increase of 22% from 2019.
- 100% of staff knowing how to address health and safety issues. An increase of 16% from 2019.
- 81% of staff feeling confident that senior managers listen to employees. This saw an increase of 13% from 2019.

Student Satisfaction

146 students were surveyed in 2020.

- 91% of students identified they felt safe at school.
- 90% of students felt that the teachers and office staff take care of them.
- 96% of students identified more than one teacher they could speak to if they were worried, upset or wanted to say something.
- 79% of students felt the school gives them a chance to express their feelings, ideas or needs.
- 90% of students believe the school rules are very fair for everyone at Mount Lewis Infants School.
- 91% of students believe that teachers encourage students to do their best work and work to their full potential.

Parent/Caregiver Satisfaction

45 parents and carers responded to our survey in 2020.

- 98% of parents and carers agree or strongly agree that literacy, numeracy and wellbeing are very important for their child's education.
- 91% of parents and carers agree or strongly agree that their child is getting a strong education at Mount Lewis Infants School.
- 100% of parents and carers agree or strongly agree that our communication is effective and thorough with the school community.
- 96% of parents and carers agree or strongly agree that they feel comfortable discussing their child's interests, as well as any issues that may arise with the school.
- 100% of parents and carers strongly believe that our physical spaces such as playgrounds, classrooms and gardens are regularly monitored and improved which helps their child feel comfortable and happy at school.
- 96% of parents and carers value all modes of communication used at Mount Lewis Infants School.

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.