

# 2020 Annual Report

## New Lambton Heights Infants School



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# Introduction

The Annual Report for 2020 is provided to the community of New Lambton Heights 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.

## School contact details

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## Message from the principal

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I am proud to present the New Lambton Heights Infants School Annual Report for 2020, which summarises our priorities and achievements for the year.

Despite being a disrupted year, the students and teachers at New Lambton Heights Infants School continued to grow and thrive. Both teachers and students improved their skills to use technology effectively when learning from home and showed their ability to be flexible in this new learning environment. Teachers engaged in valuable professional learning in providing effective feedback to students and students benefited greatly from this, receiving feedback to help them achieve their learning goals.

Our P&C continued to support the school remotely, with a generous donation to fund a much needed bubbler and water bottle filler, beautiful signage promoting our school values and readers K-2. Their determination to continue to support the school was much appreciated.

Community participation and partnerships is a strength of our school, so it was quite a different experience not having our community in our school grounds for much of the year. I commend and thank our parents and carers for their patience and co-operation during this time. It was lovely that we could celebrate the end of year achievements at our presentation day ceremonies.

Lisa Hughes

Principal

## School vision

At New Lambton Heights Infants we:

- Provide a quality learning environment for all students.
- Develop and sustain productive community partnerships which improve the outcomes of students.
- Enable students to become outstanding citizens and productive members of society

## School context

New Lambton Heights Infants School endeavours to provide excellence in early childhood programs for students from Kindergarten to Year 2. The whole school community is committed to giving every child every opportunity to achieve success.

Our school key values are:

- Respect
- Responsibility
- Personal Best

New Lambton Heights Infants School is a small K-2 school in the residential suburb of New Lambton Heights on the border of Newcastle and Lake Macquarie local government areas. In 2018, the school enrolment was 73 students.

The school serves a mixed socio-economic community and has a strong focus on high expectations of students and teachers, quality relationships, creativity, sport and innovation in education.

The staff at New Lambton Heights Infants School are committed to:

- Best practice, differentiating everyday learning to cater for the students' different learning needs.
- High expectations and quality teaching, implementing teaching methods and programs.
- Building teacher capacity, through cooperative teamwork and professional development.

As a part of best practice, New Lambton Heights staff use and review a wide range of data regularly to inform, implement and review school planning processes.

## Self-assessment and school achievement

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

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

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

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

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

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
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	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1

Outstanding learning, inspiring teaching

### Purpose

To create an engaging, inclusive learning environment supported by a differentiated curriculum to meet the diverse needs of all students, staff and community, preparing today's students for tomorrow's world.

### Improvement Measures

- Reading - PM Benchmarking Reading.  
Increased % students at or above expected reading levels
- 75% Kindergarten students reading level 6 or above from baseline 71% in 2019.
- 95% Year 1 students reading level 17 or above from baseline 92% in 2019.
- 75% Year 2 students reading level 26 or above from baseline 65% in 2019.

Writing (Punctuation) - PLAN 2 Literacy Progression.

75% Year 2 students consistently use correct sentence boundary punctuation (PuN2).

Top 2 NAPLAN Bands

- Increase % of Year 2 students in top two NAPLAN bands in Year 3:
- reading from 75% (baseline 2017-2018) to 80.4% or above in 2022
  - numeracy from 60.7% (baseline 2017-2018) to 66.1% or above in 2022

### Progress towards achieving improvement measures

#### Process 1: Evidence Based Practices

Develop an integrated approach to quality teaching, curriculum planning and delivery, and assessment and reporting.

Through:

- Explicit instruction.
- School literacy and numeracy strategies.
- Use of Literacy and Numeracy progressions.

Evaluation	Funds Expended (Resources)
<p>In the past two years we have developed a school wide data base to collect reading data that includes Best Start Kindergarten, PM Benchmark levels and school based phonics assessments.</p> <p>In 2020, we participated in a new Phonological Awareness assessment for ES1 and a Phonics Screener for Year 1 and results were recorded on PLAN 2. After completing the Phonemic Awareness assessment in Term 2 2020, only 2 students consistently achieved the expected progression level. By the end 2020, this increased to 81%. As a guide, the literacy progressions for Phonic Knowledge and Word Recognition suggest that Year 1 students should be achieving to the end of PKW5. After completing the Phonics Screener Check (PHON) in Term 3 2020, majority of Year 1 students were working towards achieving the assessed areas up to, including and beyond PKW5. The five students who were not, had already been identified and are participants in the MiniLit program.</p> <p>In 2020 reading benchmark levels were recorded at the end of Term 2 after students returned from learning at home, at the end of Term 3 and in Term 4. Kindergarten students successfully achieved the 2020 improvement measure with almost 100% of the students reading level 6 or higher. 66.6% of Year 1 students read at level 17 or higher and there were 69% of Year 2 students reading level 26 or above. A small number of Year 1 students have been assessed by the school counsellor and have been identified as having</p>	<p>Principal release for developing and leading professional learning, PDP meetings, teacher observation</p> <p>Teacher release for collaborative planning, professional learning, student assessment and teacher observation</p> <p>Purchase Minilit Kit</p> <p>Purchase licences online platforms</p> <p>Purchase guided and home readers</p> <p>Employ SLSO to deliver Minilit and literacy and numeracy support in Kindergarten.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Literacy and numeracy (\$7134.00)</li><li>• Professional Learning (\$3500.00)</li><li>• Quality Teaching, Successful</li></ul>

## Progress towards achieving improvement measures

significant learning delays, which may contribute to the lower percentages of this cohort reaching benchmark levels.

In 2019 a target was set - 75% Year 2 students consistently use correct sentence boundary punctuation (PuN2). At the end of Term 3 2020, 29% had achieved this target By the end of Term 4 this was 63%.

In numeracy, we focused on Number Talks and improving the way we assess and teach Additive Strategies. We developed a cycle of assessment using Best Start and SENA 1 and 2 across K-2 and additive strategies are being monitored K-2 using the numeracy progressions. Once students were assessed, their needs were targeted in teaching programs and ongoing assessment in class informed teachers of progress. From this process, using PLAN 2 data, our results show:

- In Term 1, 16% Year 2 students always use a range of non-count-by-one strategies when adding or subtracting two or more numbers (bridging to 10, near doubles). This increased to 84% by the end of Term 3.
- In Term 1, 47% Year 1 students are always use a strategy of count-up-from to calculate addition and 43 % uses count-down-from for subtraction tasks. This increased to 91% Year 1 students have achieved using the strategy of count-up-from to calculate addition and 56% use count-down-from for subtraction tasks.
- In Term 1, 0 kindergarten students were at the figurative stage ie solves additive tasks involving two concealed collections of items by visualising, counting from one to determine the total. At the end of Term 3, the results showed show 25% of Kindergarten students are at or beyond the figurative stage and 36% are 'sometimes' achieving this marker.

Students (QTSS) (\$13329.00)

- 6300 School and Community (\$1600.00)
- Low level adjustment for disability (\$6901.00)
- Socio-economic background (\$2619.00)
- P&C (\$1000.00)
- Aboriginal background loading (\$1122.00)
- English language proficiency (\$3178.00)
- 6100 Operational Funding (\$13000.00)

### Process 2: Future Focused Learning

High level professional learning and opportunities to extend student's skills in the general capabilities.

Through

- Integrated information technology use
- Embedded critical and creative thinking strategies
- STEM/STEAM

Evaluation	Funds Expended (Resources)
<p>Part of the 2018-2020 plan was to engage in high level professional learning (PL). Over two years, teachers engaged in school led professional learning around the new Science curriculum and the inclusion of Digital Technologies. Research from DoE 'Learning for the Future' Website was used to provide information to support Project Based Learning in schools, as well as information from a website 'PBL Works'. The principal participated in PL with the Newcastle principal's network which was sessions presented by futurist Michael McQueen. Information from this was included in the SDD presentation for teachers at NLHIS. A teacher from the school had participated on PL run by James Phelps and 'Minds Wide Open'. This was focused on developing Critical and Creative Thinking Skills (CCT) and Learning Dispositions. The principal attended the second course run by Minds Wide Open, Design Thinking and Project Based Learning. The PL resulted in the school re-designing our Scope and Sequence for Science to include Digital Technologies (DT). The school purchased its own robotics kit and utilised this in 2020 for our DT program. We surveyed students at the end of Term 2 2019. Survey showed out of the 20 students who completed the survey, 70% strongly agreed that STEM robotics was a fun way to learn, 63% agreed that the kits helped them learn new things and 60% agreed that the lessons made them use their learning dispositions. In 2020, the program was disrupted due to COVID 19 but we re-adjusted the Scope and Sequence and taught it in Term 3, as from the survey we knew the students were highly engaged.</p> <p>In 2019 and 2020, we implemented Project Based Learning and explicit</p>	<p>Teacher release for development professional learning and management of technology in school</p> <p>Purchase of resources</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$1000.00)</li> <li>• 6100 Operational funding (\$2000.00)</li> <li>• 6300 School and Community (\$3000.00)</li> </ul>

## Progress towards achieving improvement measures

teaching of learning dispositions, based on the Minds Wide Open programs, Captain Disposition and the Thinking Caps. This saw students engaging in real world problems, such as building a possum box for our school possum, designing a garden to attract bees and organising the Book Week event so it could be shared with our community remotely.

## Next Steps

In literacy, we will continue to strengthen explicit teaching of phonics and phonological awareness and engage in professional learning and evidence based practice to improve our knowledge and skills to teach fluency and comprehension, particularly in Stage 1. We will begin to use the creating texts aspect of the literacy progressions to inform teaching and keep working on teaching simple punctuation. Much of our baseline data was set in 2019, so only having 12 months to achieve the measures does not have a true reflection of the high quality teaching and learning that occurs in the school. Having baseline data at the beginning of the planning cycle in 2021 and 4 years to work towards achieving our goals should see us more closely achieve our goals in 2024.

Our numeracy results will form the baseline for growth for the next year and will help teachers plan numeracy grouping in their classes. We will also invest further in high quality professional learning in teaching Mathematics, as planned events were cancelled due to COVID-19. Funds set aside from literacy and numeracy funding to support this will be re-allocated in 2021.

Our future focused learning program will continue in 2021 as it embeds design thinking, critical and creative thinking, digital technologies and is a way for students to apply the learning dispositions when problem solving. We have seen an increase in the language of the dispositions used by the students across the school, helping them become more resilient and resourceful when working on projects and in their everyday class work. Moving forward, we will work on integrating information technology more effectively. Teachers will engage in PL to update their skills and plan for more regular use of school devices for students to communicate and share their learning.

## Strategic Direction 2

### Thriving Community

#### Purpose

To work together in positive and respectful relationships to improve educational outcomes and promote wellbeing for all students.

#### Improvement Measures

Increased parental engagement in student learning in all key learning areas.

Increase student's sense of wellbeing.

Attendance (Year K-2)

Increase % of students attending school 90% or more of the time from 87.3% (baseline Sem 1, 2019) to 92.4% or above in 2022.

#### Progress towards achieving improvement measures

##### Process 1: Wellbeing

Explicit systems and practices to enhance the wellbeing of students based on evidence based practices.

- Positive Behaviour for Learning
- Bounce Back
- Captain Disposition (CCT)
- Kids Matter

Evaluation	Funds Expended (Resources)
<p>In 2020, the staff used the combined School Wellbeing Framework and School Excellence Framework (SEF) tool to reflect on wellbeing practices in the school and evidence to support the effectiveness of those practices.</p> <p>Over the past three years we have reviewed and/or implemented a number of wellbeing programs including Positive Behaviour for Learning (PBL), Positive Partnerships, Minds Wide Open, The GOT-It Program and Live Life Well@School Program. All of these programs are based on research and have no doubt contributed to enhancing the wellbeing of the students and their families at the school. When looking at the Wellbeing Framework evaluating the different types of Wellbeing - social, emotional, physical, spiritual and cognitive, we found that our participation in these evidence based programs helps us address these areas well. The difficulty has been having sufficient data to support the impact these programs have had. The Tell Them From Me (TTFM) parent survey in 2018, 2019 and 2020, however, shows that parents consistently score the school above or on par with NSW Govt Norms in all matters related to wellbeing.</p> <p>We have reviewed our behaviour management systems to reflect some aspects of PBL, including weekly Powerpoints to explicitly teach behaviour expectations for respect, responsibility and personal best. As a result, there is a more consistent approach across the school to managing behaviour, but we will need to continue improving how we document and communicate this to ensure we can sustain it. We surveyed students around wellbeing and from the results of this survey, it would be fair to say that the social/emotional skills and values that are being explicitly taught at NLHIS have resulted in positive relationships, which are strongly valued by the students at NLHIS and therefor enhances their wellbeing. Having a consistent approach, language and expectations has certainly enabled this and could well be applied to other practices in the school.</p> <p>It is difficult to determine attendance data for 2020, due to COVID-19. The</p>	<p>Teacher release professional learning</p> <p>Purchase resources - Second Step Kit</p> <p>Purchase PBL signage</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Professional learning (\$1500.00)</li><li>• GOT IT program (\$7300.00)</li><li>• Positive Partnerships (\$800.00)</li><li>• P&amp;C (\$6000.00)</li></ul>

## Progress towards achieving improvement measures

attendance target has been re-set and is now included in the 2021-2024 Strategic Improvement Plan. The school's overall attendance rate is above 90%. We will be looking more closely at individual student's attendance rates.

### Process 2: Collegial Communities

To utilise varied opportunities to engage community and work collaboratively to improve student outcomes.

Strengthen/establish links with

- Community of Schools
- Infants schools
- New Lambton Public School
- school community
- University of Newcastle

Evaluation	Funds Expended (Resources)
<p>The school generally has strong partnerships with parents and wider community groups. Unfortunately, due to COVID-19 restrictions we were not able to introduce our parent helper program for PE and numeracy in 2020.</p> <p>This year, we worked more closely with Cardiff Community Pre-School, as evidenced in the principal's Professional Development Plan. The director was part of our Kindergarten Orientation sessions and we are keen for further involvement with the school.</p>	

## Next Steps

In 2021-2024 we will focus on streamlining and documenting our wellbeing programs and practices. We will also look for ways to more effectively monitor the impact of the programs. We are currently looking at making changes to align with the language and concepts around emotional and social wellbeing that are being taught in Second Step across the school.

Increased parental engagement in student learning will also be carried forward into the 2021-2024 Strategic Improvement Plan and from parent feedback, we will be working on more regularly explaining to parents what their children are learning and updating them more often about their child's achievement and attainment and ways they can support learning at home.

Our focus for attendance will be promoting attendance and the educational benefits. We will work with individual students and their families, particularly partial attendance and late arrivals.

We will continue to strengthen our relationships with our wider community. We will particularly focus on transitions from pre-school and transitions to Year 3, to maximise communication and successful transitions.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	SLSO support  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$1 122.00)</li> </ul>	Aboriginal Education and culture is acknowledged and valued across the school community.  Additional support provided by an SLSO enabled Aboriginal students in Kindergarten to more successfully transition to school and achieve the goals set out in their Personal Learning Pathways.
<b>English language proficiency</b>	SLSO Support  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>English language proficiency (\$3 178.00)</li> </ul>	Students were assessed and results were shared with class teachers, so teaching and learning programs could be differentiated to meet individual needs. One student received extra support in English, through participation in the Minilit program. This resulted in improved reading results for this student. An SLSO supported Kindergarten students identified as EAL/D learners with small group phonics and phonological awareness instruction. This resulted in the student achieving at almost all of the the expected grade levels for phonics and phonological awareness based on the literacy progressions.
<b>Low level adjustment for disability</b>	SLSO. 3 hours per week.  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$6 901.00)</li> </ul>	An SLSO was employed to conduct Minilit 3 hours per week for Terms 2 and 3. Almost all students who participated in the Minilit program showed significantly improved literacy skills, based on the MiniLit pre and post test as well as assessments that occur at the end of each unit. These skills were also reflected in improved PM benchmarking results.
<b>Socio-economic background</b>	SLSO  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Socio-economic background (\$2 619.00)</li> </ul>	An SLSO was employed for in class support and support in the playground to improve outcomes for students, both academically and socially.
<b>Support for beginning teachers</b>	Casual teacher relief  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Support for beginning teachers (\$28 962.00)</li> </ul>	Two teachers received funding to support their needs as beginning teachers. In conjunction with the principal, a plan was developed to release the teachers for full days on a regular basis (weekly or fortnightly). The time was spent working with mentors/supervisors, programming, assessing, undergoing professional learning, observing colleagues and working towards completion of their accreditation at proficient level. Remaining funds have been carried forward for both teachers. It is anticipated that both teachers will finish their accreditation in the first half of 2021, using these remaining funds to release them from class.

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	42	36	41	45
Girls	30	35	36	42

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.9	96.2	96.2	94.4
1	95.9	91.8	95.4	96.3
2	96.1	90.2	92.7	96.9
All Years	95.9	93.1	94.7	95.6
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
Classroom Teacher(s)	3.47
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.2
School Administration and Support Staff	1.41

\*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 <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	136,481
<b>Revenue</b>	943,683
Appropriation	919,227
Grants and contributions	23,987
Investment income	369
Other revenue	100
<b>Expenses</b>	-951,270
Employee related	-857,225
Operating expenses	-94,044
<b>Surplus / deficit for the year</b>	-7,587
<b>Closing Balance</b>	128,895

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	7,576
<b>Equity Total</b>	24,757
Equity - Aboriginal	1,122
Equity - Socio-economic	2,619
Equity - Language	3,178
Equity - Disability	17,839
<b>Base Total</b>	797,127
Base - Per Capita	18,519
Base - Location	0
Base - Other	778,608
<b>Other Total</b>	39,730
<b>Grand Total</b>	869,190

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.

# Parent/caregiver, student, teacher satisfaction

## Parents

The Tell Them From Me 'Partners in Learning' Parent Survey was completed by parents between 20 August 2020 and 23 September 2020.

This report provides results based on data from 31 respondents.

The school scored above NSW govt norms in all areas. When parents were asked in the 2020 TTFM survey about our school's accomplishments in delivering effective Wellbeing programs, approximately one third of the responses mentioned Captain Disposition and teaching learning dispositions as a program that enhances student wellbeing. This may be because the program encourages students to be more resilient and resourceful when faced with a problem and will continue into 2021.

## Teachers

Teachers engaged in individual reflection through their Professional Development Plans (PDP) and engaged in one on one discussions with the principal as part of this process.

Teachers completed a survey at the beginning of the Feedback PL cycle (Beginning Term 2 2020) using a resource from 'Strong Start Great Teachers' to guide their responses. At the end of Term 3 2020, teachers were asked to complete the same survey, after a whole school focus on improving feedback and several PL sessions. The results showed that in the original survey only 50% of the teachers provided feedback to their students during learning on a regular basis. 100% of the teachers believed they now provide feedback regularly during learning. At the beginning of Term 2, approximately 36% of teachers engaged in formal feedback with their students. This increased to 71% at the end of Term 3. The area that has show most impact has been, when asked, 'To what extent is feedback attended to and acted upon by students in your class?'. In the first survey no teachers were able to answer with 'a lot'. 'A moderate amount was the highest response (36%). At the end of Term 3, 42% of teachers responded that their feedback is acted upon by their students 'a lot' of the time. This is significant, as our research showed us that feedback is only truly effective when it is acted upon by students and they show improvement as a result of this.

## Students

As part of the feedback cycle, students are regularly asked to indicate their level of understanding and enjoyment of taught concepts.

As part of the situational analysis and development of the new 2021 - 2024 School Strategic Plan, students across the school were questioned about wellbeing and learning. When asked, 'What helps you learn at school?', some students stated that 'focusing their attention and listening' helps them learn best. The highest response, however, was that their teachers help them learn at school. This is a reflection of the explicit instruction that occurs in classrooms. When asked, 'What makes you feel safe at school?' both 'friends' and 'teachers' were the equal top responses. When asked, 'What makes you feel happy at school?' 'my friends' was by far the most popular response. From the results of this survey, it would be fair to say that the social/emotional skills and values that are being explicitly taught at NLHIS have resulted in positive relationships, which are strongly valued by the students at NLHIS and therefor enhances their wellbeing.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.