

# 2020 Annual Report

## Croydon Public School



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# Introduction

The Annual Report for 2020 is provided to the community of Croydon 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.

## School contact details

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Croydon Public School

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## School vision

At Croydon Public School we are preparing our students to be active and successful lifelong learners in a complex, rapidly changing world. With a strong focus on wellbeing our students will be resilient, flexible, adaptive and informed global citizens who contribute positively to society. They will be innovative, critical and creative thinkers who apply their skills and capabilities to solve real world problems.

## School context

Croydon Public School, founded in 1884, is located in a well-established residential area in Sydney's inner west. The school caters for 660 students with 64% from culturally and linguistically diverse backgrounds. Our school has an inclusive and vibrant learning environment, focused on meeting the broad needs of students by providing quality, differentiated teaching and learning programs that educate the whole child. Information and communication technologies are integrated contextually in all classrooms. Student wellbeing is a priority and the school is involved in both Positive Behaviour for Learning and Second Step social and emotional learning programs.

Our strong professional learning community includes a cohesive mix of early career and experienced teachers and targeted professional learning focuses on improving teacher quality and best practice in teaching.

The school has a strong sense of community and is supported by parents and the wider community who work together to enhance school programs and resources. The school has extensive extracurricular and enrichment programs including choir, band, strings, dance, drama, coding, public speaking and debating. Students have the opportunity to participate in the Primary School Sports Association (PSSA) competitions with local schools and various other sporting activities.



## 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	Sustaining and Growing
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

### Quality Teaching and Learning

#### Purpose

To further develop explicit and effective teaching and learning practices which are underpinned by high expectations, so that students are stimulated, engaged, critical and creative thinkers who are confident to extend and challenge themselves in their learning.

#### Improvement Measures

Internal and external data demonstrates expected growth in numeracy and literacy.

Teachers explicitly using Learning Intentions/ Success Criteria (LISC), effective feedback and differentiation strategies as evidenced by teacher programs and observations.

Increase in the number of teachers co-teaching and effectively using flexible learning spaces.

#### Overall summary of progress

At Croydon Public School, the teaching and learning cycle drives the delivery of differentiated programs to meet the needs of all students. Teachers use formative and summative assessment data to reflect on and adjust programs. Whole school and stage based professional learning supported teachers to further develop their ability to deliver quality explicit instruction, use data to monitor student progress and inform teaching programs, and effectively differentiate lessons. Stage teams collaboratively plan differentiated units of work, which include evidence-based practices, such as explicit instruction, differentiated practice, reflection of learning, use of technology to enrich learning and quality feedback opportunities in line with the Centre for Education Statistics and Evaluation (CESE) document, 'What works best'. There is a culture of high expectations where all students develop their knowledge, skills and understanding. The MiniLit and MultiLit intervention programs continued to support targeted students in their reading and comprehension skills. Other intervention programs, Quicksmart, Spelling Mastery and Speech Therapy, have been utilised to support individual students.

In 2020, COVID-19 disrupted teaching and learning programs with the 'online learning from home' period impacting on students in both positive and negative ways. Various factors resulted in some students flourishing as independent learners whilst others struggled. All students were supported by their teachers during that period.

#### Progress towards achieving improvement measures

##### Process 1: Literacy

Implement effective, evidence-based, explicit teaching practices to support students to develop and extend their literacy skills.

Evaluation	Funds Expended (Resources)
<p>The school developed new ways of collecting data during the 'learning from home' period which continued to be used to assess students learning and support teachers to identify areas of development for groups of students. Whilst NAPLAN testing was cancelled due to COVID-19 the school took the opportunity to take part in the Check In Assessments as an alternative. This provided a good source of information to supplement school based data to determine students' progress.</p> <p>Teachers were able to access online professional learning to develop their skills in implementing the Seven Steps to Writing program across Kindergarten to Year 2.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Professional learning (\$8000.00)</li><li>• Literacy and numeracy (\$18000.00)</li></ul>

##### Process 2: Numeracy

Implement effective, evidence-based, explicit teaching practices to support students to develop and extend their numeracy skills.

## Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>As with literacy, the school developed new data collection procedures for mathematics during the 'learning from home' period. Also, out of necessity, new ways of delivering the mathematics programs to students were developed and refined. These practices allowed mathematics to be better tailored to the specific needs of groups or individual students. Expert teachers supported staff to use for example, Google Grade Books, to successfully track student progress. The Check In Assessment for mathematics provided external data to support school based data.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Literacy and numeracy (\$15000.00)</li><li>• Quality Teaching, Successful Students (QTSS) (\$20000.00)</li></ul>

### Process 3: Future Focused Learning

Prepare students across all curriculum areas and learning stages with skills and capabilities to thrive in a rapidly changing and interconnected world and provide them with learning environments that inspire them to lead their own learning, collaborate and use critical and creative thinking to solve complex problems.

Evaluation	Funds Expended (Resources)
<p>Over the last two years the school has ensured all students have access to a range of technology at the classroom level and technology is authentically integrated into class lessons across all grades. As a result students were well placed to undertake online learning at home, using various platforms, during the COVID-19 period. Students' skills and knowledge was extended in communicating, researching and demonstrating their learning utilising technology.</p> <p>A part-time teacher mentored teachers to improve their skills and knowledge in authentically integrating technology into classroom teaching and learning programs.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Professional learning (\$8000.00)</li><li>• Quality Teaching, Successful Students (QTSS) (\$45000.00)</li></ul>



## Strategic Direction 2

### Leadership and Professional Learning

#### Purpose

To develop the capacity of current and aspiring leaders and provide targeted professional learning to all staff that is relevant, shared and sustainable in driving whole-school change.

#### Improvement Measures

Staff confidently implementing professional learning into daily practice and capably utilising action learning projects to inform teaching and learning plans and programs.

Staff given opportunities to demonstrate leadership capacity across whole school.

100% of staff are supported to reach their professional learning goals identified in their Performance and Development Plans (PDP).

#### Progress towards achieving improvement measures

##### Process 1: Leadership Development

Provide opportunities for all staff to develop and demonstrate their leadership skills through PL, leadership programs, mentoring and shadowing programs and relieving executive positions.

Evaluation	Funds Expended (Resources)
<p>2020 provided the opportunity for all staff to play a leadership role in the school. This was evident during the 'learning from home' period as the school's learning programs had to change quickly in format and delivery to provide online learning. It was important to utilise the skill base within the school to ensure our students' learning continued across all subject areas and was meaningful, engaging and offered variety and challenge for students. Some teachers guided their colleagues in using technology, others supported with resources in a specific field such as music. The support was across the school not just within stages and teachers expressed their satisfaction in being able to contribute and help others during that time.</p> <p>Existing and aspiring leaders led whole school professional learning based on the CESE 'What Works Best' document. Due to COVID-19 restrictions staff worked in small cross-stage groups to analyse and evaluate all sections of the document. Reflections at the end of the series of sessions were used to inform our Situational Analysis leading into the development of our Strategic Improvement Plan 2021 - 2024.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Professional learning (\$2000.00)</li></ul>

##### Process 2: Action Learning Projects

Develop an understanding of and utilise action learning processes to improve teaching and learning practices and programs.

Evaluation	Funds Expended (Resources)
<p>All stages trialled Simon Breakspear's Teaching Sprints during 2020. The purpose was to consider the impact on student learning by running teaching sprints in either literacy or numeracy. Executive staff upskilled their stage teams on the procedures to implement a teaching sprint using resources provided by Simon Breakspear. Reading and mathematics data was utilised to determine a specific area of need as the focus for the sprint. Staff worked collegially to collect resources and develop explicit teaching plans. The trial was successful with analysis of pre-test and post-test data demonstrating a clear impact on student learning. As a result Teaching Sprints will be fully implemented in 2021.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Professional learning (\$2000.00)</li><li>• Literacy and numeracy (\$3000.00)</li></ul>

**Process 3: Quality Professional Learning**

Staff supported to build their capacity and achieve their PDP goals at all levels; beginning teachers, mid career teachers, aspiring leaders and executive staff, through targeted PL opportunities.

<b>Evaluation</b>	<b>Funds Expended (Resources)</b>
<p>During 2020, due to COVID-19 restrictions, very few external professional learning opportunities were available to staff. Available online learning was somewhat functional rather than engaging, however this allowed us to focus on the expertise within the school particularly during the 'learning from home' period. Staff with expertise in technology successfully supported teachers in preparing and delivering quality online learning for students. Teachers enhanced existing communication channels for parents ensuring parents were well informed. As a result many early career teachers became leaders in identifying and utilising appropriate technology as well as guiding and supporting their colleagues during implementation. Across the school there was sharing of knowledge, skills and resources demonstrating strong teacher collective efficacy.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Professional learning (\$4000.00)</li><li>• Support for beginning teachers (\$2000.00)</li></ul>



## Strategic Direction 3

### Visible Wellbeing and Community Engagement

#### Purpose

To foster a positive school learning culture that supports community participation and provides optimum conditions for student learning and engagement.

#### Improvement Measures

Greater levels of wellbeing and engagement reported via the Tell Them From Me surveys and school based data.

Increased student engagement in learning areas from 2017 baseline data.

Increased participation of community members in school activities.

#### Progress towards achieving improvement measures

##### Process 1: Community Engagement

Develop strong partnerships and improved modes of communication between the school, home and the wider school community.

Evaluation	Funds Expended (Resources)
The school has in place a range of avenues to engage and communicate with the school community. This year we utilised all channels of communication to keep the community up-to-date with the significant changes of routines and procedures as a result of COVID-19 restrictions and the on-going building project. Good communication was important at stage level during the 'learning from home' period to ensure parents could support their children with the content delivered online. Each stage used the existing platforms for communicating with parents but also included extra options and greater monitoring.	

##### Process 2: Staff and Student Wellbeing

Provide students with strategies and support to regulate their emotions and behaviours, form positive relationships and succeed in their learning.

Evaluation	Funds Expended (Resources)
In 2020 all staff received training in the Got It! program which is a NSW Department of Health initiative. The program helps teachers and parents to understand children's behavior and emotional reactions. Some children and parents took part in an individualised early intervention program over a 10 week period which most parents found helpful in understanding their child's behaviour and having strategies to positively support their child. The school also implemented a classroom based social emotional learning program, the Second Step. This was identified as an area of need across the school.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Professional learning (\$3500.00)</li><li>• School based funding (\$2500.00)</li></ul>

##### Process 3: Student Engagement

Ensure students are connected to their learning through meaningful, authentic and engaging personalised learning experiences.

Evaluation	Funds Expended (Resources)
The school continued with intervention programs to support students in literacy and numeracy such as MiniLit, MultiLit, Spelling Mastery and Quicksmart. Our Speech Therapy program supports students from	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• School funding (\$2000.00)</li></ul>

## Progress towards achieving improvement measures

Kindergarten to Year 2 in small group sessions. The Speech Therapist also carries out screening tests for Kindergarten students and new students to the school and contacts parents when necessary with advice. We have itinerant hearing and vision teachers who visit the school to support identified children. Individualised Education Plans are developed for students in consultation with parents and are reviewed and adjusted throughout the year.

A group of students from across the stages worked with the Strathfield Network Director as part of the network's Student Voice initiative. The students had the opportunity to identify the areas in their learning where they would like to see students have a greater input and choice.

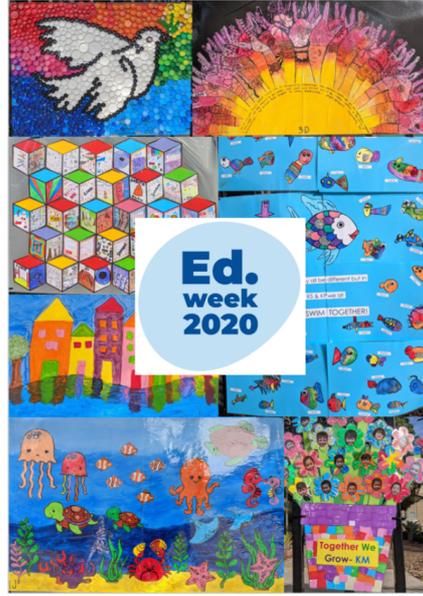


Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Funding was utilised to support Aboriginal students to attend internal and external excursions and activities. Students have also been assisted with materials to use in the classroom.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$1 364.00)</li> </ul>	<p>Aboriginal students have been able to fully access the learning opportunities offered by the school.</p>
<b>English language proficiency</b>	<p>Our funding allows for two full-time English as an Additional Language or Dialect (EALD) teachers. This was supplemented with flexible funding for a part-time teacher one and half days per week.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>English language proficiency (\$285 169.00)</li> </ul>	<p>The EALD teachers work closely with classroom teachers to support students with an EALD background. They work within the classroom to develop students' English language skills focusing on reading and writing. The New Arrivals Program (NAP) provides intensive English language instruction in small groups to students who have newly arrived in Australia.</p>
<b>Low level adjustment for disability</b>	<p>The school has a number of students with a variety of low level disabilities who require adjustments to their learning. These students receive support either in the classroom or through small group intervention programs delivered by the Learning and Support Teacher (LaST) and School Learning and Support Officers (SLSO).</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$125 384.00)</li> </ul>	<p>SLSOs are employed to support students identified by the Learning and Support Team. They successfully deliver intervention programs and provide direct support in the classrooms. The funding is used equitably based on students' needs. The intervention programs have demonstrated improvements for students in reading, spelling and mathematics. Teachers value the support provided in the classroom by the SLSOs.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>Two part-time teachers were employed to support teachers and students across all stages in the authentic use of technology in the classroom and improving writing skills for students.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$121 416.00)</li> </ul>	<p>One teacher mentored classroom teachers in the authentic integration of technology into teaching and learning programs. The mentor worked side-by-side with teachers using a range of technologies including Robotics, Design and Make using 3-D printers, Virtual Reality equipment and various apps to demonstrate learning. The second teacher mentored teachers to effectively implement the 7 Steps to Writing program.</p>
<b>Socio-economic background</b>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Socio-economic background (\$14 499.00)</li> </ul>	<p>A range of students from Kindergarten to Year 6 had the cost of school based activities supplemented by this funding. As the school year had been disrupted by COVID-19 the end of year activity for all students was covered by the school to support families.</p>
<b>Support for beginning teachers</b>	<p><b>Funding Sources:</b></p>	<p>Two early career teachers received funding</p>

**Support for beginning teachers**

- Support for beginning teachers (\$44 350.00)

which enabled them to attend targeted professional learning, receive extra planning time, observe expert teachers and be supported by a mentor.



# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	351	338	323	319
Girls	345	346	346	343

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.9	95.3	94.6	95.8
1	95.9	96.6	93.4	90.5
2	95.7	94.6	95.5	91.1
3	96.6	95.8	94.4	93
4	95.3	96.1	94.7	96.5
5	95.2	95.4	95.8	95.3
6	94.6	93.9	95.5	92.6
All Years	95.6	95.5	94.9	93.5
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)	25.39
Literacy and Numeracy Intervention	0.6
Learning and Support Teacher(s)	0.7
Teacher Librarian	1.2
Teacher ESL	2.2
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 <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>	930,717
<b>Revenue</b>	5,876,597
Appropriation	5,541,577
Sale of Goods and Services	204
Grants and contributions	332,141
Investment income	1,875
Other revenue	800
<b>Expenses</b>	-5,826,624
Employee related	-5,115,926
Operating expenses	-710,698
<b>Surplus / deficit for the year</b>	49,973
<b>Closing Balance</b>	980,690

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>	185,468
<b>Equity Total</b>	426,416
Equity - Aboriginal	1,364
Equity - Socio-economic	14,499
Equity - Language	285,169
Equity - Disability	125,384
<b>Base Total</b>	4,546,139
Base - Per Capita	160,897
Base - Location	0
Base - Other	4,385,242
<b>Other Total</b>	307,421
<b>Grand Total</b>	5,465,444

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](https://myschool.edu.au) to access the school data.

## 2020 NAPLAN

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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.

### Year 3 and 5 Check-In Assessment

As an alternative to the NAPLAN testing the school took part in the Department of Education Check-In Assessments for Years 3 and 5.

As a cohort Year 5 students performed well, achieving above the state average for all questions in numeracy and all questions in literacy except one. In numeracy, several areas for growth were identified including solving multiple-step word problems, placing decimals on number lines and calculating perimeter. Students demonstrated strength when identifying patterns and making chance predictions. In literacy, the main area for growth that was identified involved students using their inferring skills. Students demonstrated strength when answering questions that involved utilising their vocabulary and tracking meaning across a text.

As a cohort Year 3 students achieved results placing them above the state average in literacy and numeracy. The areas of numeracy where Year 3 students demonstrated particular strength include money, data displays and chance events. However, identified areas of growth include three-dimensional space and two-step problem-solving and reasoning. In literacy, areas of strength to consolidate include identifying explicit literary techniques and literal comprehension. Areas for further development include inferential comprehension including using contextual clues to derive meaning and poetry/figurative language.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2020 the school conducted the Tell Them From Me (TTFM) surveys with staff, students and parents. Due to COVID-19 there were limited opportunities to conduct focus groups.

A summary of the TTFM surveys are presented below.

### **Student Responses**

- Students reported that they have friends they can trust, have someone at school who can consistently provide encouragement and advice and feel their teachers are responsive to their needs.
- Students report high levels of engagement with school and demonstrate an interest and commitment to their learning.
- 96% of students believe that what they learn at school is useful in their everyday life and will have a strong bearing on their future lives.
- There has been a decrease in students reporting being a victim of bullying and 2020 CPS results in this area were 16% below the state average.

### **Staff Responses**

- Teachers consider that they work well with their colleagues to develop quality teaching and learning programs and discuss and implement strategies that increase student engagement.
- They have high expectations for student learning, monitor the progress of individual students and use a variety of teaching strategies.
- They support and include students with specific learning needs and value the assistance of specialist teachers and School Learning and Support Officers.
- Consistently set clear expectations for positive classroom and playground behaviour.
- Effectively and authentically utilise technology to assist students in their learning and as a communication tool to parents.

### **Parent Responses**

- Recognised that students who needed extra support were assisted by teachers, specialist teachers and SLSOs.
- Considered their child was clear about the school's behaviour expectations and they were encouraged to do their best work.
- Reported that their child feels safe at school.
- Felt that communication from the school is available in a number of ways with the school app and P&C class representatives being the most favoured sources of information.
- 2020 TTFM data indicated an upward trend in parents' belief that the school supports learning, positive behaviour, safety and inclusion.



# 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.

