2020 Annual Report

Woollahra Public School

7442

Introduction

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

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

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Message from the principal

While 2020 has been a year of challenge and flux in response to the COVID 19 pandemic, it has also been a a year of significant growth and achievement for Woollahra Public School. In response to the challenges of educating 760 children and ensuring the wellbeing of our entire school community through this significant historical event, our staff, students and parents alike harnessed incredible fortitude, flexibility, compassion, patience and resilience. We approached the challenge of educating in new ways with creativity, lateral thinking and our cohesion as a school community triumphed throughout the year. Where aspects of our normal practice were not possible in 2020 we were creative in finding other opportunities and we all learnt a plethora of new skills with rapidity, enthusiasm and optimism for the learning experiences the situation brought us. As we closed out 2020 with experiences none of us would have ever imagined, I am proud of every Woollahra PS community member and what we achieved across all aspects of educational endeavour in 2020.

Through delivery of a broad range of learning programs and a focus on learning excellence, our school worked to ensure our students achieved their personal best, were self-directed learners and fostered critical thinking skills. A consistent focus on improving literacy and numeracy outcomes was supported by excellent classroom practice, a focus on personalised learning and an extensive teacher professional learning program. We built on innovative initiatives such as the gifted and talented programs, literacy support programs and transition to high school workshops. A focus on positive mental health for the whole school community saw the continued implementation of an explicit wellbeing program called 'Grow Your Mind' that successfully focused on teaching brain awareness, emotional regulation strategies and practices for developing strong mental health. There was never a year when this focus was needed more. We successful completed the Department of Education External Validation process with the collaborative creation of a seven part documentary to tell our story, chart our learning growth and provide clarity around our future directions. The team that worked on this documentary and the overall process should be immensely proud and were deserving of the positive feedback received from the panel who reviewed our work. We were also delighted to shared this work with the broader school community and have included it later in this report.

Our dedicated and highly accomplished teachers are to be commended for their work throughout the year. They combine a strong sense of caring with high expectations for the learning of the children in their care. They are well supported by an equally committed team of administrative and support staff. A strong partnership exists within the school between staff and the parent community. We are extremely appreciative of this support which is provided in a multitude of ways.

Transformational progress is a priority for us at Woollahra as we work to develop and educate our students for a rapidly changing future. We expect that over their time at our school, our students will maximise their learning potential and reflect deeply on that learning. As teachers, we are also constantly learning and adapting to new ways of working and new pedagogies. Changes in curriculum, new approaches to teaching and advances in technology all impact on the important work teachers undertake in classrooms. The annual reporting process serves as an opportunity for the school to capture this cycle of change. As we head into 2021 the school will develop our 2021 - 2024 Strategic Improvement Plan. This will give us clarity about our overall vision, goals and future directions, ensuring those directions are both aspirational and rigorous. It is a privilege and honour to lead the community of Woollahra Public School. While it is impossible to capture the diversity of learning and achievement in any one document, this annual report captures a

snapshot of our achievements throughout the school year, highlights the strengths of our school community and identifies our future directions. It is with a sense of optimism and pride that I ask you to celebrate our successes and reflect on our future goals as we look forward to 2021 and beyond.

Nicole Molloy - Principal

School vision

Our vision at Woollahra Public School is to create an innovative, engaging and creative learning environment that ensures our students achieve their personal best across all aspects of academic, social and emotional learning.

Our school is committed to educational excellence through the provision of high quality learning opportunities for all members of the school community. We aspire to create an inclusive, culturally rich and caring learning environment, characterised by high expectations. With a focus on a growth mindset and by encouraging all learners to take risks, our students will become creative and critical thinkers, self-directed learners, collaborators and curious researchers. They will develop positive relationships and connections with others, nurture a positive self-concept and work towards developing high levels of emotional intelligence.

Our students are taught by outstanding teachers who model a commitment to life-long learning. A culture of continuous improvement and innovative thinking is fostered and all staff members engage and collaborate in quality professional learning.

We build strong partnerships with our parents and community, aligning our efforts to support students in maximising their potential and ensuring best practice is at the core of all of our endeavours.

School context

Woollahra Public School, located in the Eastern suburbs of Sydney has an enrolment of 776 students. 44% of students are from culturally and linguistically diverse backgrounds and the school hosts four Opportunity Classes for high achieving Stage 3 students. 3% of students are from Aboriginal and Torres Strait Islander background and the school acknowledges connections to the traditional owners of the land, the Gadigal people from the Eora nation. The school was established in 1877 and fosters a strong sense of community with both current families and alumni.

   All educational endeavours are informed by a clear vision focused on academic excellence, personalised learning and educating the whole child. The school operates within a Positive Behaviour for Learning framework, fostering student wellbeing through explicit teaching of our core values - respect, safety and lifelong learning. Our staff is a mix of early career and experienced teachers, enabling us to put strong mentoring strategies in place and build best practice in teaching. The school works collaboratively with local schools on curriculum development, teacher professional learning, building leadership capacity and embedding a growth mindset approach. Woollahra values its strong connections with the parent body, local community and wider community.   Enrichment opportunities are provided for students through established music, dance, drama, visual arts, public speaking and debating programs.

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
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	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

EXTERNAL VALIDATION SUBMISSION AND SELF ASSESSMENT PROCESS
Imagine: capturing the potential in all of us is a documentary series that aims to share the learning vision, priorities, values, collaborative work of our educational community, improvement agenda, aspirations and future directions of our school. Shaping each episode are the following concepts that form the values and moral purpose of the work we do as learners - student learning, professional learning, whole school learning and system learning.
Narrative Thinking

The mind is a narrative device. We run on stories - Libby Gleeson

Telling stories is one of the most powerful means to convey the vision, values, culture, history and next steps in our collective work. Narrative thinking as a way of thinking leads us to connect deeply to ideas by connecting people with information, conceptual understanding, emotional connections, challenges and conclusions through story. With every story we hear, read, listen to or watch, our mind makes connections that shape our perspective on the world. A narrative

lens helps us to explore and construct meaning in a deeply personal way. It enables us to connect the small parts to the bigger picture and from there create the momentum to influence, teach, inspire and reach highly aspirational goals. This documentary series has been put together as a series of micro-stories that explore the broader narrative of the work of our school and where we are heading. This approach is a core tenet of our 2020 external validation submission and School Excellence self-assessment process.

The Woollahra Public School Learner Qualities

As part of recent work, our community identified the core learner qualities we think are important for the students at our school. The learner qualities, often referred to as 'learning dispositions' or 'habits of mind', articulate ways in which learners engage in and relate to the learning process. These dispositions affect how learners approach learning and therefore the outcomes of their learning. It is important to us that our learner qualities of bravery, creativity, curiosity, reflection, collaboration and persistence are central to all learning at our school for students, adults and the school as a whole. For this reason, the learning story of our school is told through the additional lens of our learner qualities with each episode being centred on one of our six core learner qualities.

Student, Teacher and Community Voice

Authentic sharing of student, teacher and community voice is crucial to the collective efficacy of our work as a school, to truly understand the needs of all members of our school community, to capture the ideas, opinions and values of our team, to authentically understand the impact of our work and to achieve clarity regarding where we head next. Our documentary is all about capturing the many voices of our whole community as they see it in 2020 and to shape an exciting five years to come.

Overview of the Episodes

Episode 1 - Collaboration: Visible Learners

This episode focuses on our long term school strategy which centres on a learning model comprising assessment capable learners, learning dispositions and the learning process being key drivers of quality learning and authentic use of feedback to take learners to the next step.

Click here to view our Learning Story video focused on Visible Learning

Episode 2 - Bravery: Flourishing Learners

This episode focuses on a whole school approach to wellbeing, positive education and ensuring all members of our school community flourish. This strategy forms part of Strategic Direction 3: Connected Learning.

Click here to view our Learning Story video focused on Wellbeing and Positive Mental Health

Episode 3 - Creativity: Creative and Critical Learners

This episode focuses on the school's journey in developing programs and practices that develop creative and critical thinking in an innovative and engaging way for learners.

Click here to view our Learning Story video focused on Creative and Critical Thinking

Episode 4 - Curiosity: Design Learners

This episode focuses on the school's development of a STEAM, Inquiry based learning and Design Thinking approach to enabling our learners to be innovative, curious and creative problem solvers who engage with a range of technologies in an authentic, real world manner.

Click here to view our Learning Story video focused on STEM and Design Thinking

Episode 5 - Persistence: Deep Learners

This episode focuses on the school's approach to learning in English from foundational skills through to the development of deep learning through rich, creative and authentic tasks.

Click here to view our Learning Story video focused on Deep Learning in English

Episode 6 - Reflection: Assessment Capable Learners

This episode focuses on the role of reflection, feedback and assessment in improving the learning of students and teachers at Woollahra.

Click here to view our Learning Story video focused on Reflection and Assessment Capable Learners

Episode 7 - Student and Teacher Voice: My Dream School

In this episode, senior students at Woollahra captured student and teacher voice across the school by asking their peers what would make a 'Dream School' in their view. Several important themes and views emerge as being important imperatives for the learners at our school.

https://www.youtube.com/watch?v=RgROJEpHD04&feature=youtu.be

Strategic Direction 1

Personalised Learning

Purpose

To ensure all learners at Woollahra achieve maximum personal learning growth. Our students and staff will be self-directed, confident, curious, reflective and highly engaged learners.

Improvement Measures

• Students will consistently achieve or exceed, a year of growth for a year of learning as measured by comprehensive literacy and numeracy assessments.

• Value added-growth on rating scales as collected by the School Capability Assessment - Visible Learning Project. (Baseline data collected in 2018).

• Improved teacher survey data on formative assessment knowledge, skills, understanding and use.

• Improved measures of parent satisfaction related to school assessment and reporting strategies.

• Feedback from targeted teacher professional learning evaluations measuring teacher learning and engagement demonstrates improvement.

Overall summary of progress

The Visible Learning project has involved the whole school community and is driven by a multifaceted strategy. The main components of the project are outlined in the detailed action plan and broadly include:

Establishment of a community of practice with partner schools Rainbow Street PS and Coogee PS to work collaboratively, share ideas and resources, analyse data and deliver professional learning with the support of a facilitator.Deliver ongoing quality professional learning for all staff through collaborative workshops, professional reading and co-teaching.Provide leadership development opportunities for the school leadership team and teacher leaders to develop a whole school strategic project, lead change, strengthen data collection and analysis skills, design and deliver professional learning and develop coaching skills.Development of model of learning focused on prioritising all aspects of the research informing *Visible Learning* and high impact instructional strategies - Learner Qualities, Feedback, the Learning Process and Assessment Capable Learners.Implementation of comprehensive impact cycles led by impact coaches and the school leadership team to effect cultural change, develop productive mindsets, embed the Visible Learning model into whole school practice and inspire teachers.Implement a range of strategies to collect baseline data, evaluation teaching practice, student learning, teacher mindset and whole school impact.Establishment of the *Woollahra PS Vision for Learning* comprising six core learner qualities as part of this vision. Development and implementation of a plan to develop student, teacher and community awareness of the learner qualities and to explicitly teaching the qualities in all classrooms.Professional Learning in collaboration with our partner schools for impact cycle 2 focused on Assessment Capable Learners, teacher clarity, learning intentions and success criteria.

Click here to view our Learning Story video focused on Visible Learning and Collaboration

Click here to view our Learning Story video focused on Reflection and Assessment Capable Learners

The Woollahra PS English strategy forms part of Strategic Direction 1: Personalised Learning as part of the 2018 - 2020 school plan and has evolved significantly over the past three years in response to analysis of student and teacher need. The focus has been on high expectations for all learners within a personalised learning framework. A key goal has been ensuring students and teacher engage with English learning at a deep level by consistently using critical thinking routines, ensuring author intent and purpose is central to learning and actively engaging with complex ideas and concepts - both semantically and in terms of textual concepts. The broad focus areas in response to a range of data and evidence measures have been to:

- Strengthen foundational literacy skills in Kindergarten and Stage 1 with an emphasis on a consistent, systematic and focused approach to teaching phonological awareness and skills.
- Develop deeper knowledge in English for all learners through the introduction of textual concepts into all programs, explicit teaching of higher order comprehension skills and applying thinking routines to the critical analysis of texts.
- Building the array of rich learning tasks provided for students to foster engagement and deep learning. These have included philosophical enquiry approaches, visual literacy and film making, drama strategies, podcasts and creative tasks that focus on an authentic purpose and audience.
- Enhancing assessment and feedback processes in English and clearly linking these processes to personalised and fluid learning goals for each student.

- Provide ongoing quality professional learning for teachers that is characterised by inspiring content, co-teaching and mentoring models and a culture of continuous improvement. This learning has been clearly linked to the professional standards.

Click here to view our Learning Story video focused on Deep Learning in English

Progress towards achieving improvement measures

Process 1: **Visible Learning Strategy**
- Development of a whole school assessment and student tracking plan.
- K-6 student reporting review
- Introduce the principles and culture of Formative Assessment
- Implementation of the Visible Learning Professional Learning program in collaboration with partner schools.

Evaluation	Funds Expended (Resources)
Change and Transformation • Staff have developed a deeper understanding of the research that informs best practice in teaching and learning and the key drivers of high impact instruction. • The school is working towards developing a shared understanding of what it means to be an effective learner, the dispositions that enable effective learning and the learning process. • Development of the Woollahra model of a *Visible Learner* now informs professional dialogue of learning as a process, the importance of our students being assessment capable learners and the integral role of feedback in learning. • There has been a significant increase in students being able to articulate the qualities of a learner, the learning process and what this means to their own learning journey. • The work on Learner Qualities has been integrated into the classroom, goal setting, student reports and learning conferences and awards. • Community knowledge and awareness of the main tenets of the Visible Learning model has increased and there has been positive community feedback about the approach. • Leadership opportunities embedded into the strategy have built teacher skills and confidence in leading whole school change and peer coaching. **Culture and Future Directions** • Continued work in embedding the Woollahra Learner Qualities into all aspects of learning and development of a continuum of learning for each learner quality, creation of teaching kits with supporting literature, parents workshops, visibility and signage. • Development of a Learner Quality guide to be used in each classroom and shared with the school community. • Implementation of Impact Cycle 2 on *Assessment Capable Learners* including collection of baseline data, professional learning for teachers, development of a comprehensive implementation plan and evaluation. • Implementation of Impact Cycle 3 on Feedback including collection of baseline data, professional learning for teachers, development of a comprehensive implementation plan and evaluation. • Implementation of Impact Cycle 4 on the Learning Process including collection of baseline data, professional learning for teachers, development of a comprehensive implementation plan and evaluation. • Further development of leadership opportunities for teachers and continued development of coaching practices.	Visible Learning - $34258 (professional learning, teacher release, co-teaching release and resources) **Funding Sources:** • Professional learning ($34258.00)

Process 2: **Literacy and Numeracy Strategy**
- Development of a K-6 plan for improving student learning outcomes in writing.
- Review of K-6 strategies used for explicit teaching of reading and textual concepts.
- Implementation of Count Me in Too and Targeting Early Numeracy strategies K-2. Development of a plan for improving practice in 3-6 numeracy.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures	
Change and Transformation • ·Consistent implementation of a structured phonemic awareness program is now in place for all K-2 classrooms with teachers reporting greater confidence in teaching foundational skills in English. • A great range of teachers have an understanding of textual concepts and are embedding them into their English programs, resulting in deeper analysis of texts, author intent and the text purpose happening in classrooms. Programs are being developed focused on a higher order textual concept rather than theme or author leading to more critical analysis of both texts and the core components of English as a subject in its own right. There has been a shift in mindset amongst teachers to view our work in English as much broader and complex than the literacy building blocks. • ·Students are being provided with a broader array of rich tasks in English with a focus on creativity and authentic purpose. Teacher collaboration and creativity in creating these tasks has strengthened. • Teacher knowledge of the literacy learning progressions has been developed along with confidence in tracking student learning in writing against these progressions and tracking progress on the digital platform PLAN. There has been an increased focus on moderating of whole school assessment tasks in writing, greater collegial discussion, development of more specific learning goals for children in writing and higher levels of student engagement with assessment tasks resulting from the development of quality tasks in varying formats. • Students are increasingly able to articulate the learning intentions of lesson, are involved in co-constructing success criteria and are becoming more confident and proficient in linking these aspects of lesson design to quality feedback and future goal setting. • Targeted learning support and enrichment programs have improved in quality and are meeting the learning needs of a broader array of students. **Culture and Future Directions** • Continue to engage in research informing current thinking and pedagogical approaches to teaching English. • Continued development of synthetic phonics program to ensure consistent implementation across K-2 with a focus on making clear links with other aspects of English learning. • Systematic monitoring of students' phonemic awareness skills including regularly identifying 'at risk' students who require targeted learning support at both a tier 2 and tier 3 level. • Development of a scope and sequence for textual concepts to ensure systematic teaching of all concepts across every stage of learning. Further professional learning on textual concepts to build teacher knowledge and confidence in embedding the concepts into their learning programs and continued purchase of a large array of quality texts to support this teaching and learning. • Development of a comprehensive strategy for the improvement of student learning and classroom practice in writing including continuation of whole school assessments, use of the learning progressions and expansion of teaching strategies. • Increased focus on embedding quality learning processes in English including use of success criteria, learning intentions and various forms of feedback. • Implementation of K-6 assessment plan across all aspects of English for summative assessment and development of formative assessment practices. • Continued focus on a quality professional learning program in English for teachers supported by effective co-teaching, coaching and mentoring structures. • Training of parents and community volunteers to implement the tier 2 learning support program *Being Excited About Reading*.	Employment of a specialist literacy and numeracy coodinator FTE 0.6 (3 days per week) **Funding Sources:** • Literacy and numeracy ($65000.00)

Process 3:   Targeted Professional Learning Strategy
  • Development of a comprehensive professional learning plan to include:
  • Targeted professional learning related to school and stage priorities.
  • Performance & Development Plan/Accreditation
  • Quality Teaching Rounds implementation
  • Early Career Teachers Support

Process 3: • Leadership Development Program.
  • Professional Learning Community and Personal Learning Projects

Evaluation	Funds Expended (Resources)
The school maintained a strong focus on building teacher quality through rigorous professional learning. This has been embedded through all school improvement strategies across literacy and numeracy, visible learning, creative and critical thinking, wellbeing and STEM.	Expenditure of professional learning funds is embedded throughout all other strategic directions and strategies. Significant funds in additional to allocated funds were committed to professional learning.

Strategic Direction 2

Reimagining Learning

Purpose

To inspire a learning community who think critically and creatively in designing learning experiences that ensure our students are well prepared for the challenges of future learning and work environments. Our learning culture will be driven by current educational research, innovation, open-ended problem solving and authentic learning strategies.

Improvement Measures

Increase in the school mean across the eight drivers of student learning (*Tell them From Me* Teacher Survey).

Increased understanding and use of STEM strategies, inquiry based learning and digital technologies to enhance the general capabilities of creative and critical thinking.

Consistent implementation of School Drama and Philosophy for Children programs K-6 with positive evidence of improved student learning and engagement.

Strengthened systems, processes and learning programs in gifted education and implementation of a broader range of enrichment programs across the schools.

Staff, students and parents engage with future-focused learning environments and indicate improved levels of satisfaction. Evidence collection indicates a positive impact on student learning and wellbeing.

Overall summary of progress

Educational thinking and research is redefining what is means to be a successful learner, citizen and worker in response to a constantly evolving world. Creative and critical thinking is one of the most powerful tools we can give our learners to thrive in a world characterised by uncertainty and change.

The Woollahra Creative and Critical Thinking strategy is a key driver of the work we do as a school community to realise the vision that our students become creative and critical thinkers, self-directed learners, collaborators and curious researchers. This vision aligns with current educational thinking that prioritises these skills and capabilities over a content driven educational approach. It aims to prepare our students to be highly agile learners in a rapidly changing future. Our school's broad goal is to ensure our children have the opportunity to engage with rich learning experiences that foster innovative thinking and creativity.

Our school community recognises that education: needs to prepare young people to successfully navigate a more complex world and the future they face; provide young people with enduring capabilities and skills to shape and harness the opportunities of technological change; and develop thinking skills in children that enable and sustain access to knowledge.

Click here to view our Learning Story video focused on Creative and Critical Thinking

In accordance with the 'Education for a Changing World', Policy Reform and Innovation Strategy (Education, NSW), we developed a STEAM/Inquiry Based Learning and Digital Technologies strategy as part of our current school plan. This episode focuses on the journey undertaken by the school community as part of these projects and the subsequent creation of a learning culture that inspires curious learners, and a community who think critically and creatively in designing learning experiences that ensure our students are well prepared for the challenges of future learning and work environments.

Using an action research approach, professional learning and collaboration in a cyclical manner, goal was to foster a learning culture that is driven by current educational research, innovation, open-ended problem solving and authentic learning strategies and embed these new ways of learning and teaching in school practices. In doing this our students will have the capabilities and confidence required to navigate an increasingly complex world.

A central component of the strategy has been to use the *Design Thinking* framework developed by Stanford University to allow students to develop practical and innovative solutions to real world problems. The framework is a design methodology that provides a solution-based approach to solving problems. It is extremely useful in tackling complex problems that are ill-defined or unknown, by understanding the human needs involved, by re-framing the problem in

human-centric ways, by creating many ideas in brainstorming sessions, and by adopting a hands-on approach in prototyping and testing. Understanding these five stages of *Design Thinking* empowers children to apply the Design Thinking methods in order to solve complex problems that occur around us - in our companies, in our countries, and even on the scale of our planet.

At Woollahra PS we aim to teach our STEAM units of learning using an Inquiry-based learning model. This model is an approach to education that places students' questions, ideas and observations at the centre of the learning experience. As teachers we aim to play an active role throughout the process by establishing a culture where ideas are respectfully challenged, tested, redefined and viewed as improvable, moving children from a position of wondering to a position of enacted understanding and further questioning. Underlying this approach is the idea that both teachers and students share responsibility for learning. This is critical for the encouragement of students to become life-long, self-motivated and curious learners. Inquiry learning allows students to research topics and go deeper in their understanding of content, often problem solving or answering open-ended 'inquiry' questions. It involves projects, group work and often sustained research on a topic. Inquiry learning promotes critical and creative thinking skills, fosters curiosity and increases motivation and engagement.

Click here to view our Learning Story video focused on STEM and Design Thinking Frameworks

Progress towards achieving improvement measures

Process 1:   STEM and Inquiry Based Learning Strategy
                • STEM/Inquiry Based Learning Project
                • Digital Technologies Project
                • Redesigning Learning Spaces Project

Evaluation	Funds Expended (Resources)
Change and Transformation - STEM and Inquiry Based Learning/Digital Technologies In implementing the STEAM/Inquiry Based Learning Project and our Digital Technologies Project, the whole school community has made significant gains in establishing a futures focused learning community where students are curious about their learning, think critically and creatively and are prepared for the challenges of future learning and work environments. • Connecting students to STEAM experts within the local community allowed the students to understand how STEAM skills are used in everyday life and future work environments. The students viewed their learning as authentic and relevant as they actively designed solutions to real world problems alongside these experts. • Access to experts also built confidence in teachers. As teachers worked alongside STEAM experts and teacher mentors within the local community and at the school, they gained the specialist content knowledge needed to teach STEAM units of learning effectively. • Student led STEAM/Inquiry-based projects resulted in high engagement amongst the students with their learning, allowed the students to view themselves as having the ability to enact change, and to develop creative and critical thinking and ethical reasoning skills. • Students became the experts at STEAM Fairs as they explained the Design Thinking Framework and the need for solutions to real-life issues to other students, teachers and community members which further enhanced the STEAM community of practice. • The use of the Design Thinking Framework, SAMR model, and TPack Framework to plan lessons encouraged the teachers to authentically integrate technology into education and allowed students to be curious about their learning rather than curious about technology. Students used technology as a tool for learning, to redefine their learning, to take ownership of their learning and create new products and understandings and made greater gains in comprehension. • The formation of the technology club allowed teachers to continue to grow in how they effectively engage students through technology. Teachers met regularly and engaged in professional dialogue and sharing of lesson plans, apps, websites and technology. • Delivery of the weekly coding club fostered computational thinking skills in students. **Culture and Future Directions - STEM and Inquiry Based**	**Funding Sources:** • Professional learning ($15000.00)

Progress towards achieving improvement measures	
Learning/Digital Technologies • Ensuring that quality STEAM/Inquiry-based teaching and learning is embedded in every classroom across the school, especially for new teachers by building teacher capacity to deliver innovative STEAM/Inquiry-based teaching and learning. The teachers who worked alongside the teachers with STEAM expertise in the initial phase of the project now become the experts who can mentor new teachers in STEAM learning. • Ongoing professional learning for teachers and access to experts in the community for both teachers and students. • Continue to embed STEAM/Inquiry-based learning and digital technologies in teaching and learning practices by working in stage teams to determine a range of assessment strategies that can be used to evaluate the effectiveness of STEAM/Inquiry-based learning. • Expanding use of the Design Thinking Framework to not only design authentic STEAM units of learning based on real world problems but also to guide learning in literacy and mathematics units of work. • Expanding STEAM resources and community involvement in order to strengthen our STEAM/Inquiry-based, digital technologies and future focused community of practice.	

Process 2:   Creative and Critical Thinking Strategy
    • Gifted Education and Enrichment Project
    • Continued implementation of the School Drama Project with a focus on creative and critical thinking.
    • Implementation of a Philosophy for Children program
    • Review of curriculum implementation across all Key Learning Areas with a focus on conceptual planning.

Evaluation	Funds Expended (Resources)
Change and Transformation - Creative and Critical Thinking The Woollahra *Creative and Critical Thinking* strategy has moved the whole school community closer to realising our core goals. Significant gains and change has happened in a multitude of ways: • A more comprehensive understanding amongst staff about the importance of creative and critical thinking skills and ways in which these skills can be taught on a daily basis across the curriculum. • A shift in the focus of learning programs from being content driven to a focus on the deliberate teaching of these core skills. • Programs such as Philosophy for Children, School Drama and the Festival of Creativity and Thinking have become a valued part of the school culture that drive what we value and how we learn. • Parent and community engagement has strengthened with strong support for this approach to learning. This Sydney Morning Herald article recognises community support for our learning rationale and approach: https://www.smh.com.au/education/as-debate-rages-about-how-critical-thinking-should-be-taught-some-sydney-schools-are-working-it-out-for-themselves-20190808-p52f5x.html **Culture and Future Directions - Creative and Critical Thinking** • Ensuring that quality teaching and learning focused on creative and critical thinking is embedded in every classroom across the school and forms a central part of all lessons rather than being isolated to specific programs. • Continued development of teacher capacity to foster a creative and critical thinking mindset and skillset to deliberately teach these skills in the classroom. • Continued engagement with research and best practice including exploration of new and innovative approaches to teaching creative and critical thinking. • Ensure that the lens though which our learning community develops and works is a holistically creative one.	Specialist Philosophy Teacher FTE 0.2 (1 day per week) **Funding Sources:** • Professional learning ($20000.00)

Strategic Direction 3

Connected Learning

Purpose

To build on a positive school culture, underpinned by respectful relationships, a strong sense of connectedness, quality community partnerships and characterised by high levels of student, staff and community wellbeing.

Improvement Measures

Students, staff and parents indicate a high level of understanding and satisfaction with the redevelopment and implementation of the school's student wellbeing strategy, practices and supporting programs, including Positive Behaviour for Learning and Positive Education.

Staff understanding of current practice in fostering high levels of student wellbeing and strategies to support this is strengthened.

Tell Them From Me survey results indicate improvements on measures of student wellbeing and engagement.

The range and quality of parent, local community and wider community partnerships is strengthened.

There is an increased understanding, recognition and appreciation of Aboriginal and Torres Strait Islander histories and cultures.

Overall summary of progress

Our school community recognised an increasing need and imperative to ensure we had strategies to foster high levels of wellbeing for our students and staff. Our understanding of what we need to do to foster positive wellbeing has evolved and we now recognise the importance of explicitly teaching our children skills to strengthen their emotional intelligence, form strong social connections, respond to difficult situations in a productive manner, have expert skills in emotional regulation and have an understanding of what mental health is. Through engaging with research we increasingly became aware of the importance of embedding the principles of positive psychology in our wellbeing approaches as reflected in the NSW Department of Education's Wellbeing Framework - *Connect, Succeed, Thrive*.

It was important to us that we were able to find a specific approach and set of resources that could achieve these goals as the foundation of our whole school wellbeing strategy. Our school was currently using a number of other wellbeing resources including Bounce Back and the Circle Time approach. *Grow Your Mind* has complemented these resources, prioritises the importance of explicitly teaching students K-6 how to recognise and foster strong mental health and is we believe a brave approach to embedding wellbeing as a core component of our educational practice.

This episode focuses on a whole school approach to wellbeing, positive education and ensuring all members of our school community flourish. We tell the story of our journey in developing and implementing a whole school wellbeing strategy. Our work with students, staff and community members requires us all to develop and focus on all six of our Woollahra Learner Qualities. We have specifically aligned this episode to the quality of bravery. Our work takes a brave and innovative approach to embedding current thinking and research into our learning culture as it relates to wellbeing. It is about thinking broadly and bravely about what wellbeing encompasses, the deep moral purpose of this learning and ensuring that wellbeing is prioritized and valued equally against all other aspects of the K-6 curriculum and often takes a more important place.

Click here to view our Learning Story video focused on Wellbeing and Positive Mental Health

Progress towards achieving improvement measures

Process 1:   Student Wellbeing Strategy
  • Review of school wellbeing procedures and creation of a student wellbeing guide.
  • Implementation of Positive Behaviour for Learning principles and strategies.
  • Positive education project and development of Tier 1 and 2 proactive wellbeing strategies.
  • Digital citizenship initiative

Evaluation	Funds Expended (Resources)
In implementing this strategy, the whole school community has made	Specialist Wellbeing Teacher FTE 0.2

Progress towards achieving improvement measures	
significant gains in establishing and embedding an innovative whole school approach to wellbeing. • The focus on the research and strong evidence that underpins the *Grow Your Mind* approach has given our school community confidence in the relevance and fidelity of the program. There is strong community support for this approach to wellbeing. • Teachers have made significant gains in their understanding of the complexity of wellbeing as it relates to their students, families and themselves. This includes a deeper knowledge of current research, knowledge of a broad range of strategies for explicitly teaching and embedding wellbeing in everyday classroom practice and increased confidence in developing innovative and engaging unit of learning focused on core wellbeing concepts with links across the curriculum. • Multifaceted learning programs and resources are available across the school that are engaging and informed by current thinking. • Student knowledge and understanding of brain awareness, strategies to protect their mental health and ways in which they can emotionally regulate has increased significantly across the school. • There has been development of a shared language to talk about wellbeing, mental health, brain awareness, emotional intelligence and character development. • Strong consistent messages about wellbeing are at the centre of the school's educational philosophy and fully support our focus on developing young people who learn and flourish in all aspects of life; • The strong focus on a home-school partnership and the importance *Grow Your Mind* places on continuity of learning between home and school in the wellbeing space has been established. • The focus on teacher wellbeing and usefulness of *Grow Your Mind* tools in fostering high levels of wellbeing amongst our staff has been a valued aspect of the strategy amongst staff. • Alliances have been developed with other schools and experts to strengthen our learning and foster a culture of sharing. **Culture and Future Directions** • Continued professional learning, mentoring, sharing opportunities, development of learning programs and enhancement of resources to ensure consistent and strong implementation of the program in every classroom and learning context. Focus on daily practice and check ins for key components of the Grow Your Mind wellbeing model. • Further development of the established learning alliance with Mascot, Chifley, South Coogee and Clovelly schools to facilitate sharing of expertise and resources. • Continued development of community awareness and home-school partnerships in building wellbeing. • Further leadership opportunities provided for teachers to lead the program to the next phase.	(1 day per week) Purchase of literature library to support Grow Your Mind, digital license and resource kits - $22 000 **Funding Sources:** • Professional learning ($20000.00)

Process 2:   **Community Partnerships Strategy**
    • Aboriginal Education Strategy - learning programs, cultural awareness and development of learning spaces.
    • Community Engagement Strategy - parent partnerships and engagement, links with local community, links with industry and the tertiary sector.

Evaluation	Funds Expended (Resources)
The challenging nature of 2020 with COVID 19 made it difficult to pursue initiatives in the domain of community partnerships. Parent partnerships were maintained virtually and the school was creative in connecting with parents and community members using digital platforms. Community partnerships and the school's Aboriginal Education Strategy will continue to be areas of focus in 2021.	

Woollahra Public School 7442 (2020)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	**Funding Sources:** • Aboriginal background loading ($676.00)	The school had an improved focus in strengthening cultural awareness focused on Aboriginal and Torres Strait Islander cultures and histories. This included professional learning for senior leaders and initial work in the development of a Reconciliation Action Plan. The school had one Aboriginal student who was supported to access a range of learning opportunities with this funding with a focus on literacy and numeracy.
English language proficiency	Flexible Funding - $54 375 Staffing 1.4 FTE (7 days per week) **Funding Sources:** • English language proficiency ($194 375.00)	Students requiring English Language proficiency support were provided with targeted learning programs and in-class support based on their level of English language proficiency. All students achieved or exceeded expected growth targets in literacy.
Low level adjustment for disability	Flexible Funding $44 460 Staffing - Teacher FTE 0.5 (2.5 days per week) Additional School Funding - FTE 0.65 Learning and Support Teacher; FTE 3.0 School Learning Support Officers **Funding Sources:** • Low level adjustment for disability ($99 960.00) • Integration funding support ($126 742.00) • School & Community Funds ($150 000.00)	Funds were used to provide Learning and Support Teacher support and School Learning Support Officer support for targeted students. Funds also contributed to teacher professional learning initiatives to build staff capacity in meeting the needs of students with disabilities. Personalised learning plans were developed and reviewed for all students meeting disability criteria or needing additional support in literacy and numeracy. Funds enabled the school to strengthen processes and personalised learning and support provisions for targeted students.
Quality Teaching, Successful Students (QTSS)	Staffing FTE 1.3 **Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($139 902.00)	QTSS funding provided the school with additional release time for members of the school leadership team to support their team members through coaching and co-teaching approaches. The funding also provided time to strengthen school processes and management systems.
Socio-economic background	**Funding Sources:** • Socio-economic background ($3 433.00)	Funding was used to provide targeted support for students in need and ensure all students accessed the full range of learning programs including enrichment opportunities.
Support for beginning teachers	**Funding Sources:** • Support for beginning teachers ($62 940.00)	In 2020, the school provided support for 5 teachers in their first or second year of teaching. Funding was used to provide early career teachers with mentoring, additional release and professional learning opportunities. A significant focus of this support was the implementation of the Quality Teaching Rounds program.

Student information

Student enrolment profile

Students	Enrolments			
	2017	**2018**	**2019**	**2020**
Boys	388	384	404	387
Girls	389	386	363	376

Student enrolment numbers have decreased slightly in 2020 in response to the 2018 boundary change which reduced the school's catchment area with the goal of bringing student numbers into line with the school's physical capacity and enrolment cap.

Student attendance profile

School				
Year	**2017**	**2018**	**2019**	**2020**
K	95.6	96.5	97.1	95.4
1	94.5	96.1	96.3	96.1
2	95	95.9	96.5	95
3	94.7	95.1	96.2	96.3
4	94.6	95.9	95.9	94.5
5	95.9	95.6	96	95.2
6	93.5	93.7	95.4	95.2
All Years	94.9	95.5	96.2	95.4
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.

2020 student attendance figures were commensurate or above state averages for each year level and above the state average overall. Student absences are required to be explained by parents. Where the school is concerned about the attendance of a student, parents are contacted and strategies are put in place to improve the situation. This can include a referral to the Home School Liaison Officer. This process and monitoring is managed by the school's learning support

team. In 2020 the school continued using electronic roll marking to assist with accurate collection and analysis of data. Detailed use of this data and a streamlined attendance monitoring system will be put in place in 2021 to further maintain and improve attendance 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)	2
Assistant Principal(s)	4
Classroom Teacher(s)	28.92
Literacy and Numeracy Intervention	0.6
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.2
Teacher ESL	1.4
School Counsellor	1
School Administration and Support Staff	4.67

*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.

Professional learning opportunities were provided to all staff throughout the year to address individual, team and whole school priorities. The school receives funds from the Department of Education to provide teacher release from class and pay for course fees. The 2020 staff professional learning program comprised team meetings, school development days, external workshops, professional learning meetings, online learning opportunities and conferences. In addition the school collaborated with Coogee and Rainbow Street Public Schools on the continued implementation of the Visible Learning initiative.

A total of **$73 829** was invested in professional learning in 2020, funded through DoE allocated professional learning funds and school funds. Staff participated in professional learning initiatives focused on **effective pedagogical practice, Visible Learning, philosophical enquiry, literacy, numeracy, technology, STEM, film making, supporting children with challenging behaviours, child protection, anaphylaxis, emergency care, student wellbeing and leadership.**

Significant professional learning occurred in relation to mental health capabilities through the implementation of the Grow Your Mind program. A specialist teacher worked across the school implementing the program and providing professional learning for teachers. Other major focus areas for professional learning were the Visible Learning project and the Philosophy for Children initiative. The school continued its partnership with the Sydney Theatre Company and University of Sydney with 4 teachers participating in professional learning through the School Drama project. This enhanced teacher skills in fostering levels of intellectual quality in our English programs and teaching the skills of creative and critical thinking. Three teachers worked with mentors to complete their accreditation at proficient level and seven early career teachers were supported in their professional learning through regular mentoring and co-teaching. The Principal and School Administration Manager completed professional learning to fully implement the finance components of the EFPT finance and budgeting system.

All staff undertook classroom lesson observations as part of the Performance and Development Plan process. As part of the NSW Educational Standards Authority (NESA) requirements in order to maintain proficient teacher accreditation, teachers are required to complete a minimum of 100 hours of professional learning over a 5 year period.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 **Actual** ($)
Opening Balance	1,554,896
Revenue	6,677,674
Appropriation	6,195,776
Sale of Goods and Services	26,552
Grants and contributions	449,884
Investment income	4,861
Other revenue	600
Expenses	-6,434,012
Employee related	-5,678,627
Operating expenses	-755,385
Surplus / deficit for the year	243,662
Closing Balance	1,798,558

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.

The school's finances are managed by a finance committee comprising the Principal, School Leadership Team and the School Administrative Manager. The finance committee meets to set the school's budget based on whole school needs and strategic priorities. Income and expenditure are monitored on a regular basis by the Principal and School Administrative Manager. The school is moving towards managing the operational budget through Stage program budgets coordinated by each Assistant Principal and program budgets managed by the Deputy Principals and other program leaders. These budgets are monitored using state wide and local internal orders. Funds carried over into the 2021 financial year have been committed to the three strategic directions and 7 supporting strategies outlined in the 2018-2020 school plan. Funds have also been committed to some high cost initiatives in the area of minor capital works and maintenance. The school's finances were audited under Department of Education internal audit procedures in February 2018. The audit report indicated high levels of confidence in the school's financial management processes and systems.

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	126,742
Equity Total	298,445
Equity - Aboriginal	676
Equity - Socio-economic	3,433
Equity - Language	194,375
Equity - Disability	99,960
Base Total	5,160,604
Base - Per Capita	184,467
Base - Location	0
Base - Other	4,976,137
Other Total	445,721
Grand Total	6,031,512

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below. Feedback and the opinions of all members of the school community was sought throughout 2020 through P&C meetings, focus groups, written feedback and surveys.

The Tell Them From Me (TTFM) Student Survey was implemented in semester one 2020 and provided data from 338 students. The survey used indicators based on the most recent research on school and classroom effectiveness and focused on levels of student engagement. On measures of social-emotional outcomes, school responses were strong in all areas. Results were commensurate with NSW Government norms on measures of positive sense of belonging, positive relationships and valuing of schooling outcomes. Results were above NSW Government norms on measures of positive behaviour, motivation and effort. Student perseverance levels were significantly higher than state norms across all year levels. Analysis of drivers of student outcomes indicated that results were commensurate with NSW Government norms on measures of effective learning time, academic rigour and positive student-teacher relationships. Results were above NSW Government norms on measures of learning relevance, advocacy at school, positive learning climate and expectations for success.

The skills challenge analysis was a measures the extent to which students feel challenged in their English and Maths classes and feel confident of their skills in these subjects. 55% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. The NSW Govt norm for this category is 53%. 29% of students were confident of their skills but did not always find classes challenging. The NSW Govt norm for this category is 26%. 13% of students were not confident of their skills and found English or Maths challenging. The NSW Govt norm for this category is 14%. 3% of students lacked confidence in their skills and did not feel they were challenged. The NSW Govt norm for this category is 7%.

As part of the ongoing consultation and feedback processes for the implementation of the 2018-2020 school plan, parent, staff and student feedback is regularly sought. Parent focus groups highlight strengths related to teacher quality, the range of enrichment opportunities offered to their children and the academic expectations the school sets. Areas for development include strengthening student wellbeing programs, increased Science, Technology, Engineering and Mathematics (STEM) opportunities for students and greater consistency in teacher practice across the school. Staff focus groups identify collaboration, high expectations, comprehensive curriculum implementation and enrichment as areas of strength. Staff also highlighted wellbeing and exploration of innovative curriculum implementation as future focus areas. Student focus groups indicate high levels of overall satisfaction with school life. Students especially value collaborative and creative learning experiences that are related to real world experiences. They highlighted a need to engage more broadly with STEM activities and indicated that would like more focused individual feedback to support them with their learning.

In 2020 the school sought feedback related to the Visible Learning themes:

1. Visible Learners - students are in turn with their own learning, they can articulate where they are going, how they will get there and what they will learn next.

2. Know thy Impact - the primary role of an educator is to evaluate the impact on learning and use evidence to inform decisions that will improve learning outcomes.

3. Inspired Teaching - inspired and passionate teachers are skilled in assessing student understanding and applying interventions to move students toward meeting success criteria.

4. Feedback - effective feedback reduces the gap between where students are in their learning journey and where they need to be. It assists learners to reach their potential.

5. The Visible Learning System - consists of aligned systems and processes that support widespread and sustainable implementation of the other four strands.

Online surveys, focus groups, interviews and evaluation tools were used to collect data across all of these strands. Analysis of data indicated the need for the school to develop a shared understanding and language to describe an effective learner, the learning process and the qualities of an effective learning. There is also a need to strengthen the mindset of all students to be assessment capable learners, teachers to deeply embed formative assessment strategies and regularly assess the impact of learning programs, whole school processes to track learning progress, strong whole school assessment plans and a growth mindset in learning.

Overall parent and community feedback indicated high levels of satisfaction with the school's strategic directions, academic results, pedagogical approaches and the array of learning opportunities provided for all children. Strong levels of community support, teacher quality, innovation and high expectations were other areas highlighted as areas of strength. The community particularly valued the school's wellbeing approaches (Grow Your Mind) and the 2019 Festival

of Creativity and Thinking. They strongly support the development of these projects in future years.

Teacher satisfaction levels continued to be high across the school. Strengths highlighted by staff included levels of collaboration amongst colleagues, access to quality professional learning and a positive school culture.

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.

During 2020, the school expanded its Aboriginal education strategy to facilitate quality teaching and learning experiences that aimed to build upon whole school appreciation and respect of Aboriginal heritage and culture. Activities included celebration of NAIDOC week and incorporation of cultural awareness into History, Geography and English learning units. Focus in 2021 will be on strengthening this strategy to ensure Aboriginal cultural awareness is embedded authentically across the curriculum for all students. Our school Principal completed a project following on from a study tour with other Australian educational leaders to the province of British Columbia in Canada. This included working with other NSW schools to examine educational approaches to developing cultural awareness of First Nations peoples amongst our students and authentic approaches to reconciliation. Learning from this project will be utilised and shared in 2020 both in our own school and more broadly to enhance and deepen our approaches to Aboriginal education and reconciliation.

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.

The school has a significant percentage (44%) of students from culturally diverse backgrounds. To foster harmony and tolerance, multicultural education is embedded in all curriculum areas and school activities. In total, students represent 39 language backgrounds other than English. The major aims of the English as an Additional Language program are to develop students' academic language proficiency and educational outcomes through explicit teaching of oral and written language skills required to meet the language demands of the curriculum and to enhance self-esteem by promoting cultural diversity and tolerance through an inclusive curriculum. Many of our students continue to study in their home languages. Culturally inclusive practices and anti-racist values are an inherent part of classroom learning programs and were also strongly promoted through the school's Harmony Day celebrations where the entire community came together for a day of learning and celebration. These events assist in involving and enhancing engagement with parents and community members from culturally diverse backgrounds. The school has an appointed Anti-Racism Contact Officer who facilitates communication and resolves any concerns related to racism in a supportive and proactive manner. The school implements an Italian language learning program for all students in Years 1-6. This provides students with basic learning in Italian, an appreciation of the importance of learning other languages and strengthened multicultural awareness. In Term 4 we ran a successful Italian cultural day to celebrate and promote all aspects of the Italian program.