

2021 Annual Report

St Ives Public School



4331

Introduction

The Annual Report for 2021 is provided to the community of St Ives 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 Strategic Improvement 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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St Ives Public School

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School vision

St Ives Public School has a strong and supportive community with high expectations. Students, teachers and parents work collaboratively to build a positive culture where continuous improvement is evident. Our core expectations of respect, responsibility and personal best encourage our students to develop as confident, resilient and capable community members.

School context

St Ives Public School is situated on the North Shore of Sydney and strives for excellence in all areas. We encourage students to achieve their personal best, understanding that "best" will vary with each individual. With strong academic achievement, high sporting attainment and many opportunities to be involved in cultural pursuits such as dance, choir and band, our school is proud of its supportive community spirit. With an enrolment of 532 students in 2021, including 42% of students with a language background other than English, our school is committed to enhancing the learning of our students.

The school has completed a situational analysis, using information from students, parents and staff, and has identified areas of focus. Our focus areas build on work done in the previous planning cycle where progress was evident in learning, teaching and leading. The School Improvement Plan reflects the findings of the situational analysis.

In order for our students to attain targeted growth measures, further work on planning and delivery of quality differentiated instruction, including students identified as high potential, gifted and with additional needs, will be a focus. Whole school data driven practice will continue to be developed to inform teaching and learning programs. Through the NAPLAN gap analysis the school has identified areas for improvement. In Reading our focus will be comprehension strategies, vocabulary and language structure. The focus in Numeracy will be addition and subtraction, multiplication and division and patterns and algebra.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
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	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in Reading and Numeracy we will further develop and refine data driven teaching practices that are responsive to the learning needs of our students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Reading
- Numeracy
- Visible Learning

Resources allocated to this strategic direction

English language proficiency: \$270,526.08

QTSS release: \$42,000.00

Professional learning: \$19,400.00

Literacy and numeracy: \$5,874.48

Integration funding support: \$30,247.00

Summary of progress

Our school made excellent progress in Strategic Direction 1 across the three initiatives. Professional Learning was the driving force for all staff, who participated in intensive sessions for Reading and Visible Learning. Dedicated professional learning time saw teams analyse data, plan lessons to address identified areas and deliver curriculum to meet the needs of students. This model was used for Reading and Numeracy. Our efforts were interrupted during the Learning from Home period in Term Three, however, staff concentrated on explicit lessons that included success criteria for Reading and Numeracy lessons.

In 2022, the model of data analysis, team lesson planning and delivery and assessment will continue for Reading and Numeracy. Further professional learning will focus on aspects of Reading, Numeracy and ensuring success criteria is clear for students in Literacy and Numeracy lessons.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of students achieving in the top two bands of NAPLAN reading to be above 62.6% baseline. Increase the percentage of students achieving in the top two bands of NAPLAN numeracy to be above 61.9% baseline.	The percentage of students in the top two bands of NAPLAN reading (72.9%), well exceeded our target. The percentage of students achieving in the top two bands of NAPLAN numeracy (70.5%), well exceeded our target.
Increase the percentage of students achieving expected growth in NAPLAN reading to be above 62.9% baseline. Increase the percentage of students achieving expected growth in NAPLAN numeracy to be above 72.7% baseline.	The percentage of students achieving expected growth in NAPLAN reading (64%), exceeded the target. The percentage of students achieving expected growth in NAPLAN numeracy (75.1%), exceeded the target.
Embedded Practice of Learning Intentions exhibited in 90% of	Opportunities for students to give feedback on lessons resulted in a more embedded practice of learning intentions being evidenced with students

classrooms with students engaging in self assessment and peer-assessment using success criteria for their literacy and numeracy.

engaging in self-assessment using success criteria.

Strategic Direction 2: High expectations and continuous improvement

Purpose

In order to ensure best teaching practice, including ongoing monitoring of success, school-wide systems will be refined and embedded.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Professional Learning
- Teaching and Learning

Resources allocated to this strategic direction

QTSS release: \$48,200.00

Professional learning: \$1,100.00

Summary of progress

In 2021, professional learning was facilitated and implemented through a newly formed structure with a focus on cohesion, sharing, and continuity. This was developed based on feedback and provided staff with opportunities to reflect on their professional learning and to trial and evaluate new ideas in Reading. This led to staff participating in a network within their school and working collaboratively on a common focus. This has resulted in 94% of staff having a better understanding of the components of reading with 71% trialing new ideas based on professional learning sessions.

The refinement of processes for recording, reviewing, and monitoring teaching and learning programs began in 2021 through a whole school approach to planning and programming. Staff have become more familiar with electronic storage systems for programming and the scope and sequences for Maths and PDHPE were updated. During the Learning from Home period staff planned collaboratively across their stage and Frameworks for Learning were sent to families each week. This has aided collaboration and led to greater consistency across the school with 93% of staff stating they are more confident with planning and programming online.

In 2022 we will continue to provide Professional Learning linked to the school plan initiatives and build a shared understanding of the HIPL (High Impact Professional Learning) model through the school self assessment tool. Scope and sequences for CAPA will be reviewed and implemented K-6.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
St Ives Public School Professional Learning Guidelines document is clearly understood by all staff.	The school Professional Learning Guidelines document was drafted in 2021. Staff participated in a planning session to help shape the document. The process will continue in 2022.
All staff prepare teaching programs using school-wide templates with annotations of student achievement.	School-wide templates for Science and HSIE were agreed on by staff in Term 1. In Term 3, staff agreed on a new Mathematics program document. Staff will continue to use these formats in 2022 and review the implementation. Further adjustments may be needed, based on this review.

Strategic Direction 3: Wellbeing and engagement

Purpose

In order for our students to connect, succeed, thrive and learn, a planned approach to whole school wellbeing processes will support high levels of wellbeing and engagement.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Wellbeing and engagement
- Communication
- Attendance

Resources allocated to this strategic direction

Low level adjustment for disability: \$75,292.64

Literacy and numeracy intervention: \$44,847.20

Integration funding support: \$55,784.00

Literacy and numeracy: \$8,729.00

QTSS release: \$10,000.00

Summary of progress

In 2021, attendance was regularly analysed and used to inform planning. This included whole school and personalised attendance approaches to improve regular attendance rates including those students at risk. Attendance processes were refined to ensure monitoring, analysis and evaluation of student attendance data. This led to over 90% staff stating they are confident in marking the class roll and following school attendance processes.

In Semester One various wellbeing processes and programs were reviewed including those for learning support, PBL and personal development programs. This review was adjusted due to the interruption of Covid.

Our school community continued to work in partnership to build knowledge and skills in how best to support the wellbeing of students. This was done through the implementation and facilitation of parent, staff and student surveys, information sessions and refinement of supporting documents. This led to clear, concise, and timely communication resulting in enhanced wellbeing for students.

In 2022 the review of wellbeing processes and programs will resume using the Wellbeing Framework self assessment tool.

Processes for attendance and communication in 2022 will continue to be monitored and analysed.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Documents, resources and training of staff for the implementation of PBL Tier 2 in 2022 are complete.	Delay in implementing initiatives in Term 3 have required this work to be postponed to 2022.
* Parents demonstrate an increased understanding of school systems and processes that contribute to student learning.	Parents indicated an increased understanding of school processes through enhanced communication during a prolonged learning from home period.
* The percentage of students attending 90% of the time and above uplifts from the baseline (87.6%) by 0.5%.	The percentage of students attending 90% of the time and above from the baseline experienced an uplift of 6.6%.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$86,031.00</p>	<p>Integration funding support (IFS) allocations support eligible students at St Ives Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • Wellbeing and engagement <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning • staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments] • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in: All eligible students demonstrated progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs, to ensure all eligible students receive personalised learning and support.</p> <p>After evaluation, the next steps to support our students with this funding will be: The allocation of funding will be adjusted throughout 2022 in response to student PLSP reviews, to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$3,259.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at St Ives Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • supplementation of extra-curricular activities • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in: equal opportunity for all students to participate in extra curricular activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: to ensure equal opportunities for all students.</p>
<p>English language proficiency</p> <p>\$270,526.08</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at St Ives Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>English language proficiency</p> <p>\$270,526.08</p>	<ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • withdrawal lessons for small group (developing) and individual (emerging) support • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in: EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue this program into 2022.</p>
<p>Low level adjustment for disability</p> <p>\$75,292.64</p>	<p>Low level adjustment for disability equity loading provides support for students at St Ives Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing and engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in: an increase of students achieving a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Literacy and numeracy</p> <p>\$14,603.48</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at St Ives Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • Numeracy • Wellbeing and engagement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an additional Learning and Support intervention teacher • literacy and numeracy programs and resources, to support teaching, learning and assessment <p>The allocation of this funding has resulted in: The percentage of students attaining the lower bands in Naplan decreased and the students attaining the middle bands significantly increased in 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be: engagement of additional teaching staff using other flexible funding to provide small group intervention programs.</p>
<p>QTSS release</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to</p>

<p>\$100,200.00</p>	<p>improve teacher quality and enhance professional practice at St Ives Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • Numeracy • Professional Learning • Teaching and Learning • Communication • Attendance • Visible Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff. <p>The allocation of this funding has resulted in: improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue improvement in an identified area of need, including literacy or numeracy.</p>
<p>Literacy and numeracy intervention</p> <p>\$44,847.20</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at St Ives Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing and engagement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan <p>The allocation of this funding has resulted in: The percentage of students attaining the lower bands in NAPLAN decreased and the students attaining the middle bands significantly increased in 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be: engagement of additional teaching staff using other flexible funding to provide small group intervention programs.</p>
<p>COVID ILSP</p> <p>\$12,291.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p>

<p>COVID ILSP</p> <p>\$12,291.00</p>	<ul style="list-style-type: none">• providing targeted, explicit instruction for student groups in literacy/numeracy. <p>The allocation of this funding has resulted in: the majority of students in the program achieving progress towards their personal learning goals</p> <p>After evaluation, the next steps to support our students with this funding will be: continue the implementation of small group tuition using data sources to identify specific student need.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	230	241	254	271
Girls	273	281	282	259

Student attendance profile

School				
Year	2018	2019	2020	2021
K	96	94.7	96.3	96.7
1	95.7	95	94.7	95.5
2	93.6	95.5	90.5	95.8
3	94.8	94.6	95.4	95.7
4	95.9	94.1	94.9	96.4
5	92.9	95.5	94.8	95.6
6	92.7	95.1	95.5	95
All Years	94.6	94.9	94.6	95.8
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	19.68
Literacy and Numeracy Intervention	0.4
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
Teacher ESL	2
School Administration and Support Staff	3.96

*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	330,337
Revenue	5,143,991
Appropriation	4,671,084
Sale of Goods and Services	10,225
Grants and contributions	461,169
Investment income	513
Other revenue	1,000
Expenses	-5,184,072
Employee related	-4,499,639
Operating expenses	-684,433
Surplus / deficit for the year	-40,082
Closing Balance	290,256

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

Financial summary - Equity loadings

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

	2021 SBAR Adjustments (\$)
Targeted Total	86,031
Equity Total	349,078
Equity - Aboriginal	0
Equity - Socio-economic	3,259
Equity - Language	270,526
Equity - Disability	75,293
Base Total	3,856,295
Base - Per Capita	132,133
Base - Location	0
Base - Other	3,724,162
Other Total	271,485
Grand Total	4,562,889

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.

Parent/caregiver, student, teacher satisfaction

Due to COVID our usual survey implementation was interrupted and did not proceed as planned. Survey's were regularly administered to parents, staff and students during the learning from home period.

During the learning from home period in 2021, surveys were administered fortnightly to families to ensure parents and carers were well supported and students could successfully access digital platforms and work tasks being set. Over 100 families responded to each survey. Results showed that over 75% of families were managing their own employment as well as supporting their children to learn from home. 80% of families reported they were able to manage juggling both responsibilities. Parents overwhelmingly reported their satisfaction and appreciation in having flexibility built into weekly schedules. Frameworks For Learning as well as structured lessons were available via Zoom, Google Meet, Google Classroom and SeeSaw. Daily teacher videos, ongoing timely student feedback, home packs and overall teacher commitment was highly valued and appreciated by families during this time.

Staff were also surveyed throughout the Learning From Home period to determine their level of confidence with online learning as well as level of support required. From this data, professional learning sessions were differentiated and created based on staff needs. Staff wellbeing was monitored closely with regular check ins from executive staff and processes were put in place to maintain collaboration and connection. This resulted in over 80% of staff reporting they felt confident and supported during this period. Staff were also able to report any concerns regarding student engagement or wellbeing. This data enabled the school to further support individual families and be responsive to the needs of the community.

Stage 3 students were surveyed during the Learning From Home period to gain feedback around work accessibility and engagement. Students were asked their preference for teaching strategies such as instructional videos, written instructions, peer/teacher assistance. and Zoom sessions. Based on this feedback, teachers continued to adapt their lessons as well as upskill their knowledge in different platforms such as whiteboard FI and Mote to ensure lessons were engaging for the students. This resulted in a high level of engagement in online lessons and completion of work across the stage.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.