

2021 Annual Report

Surveyors Creek Public School



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Introduction

The Annual Report for 2021 is provided to the community of Surveyors Creek 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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School vision

At Surveyors Creek Public School there is dynamic teaching, leading and learning. Students know that they are known, valued and cared for. We are resilient, take responsibility and have high expectations for all. Every student, every teacher, every staff member and every leader improves every year.

School context

Surveyors Creek PS is a large metropolitan Primary School located in Glenmore Park in a high socio-economic area within the Penrith Valley. The school was established in 2002 with a current student enrolment of 554 students in 21 mainstream and 4 support classes. An emphasis is placed on inclusion and our Support Unit is fully integrated in all aspects of the school. We have an experienced and committed staff providing quality teaching in support of high academic expectations. We enjoy strong community support and have a very active Parents and Citizen (P&C) Committee which contributes significantly to school life. Our Wellbeing Action Team (WAT) ensures all students are known, valued and cared for.

Our students are provided with a challenging curriculum emphasising literacy, numeracy and information technology. They participate in a wide range of extra-curricular opportunities such as choir, dance and debating. Our school is also recognised for its numerous sporting achievements at a Regional, State and National level. Surveyors Creek Public School is part of the Glenmore Park Learning Alliance (GPLA).

The Glenmore Park Learning Alliance provides enhanced learning opportunities for all students, and strong transition programs to high school. Surveyors Creek PS is a Positive Behaviour for Learning (PBL) School. We strongly believe in implementing strategies that support appropriate student behaviours and create a positive learning environment, which gives our students every opportunity for academic success. Our school motto is "From Each Their Best".

Currently we have 13 students (2.3%) who identify as Aboriginal and Torres Strait Islander (ATSI) and there are 116 (20.8%) EALD students which have a language background other than English. The school has 2 Multi Categorical and 2 Autism support classes.

Through our situational analysis we have identified the need for clear and accurate monitoring and analysis of student achievement data on a regular basis which will inform whole school resource allocation for maximum impact and improvement. Teachers will evaluate the effectiveness of their teaching practices.

In Numeracy there is a need for challenging problem-solving tasks for all students, with particular attention to higher performing students, in order to maintain and build on current levels of achievement.

Student outcomes measured against the syllabus, shows that expected growth in Reading needs to be an area for explicit focus in the new school plan. Target areas in Reading have been identified using a variety of data sources including NAPLAN, PAT, Check In Assessment and PLAN 2. These data sources will need to be a focus for professional learning and in class support in the Strategic Improvement Plan.

The wellbeing and engagement of our students remains a priority. The Tell Them From Me (TTFM) surveys will provide an ongoing data set pertaining to student voice and community perceptions and expectations around wellbeing and engagement. Engagement with the Wellbeing Framework Self-assessment Tool will provide clarity around where our school needs to focus in developing whole-school processes to support every student being known, valued and cared for.

In Wellbeing, systems continue to be implemented that requires teachers to collect data from observations and assessments and to note what strategies have been previously implemented. Students are then referred to the WAT team through SENTRAL.

Based on the outcome of our Situational Analysis, we have determined that we need to continue to develop our diagnostic, formative and summative assessment practices and that there are consistent assessment practices K-6. There needs to be a clear line of sight of where students are currently performing and where they need to be in order for whole school targets to be met. Systems and practices for tracking students will be implemented through professional learning, stage meetings and executive meetings. An emphasis will be placed on exemplary assessment tasks, both diagnostic formative and summative, which must have a clear success criteria and the assessment task must match the outcomes being taught.

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 | Sustaining and Growing |
| LEARNING: Wellbeing | Excelling |
| LEARNING: Curriculum | Sustaining and Growing |
| LEARNING: Assessment | Sustaining and Growing |
| LEARNING: Reporting | Sustaining and Growing |
| LEARNING: Student performance measures | Working towards Delivering |
| TEACHING: Effective classroom practice | Sustaining and Growing |
| TEACHING: Data skills and use | Sustaining and Growing |
| TEACHING: Professional standards | Sustaining and Growing |
| TEACHING: Learning and development | Sustaining and Growing |
| LEADING: Educational leadership | Sustaining and Growing |
| LEADING: School planning, implementation and reporting | Sustaining and Growing |
| LEADING: School resources | 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 focus on developing and sustaining stage/whole school processes to ensure students grow in their learning. This will be done through explicit, consistent and research-informed teaching by establishing a culture of high expectations and quality teaching practice. Targeted professional learning and use of student assessment data will ensure the implementation of contextually appropriate curriculum provision, underpinned by evidence-informed strategies and embedded evaluative practices.

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.

- Highly Effective Teaching strategies in Reading
- Highly Effective Teaching strategies in Numeracy

Resources allocated to this strategic direction

Professional learning: \$33,337.00

Per capita: \$34,334.00

6101: \$22,000.00

QTSS release: \$112,000.00

Summary of progress

Highly Effective Teaching Strategies in Reading

Term 2 Check-in assessment results and internal performance data to identify focus area for reading. This data was used to effectively target groups for COVID intervention programs which successfully ran during lock down in Term 3. Upon the return to school, Term 4 Week 3, data was again reviewed to form focus groups, targeting middle to high performing students in Stage 3.

With lock down effective for the entire term 3 we were able to utilise the Effective Reading Kindergarten to Year 2 and Reading Guide 3-8 to provide online PL to teachers, consolidating necessary background knowledge.

Expertise within the Executive team and specialised teaching staff was used to support others who were less confident, with demonstration lessons and team teaching occurring in Term 4. As a school we adapted quickly to the COVID pandemic crisis and used our data to guide effective teaching practices and target specific students for intervention.

COVID lock downs greatly impacted our original plans. Analysis of triangulated data revealed connecting ideas to be an identified area of need compared with other literacy areas. After consultation with Director Educational Leadership (DEL) and Executive staff the decision was made that '**Connecting Ideas**' would be our focus. High Impact Professional Learning (HIPL) was to be presented to staff week 1 Term 3. COVID restrictions prevented this PL from going ahead face to face. Staff were provided the Effective Reading handouts and requested to annotate and email their understandings to school principal.

Teachers were given targeted strategies to plan lessons for high-ability students' point of need. These included:

- scaffolding higher-order thinking skills into tasks that are within the high-ability student's zone of proximal development.
- grouping high-ability students using data from 2021.
- use of the NSW Pedagogical Model and the teaching and learning cycle to scaffold learning selecting from evidence based strategies, Fountas and Pinnell, that are appropriate for the student's learning needs and preferences.

Identified experts within the School Executive team unpacked the data with teachers to explain why connecting ideas was a focus area in supporting students' reading comprehension for the remainder of 2021.

School Executive team led their stage through a series of HIPL sessions that unpacked the Reading Guide 3-8. This gave teachers clarity and guidance on effective practice for students in improving their understanding of connecting ideas in the context and helping them to develop broader reading comprehension skills. Principal/ DP/ APs/ and Literacy Interventionist were the Lead Learners implementing this strategy.

Literacy Interventionist and the COVID Intensive Support Learning Program (CISLP) were Lead Learners, implementing this strategy in Stages 1 and 2 classrooms in Term 4. The Lead Learners accessed the Literacy and Numeracy hub to guide practice.

Reading interventionist teachers were able to readily adapt to the COVID pandemic crisis. With a strong, supportive Executive team, classroom teachers and parents and carers (via Zoom) they were able to effectively implement the strategies in classrooms and through online learning. Resulting in improved student outcomes and strong collaborative relationships with students, colleagues and parents.

Teachers from Stage 2 and 3 completed the Blended Learning Course. This High Impact Professional Learning provided teachers with an opportunity to explore the cognitive process involved in reading and how to plan for explicit reading instruction. As a result of this PL teachers were able to design a framework for understanding reading and implement this in class during Term 4. Teachers considered the reading demands across all curriculum areas and the shared responsibility of all teachers for reading instruction. Teachers were involved in discussion and collaboration where they considered the importance of creating a whole school reading culture and examine explicit teaching using the gradual release of responsibility model for reading.

Teacher's understanding and practice of reading instruction has grown, and they have reported improved confidence in teaching and assessing reading.

Where to next- implications for the next phase of this initiative

In 2022 we will plan for teachers to continue to share their knowledge and experience school wide. Teachers across stages will engage in short cycles of targeted teaching which focus on enhancing students' skills in connecting ideas using identified evidence-based strategies and resources aligned to syllabus expectations and relevant texts.

The impact of the targeted teaching on students' understanding of connecting ideas will be measured throughout the cycle using a range of assessment strategies:

- Analysis of student work samples
- Locally developed short comprehension assessments focused on assessing students' skills in connecting ideas, using stage relevant texts
- The National Literacy Learning Progression and data from PLAN2 can be used to monitor progress against baseline evidence. An Area of Focus relating to connecting ideas can be updated and analysed in PLAN 2.
- Students' peer and self-assessment following targeted class activities.
- Short assessments for reading Years 3 to 6

A full time and 3 day per week position will be implemented in 2022 to work with identified students in Year 2, 3, 4 and 5. This is to provide small group and whole class instruction focusing on connecting ideas. Students selected to be part of this initiative have been identified as being able to achieve in the Top 2 Bands in NAPLAN.

Highly Effective Teaching Strategies in Numeracy

Due to the COVID educational disruptions Phase 2 of our Back To Front Maths (BTFM) pedagogy was not consistently implemented during 2021. Feedback from staff indicated that the BTFM pedagogy and lessons were not suitable for a home learning environment. Onsite professional learning by the BTFM Trainer that was supposed to occur during Term 4 was postponed until early Term 1, 2022 due to border closures. It was also felt that staff benefited more significantly from face to face professional learning, rather than online professional learning.

During Term 4, all stages were focused on teaching content they the students had missed during home learning. The BTFM scope and sequence was temporarily amended. All stages incorporated BTFM lessons when they aligned with the content they were teaching.

Problem solving lessons allowed for all students to develop their problem solving and reasoning skills, developed teacher's questioning strategies and also allowed for the extension of high potential students. These lessons were used as a formative assessment strategy to enable the teachers to teach the students according to their needs. This enabled staff to implement the BTFM problem solving pedagogy.

High Impact Professional Learning was provided to all teachers by the BTFM Implementation Specialist. This gave staff the opportunity to observe evidenced based ideas for when they are conducting problem solving lessons around quantity, partitioning and multiplicative thinking. The debriefing sessions following the demonstration lessons, enabled staff to receive feedback on the student work completed, ask any clarifying questions and clear up any self-misconceptions. This gave staff a deeper understanding of the BTFM problem solving pedagogy..

The BTFM Implementation Specialist was due to provide in person professional learning during early Term 4, on how to plan and implement a lesson using the BTFM pedagogy, based on the results of the previous BTFM problem solving lesson. Due to state border closures, this was postponed until early Term 1, 2022.

Implications for the next phase of this Strategic Direction in Maths

Support teachers to analyse BTFM Journal Problems (COLD Tasks) to inform teaching and modify their teaching practice and differentiate instruction to meet individual needs.

High Impact Providing Learning (HIPL) on how to analyse the BTFM Journal Problems (COLD Tasks) as formative assessment and what subsequent lessons will be. This will include time to debrief with the BTFM LaST.

Provide support following professional learning to assist the teachers with implementation through team teaching and lesson demonstrations with the LaST. This will be implemented with the view that the teacher will be ultimately responsible for the lesson, instead of the LaST.

Ensure that new teachers are trained in the BTFM Journal Problem (COLD Task) pedagogy, supported by the LaST through team teaching sessions.

We will revamp our current Scope and Sequence into a blocked sequential format, so that students are focusing on each topic for a longer period. This allows more opportunity for mastery of surface level content and deep learning.

All students will engage in daily Maths practice with a focus on interleaving.

The BTFM Facilitator will be scaled back from a 5 day per week position to a 2 day per week position. The role will change to a mentor and facilitator role for the program in 2022.

A Maths team will be established (with representation K-6) to develop the Surveyors Creek Numeracy Hub. This hub will have links embedded sourced from Back to Front Maths website and the Department of Education 'Universal Hub'. The creation of school wide programs with direct links to Back to Front Maths lessons and assessment tasks aligned to the syllabus.

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 |
|---|--|
| <p>Top 2 Bands</p> <p>More than 5 students (collective Year 3 and Year 5)to uplift (38.1%) of students perform in the top two (or equivalent) NAPLAN bands in reading</p> <p>More than 5 students to uplift (collective Year 3 and Year 5) (32.4 %) of students perform in the top two (or equivalent) NAPLAN bands in numeracy.</p> | <p>READING</p> <p>Top 2 Bands</p> <p>In 2021 our NAPLAN data indicates a positive trajectory towards our target of 38.1% of students performing in the top two skill bands for reading. Whilst we did not meet the target in 2021 we still had a positive trajectory of 2%.</p> <p>NUMERACY</p> <p>Top 2 Bands</p> <p>In 2021 we had 22% of students in the top two bands for Numeracy. This was the same as 2019, however there were a greater number of students in the top band in 2021. Overall the number of students in the top two bands has not changed from 2019-2021.</p> <p>Our 2021 progress measures in our 2021 - 2024 SIP Strategic Direction 1 was:</p> <ul style="list-style-type: none"> • More than 5 students or the lower bound target of 35.9% uplift (collective Year 3 and Year 5) to perform in the top two (or equivalent) NAPLAN bands in numeracy. <p>Unfortunately we are still 13.9% away from this target and did not achieve the uplift.</p> |
| <p>Expected NAPLAN growth</p> <p>More than 61.6% of students achieve expected growth in NAPLAN reading (system negotiated target)</p> | <p>Expected NAPLAN Growth in Reading</p> <p>Our student's growth between Year 3 and Year 5 NAPLAN was as follows:</p> <ul style="list-style-type: none"> • At or above expected growth 59.7% which was below our agreed lower bound target of 61.6% |

| | |
|---|---|
| <p>More than 52.9% of students achieve expected growth in NAPLAN numeracy (system negotiated target)</p> | <p>Expected NAPLAN Growth in Numeracy</p> <p>Our student growth between Year 3 and Year 5 NAPLAN was as follows:</p> <ul style="list-style-type: none"> • At or above expected growth 53% this was above our lower bound target of 52.9% |
| <p>PAT Data</p> <p>* At least 80% of targeted high potential students in Years 2-6 will demonstrate a 0.4 growth (calculated through effect size formula) when comparing start of year to end year scale scores in the Progressive Achievement Test (PAT) in numeracy and reading.</p> | <p>PAT Data Numeracy TARGETED STUDENTS -This is approximately 30% of each grade</p> <p>All students targeted exceeded the average growth target in PAT Numeracy of 0.4 in 2021 except for Year 5.</p> <p>Year 2 had an average Growth of 12.2 points</p> <p>Year 3 had an average growth 0.7 points</p> <p>Year 4 had an average growth 0.9 points</p> <p>Year 5 had an average growth 0.3 points</p> <p>Year 6 had an average growth 1.5 points</p> |
| <p>Back To Front Maths growth of 5% per year for students ending on green in the HOT task.</p> | <p>Back To Front Maths</p> <p>Our goal for the year in Back to Front Maths was a growth of 5% per year for students ending on green in the HOT task. This is calculated based on their previous year results. Our results for 2021 are as follows:</p> <p>Year 1, 5 and 6 had an increase in growth.</p> <p>Year 3 remained the same.</p> <p>Year 2 and 4 showed a decrease in growth.</p> |

Purpose

To establish a whole school evidence informed approach to Wellbeing focusing on attendance, a sense of belonging, connectedness, social and emotional learning (SEL) and Student Engagement. This will be underpinned by authentic inclusive teaching and learning practices and targeted learning experiences to ensure that every student is known, valued and cared for.

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.

- Attendance
- Positive Behaviour for Learning

Resources allocated to this strategic direction

6100: \$10,600.00

6300: \$24,000.00

Per capita: \$33,685.00

Summary of progress

Attendance

Sentral and SCOUT attendance data was monitored regularly and consistently. Attendance concerns were raised at the weekly Wellbeing Action Team (WAT). The school leadership team, teachers and Home School Liaison Officer liaised with families to support student attendance.

Wellbeing

The Tell Them From me Student Survey (TTFM) gave us an insight towards school planning and assist us to identify school improvement initiatives. Students in Years 4,5 and 6 were invited to complete the TTFM Shortened Student survey in Terms 1 and 4.

The results for the TTFM in Term 1 were based on data from 216 students who completed the survey between 28 March 2021 and 26 April 2021. Year 4- 77 students, Year 5- 67 students and Year 6-72 students. The school mean for students with a positive sense of belonging was 70 % NSW Govt Norm was 81% students with a positive behaviour at school was 88% NSW Govt Norm was 83% , Advocacy at school the mean was 8.3 NSW Govt Norm was 7.7. and Expectations for Success school mean was 8.6 and the NSW Govt norm was 8.7.

The results for the TTFM in Term 4 were based on data from 109 students who completed the survey between 4 Oct 2021 and the 13 Oct 2021. Year 4- 26 students, Year 5- 33 students and Year 6-50 students. The school mean for students with a positive sense of belonging was 67% NSW Govt Norm was 81% students with a positive behaviour at school was 96% NSW Govt Norm was 83% , Advocay at school the mean was 8.0 NSW Govt Norm was 7.7. and Expectations for Success school mean was 8.3 and the NSW Govt norm was 7.2.

The implementation of new play places over the past 3 years has seen a continued decrease in our overall negative behaviours on the playground. Due to COVID the consistent implementation of classroom Positive Behaviour Learning (PBL) universals and professional learning for all staff was put on hold. In 2021 a number of PBL lessons were written by teachers from the PBL team which will be used to support the implementation of classroom PBL universals across the school.

Where to next

In 2022 attendance will continue to be supported by our Wellbeing Action Team, school executive and the Home School Liaison Officer. School procedures will be aligned with the School Attendance Policy and Student Attendance in Government Schools Procedures.

The PBL team will provide professional learning on PBL classroom universals with the lessons written in 2021 to ensure a consistent approach is being implemented across the school.

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 |
|---|---|
| <p>Attendance</p> <ul style="list-style-type: none"> • Increase the percentage of students attending > 90% of the time to be above the system-negotiated target baseline lift of 4.3% in the lower bound and a lift of 9.3% in the upper bound. | <p>84.5% of students attended school more than 90% of the time.</p> <p>We exceeded the DoE by 1.5%, the Network by 7.4% and the SSSG by 10.7%.</p> <p>We achieved our target.</p> |
| <p>Tell Them From Me</p> <ul style="list-style-type: none"> • TTFM Wellbeing data (advocacy, belonging, expectations) increases to be above the system-negotiated baseline of 80.54%. • TTFM data for Advocacy at School to be at or above 87.5 % • TTFM data for Sense of Belonging to be at or above 70% | <p>Tell Them From Me Student Survey data indicates 85.87% of students report a positive sense of Wellbeing (Expectations for Success, Advocacy and a Sense of Belonging at School)</p> <p>Advocacy at School data was 92.42% which exceeded our target</p> <p>Sense of Belonging data was 70.14% which was an increase from 2020 by 8.14%</p> <p>Expectations for Success data was 95.19%</p> |
| <p>Positive Behaviour For Learning</p> <ul style="list-style-type: none"> • Consistency is achieved in knowledge of students and staff of school values and expectations. Consistency is achieved in teachers using PBL model to manage behaviours, maintain ratio of positive/negative interactions and recording data consistently across the school. • 80% of students attaining a PBL medallion by the time they leave Surveyors Creek PS for exemplary behaviour • Decrease negative recorded behaviours and suspensions by 5% determined by a two-year baseline of incident reports as at year end 2020. The school will maintain Sustaining and Growing in the SEF element of Wellbeing. | <ul style="list-style-type: none"> • Negative behaviours recorded on SENTRAL showed a massive decrease by 23% from 2020. This exceeded our target of reducing our recorded negative by 5%. • School has maintained Sustaining and Growing across all four themes in the Element of Wellbeing. |

Strategic Direction 3: Assessment, Feedback, Reflective Practice

Purpose

In order to maximise student learning outcomes we will develop and sustain consistent feedback and reflective practices K-6 to meet the individual needs of all students. An emphasis will be placed on high impact professional learning (HIPL) targeting feedback and reflective practice.

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.

- Feedback/Goals
- Collaborative Practice/QTR

Resources allocated to this strategic direction

6100: \$10,000.00

Professional learning: \$15,529.00

Summary of progress

Data skills and use

Implementing assessment across the school has identified a need for detailed timetable with specific time frame for the input of data. Executive staff need to monitor and review the data collection to ensure all staff are completing on time. Students completed all planned assessments throughout the year. Results were varied due to the COVID lock down/home learning and inconsistent input of data by due dates. Data and results used to plan for teaching in and focus areas in 2022.

Feedback and Reflective Practice

COVID lock downs during Term 3 and 4 greatly impacted our plans to implement whole school Feedback and Reflective Practice plans. As a result whole school classroom walk throughs and the implementation of Quality Teaching Rounds will go ahead in 2022.. In 2022 the focus will be on the successful implementation of all learning goals for all students and systems in place to ensure regular feedback and goal setting to all students. During Term 1 & 2, staff participated in Planning Days 'face to face' at school in stage groups. Due to COVID/Lock downs all Stage Planning continued online across the online Zoom platform. Identified experts within the School Executive team unpacked the data with teachers to explain why connecting ideas was a focus area in supporting students' reading comprehension for the remainder of 2021.

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 |
|--|---|
| Assessment <ul style="list-style-type: none">• All staff have participated and actively engaged in professional learning on the effective use of data.• All teachers consistently use diagnostic, formative and summative assessments to analyse student progress and achievement.• All staff participate in Planning days. | During Term 1, all staff completed PL on using PLAN2 progressions. Staff have participated and actively engaged in professional learning on the effective use of data. As a result, systems have been established for the collection of data across the school. Ensuring a systematic, streamlined and consistent approach for the collection of internal and external data. Students completed all planned assessments throughout the year. Results were varied due to the COVID lock down/home learning and inconsistent input of data by due dates. Data and results used to plan for teaching in and focus areas in 2022. |
| Data skills and Use <ul style="list-style-type: none">• All teachers will use a variety of formative and summative assessment tasks.• Teachers will know curriculum | We implemented a school wide system for collecting data in Back to Front Maths and Writing, using Hot and Cold Tasks. Results were analysed and feedback provided at stage meetings. Throughout the year there was a deep analysis of Check-in assessments at a granular level. Results were then fed back to all teachers through stage meetings and at a whole school |

content to clearly know what is being assessed and that it is being assessed appropriately.

- Build teacher capabilities to ensure data collection is used to differentiate the curriculum, inform teaching and provide feedback to students.

level. The data identify focus areas in reading and numeracy for 2022. This was used to effectively target groups for COVID intervention programs and to form focus groups, targeting middle to high performing students in Stage 2 and 3 in 2022.

Teachers now have a greater understanding how evidence informed practice improves students outcomes and its purpose in achieving school targets.

| Funding sources | Impact achieved this year |
|---|--|
| <p>Refugee Student Support</p> <p>\$764.00</p> | <p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</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> <ul style="list-style-type: none"> • employment of additional staff for targeted student support • professional development for staff around impact of trauma, learning and wellbeing needs of refugee students <p>The allocation of this funding has resulted in: An allocation was given in 2021 to support a student enrolled in 2020, however the student moved to another state in 2021 therefore funds were returned.</p> <p>After evaluation, the next steps to support our students with this funding will be: As we have no students who qualify for Refugee Support we will not be given any funding in this area.</p> |
| <p>Integration funding support</p> <p>\$12,964.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Surveyors Creek 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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in: We received integration funding for 1 student in the 2nd Semester of 2021. Those funds allowed us to employ an SLSO one day per week to support the student in the classroom.</p> <p>After evaluation, the next steps to support our students with this funding will be: The class teacher began to see an improvement in the regulation of social behaviour and an increased time frame of engagement in class activities. The funding will continue in 2022 and effective strategies implemented in 2021 will continue.</p> |
| <p>Socio-economic background</p> <p>\$90,732.00</p> | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Surveyors Creek 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"> • additional staffing to implement [program/initiative] to support identified students with additional needs |

| | |
|--|---|
| <p>Socio-economic background</p> <p>\$90,732.00</p> | <ul style="list-style-type: none"> • employment of additional staff to support [name] program implementation. <p>The allocation of this funding has resulted in: 30 students across stage 2 and 3 participated in the Quick Smart numeracy program and 5 students from stage 3 were identified to participate in the MultiLit Program. Through our Wellbeing Action Team students were identified and allocated SLSO time to support their social,emotional and academic needs who did not meet criteria for integration funding.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2021 3 SLSOs will be employed to continue with established targeted academic and wellbeing intervention programs.</p> |
| <p>Aboriginal background</p> <p>\$6,702.00</p> | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Surveyors Creek Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</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"> • employment of specialist additional staff (SLSO) to support Aboriginal students • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in: Our Aboriginal Equity Funds were added to the employment of our SLSOs (FTE 2.8) to support Aboriginal students (11 students) in our Intervention Programs Literacy/Numeracy (See programs) when needed.</p> <p>After evaluation, the next steps to support our students with this funding will be: All stakeholders were consulted in the development of PLP's for all Aboriginal students. Support Teacher Learning Assistance was employed to assist students in Quick Smart, Mini Lit and Multi Lit. Our ATSI students have performed at or above Similar Schools and State in Check in assessment.</p> |
| <p>English language proficiency</p> <p>\$67,095.00</p> | <p>English language proficiency equity loading provides support for students at all four phases of English language learning at Surveyors Creek 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in: As well as our staffing component of .2 a teacher was employed for another 2 days per week (.4) through our flexible funding. This allowed our EALD teacher to provide in class support to identified students who were flagged at our Wellbeing Action Team (WAT) meeting. Priority was given to our K-2 students through early intervention.</p> <p>After evaluation, the next steps to support our students with this</p> |

| | |
|--|--|
| <p>English language proficiency</p> <p>\$67,095.00</p> | <p>funding will be: Once again COVID interruption to learning played a big part in the delivery of the program. The EALD teacher did however, continue to provide some support online during this period. In 2022 we will not be allocated the staffing component of .2. and will only receive flexible funds to support our EALD students. This targeted intervention will be 2 days per week. The focus will be in K-2 as that is where we have identified the greatest need based on our 2021 analysis of data. Students in 3-6 who are identified through our WAT (Wellbeing Action Team) team will be placed on the EALD teacher's case load if additional support is required.</p> |
| <p>Low level adjustment for disability</p> <p>\$164,714.00</p> | <p>Low level adjustment for disability equity loading provides support for students at Surveyors Creek 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"> • Other funded activities <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 within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention Quick Smart (Numeracy) and Multi Lit (Reading Program) to increase learning outcomes • employment of LaST and interventionist teacher • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in: 30 students across stage 2 and 3 participated in the Quick Smart numeracy program and 5 students from stage 3 were identified to participate in the Multi Lit Program. Through our Wellbeing Action Team students were identified and allocated SLSO time to support their social,emotional and academic needs who did not meet criteria for integration funding. A specialist teacher was employed .9 to implement phase 2 of the Back to Front Maths program K-6.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022 a specialist teacher will be employed .4 to oversee the continuation of the program. Delivering targeted professional learning and classroom teacher support where identified. In 2022 specialist teacher will be employed .6 to facilitate and implemented 'Fountas and Pinnell' a targeted literacy program to address the needs of our students who identified through the analysis of NAPLAN, Check In and PAT data. We will also continue with the employment of 3 (2.8)SLSOs for targeted intervention programs.</p> |
| <p>Literacy and numeracy</p> <p>\$15,061.00</p> | <p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Surveyors Creek 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, |

| | |
|--|---|
| <p>Literacy and numeracy</p> <p>\$15,061.00</p> | <p>learning and assessment</p> <p>The allocation of this funding has resulted in: It went towards the purchase of the Back to Front Maths Program and Fountas and Pinnell reading resources.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to build upon the resources to effectively support the program.</p> |
| <p>QTSS release</p> <p>\$112,000.00</p> | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Surveyors Creek 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"> • Highly Effective Teaching strategies in Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • additional teaching staff to implement quality teaching initiatives • 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: This resulted in the identified expert in Literacy and Numeracy to liaise with stage APs to provide targeted professional learning and in class support to achieve the progress measures in our Strategic Improvement Plan.</p> <p>After evaluation, the next steps to support our students with this funding will be: Future High Impact Professional Learning (HIPL) for teachers to build upon and strengthen current practice. This will focus on 'Fountas and Pinnell' 'Quality Teaching Rounds' and 'Back to Front Maths'.</p> |
| <p>Literacy and numeracy intervention</p> <p>\$94,179.12</p> | <p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Surveyors Creek 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • 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: Staff were identified to support the implementation of Fountas and Pinnell and Initial Lit and the identification of students requiring intervention and extension. This allocation of funds allowed us to back fill a classroom position so that expert teachers could come off class to implement program.</p> <p>After evaluation, the next steps to support our students with this funding will be: This strategy will be continued in 2022 as it is embedded into Strategic Direction 1.</p> |

COVID ILSP

\$167,000.00

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.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:

- Other funded activities

Overview of activities partially or fully funded with this targeted funding include:

- employment of teachers/educators to deliver small group tuition
- providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area]
- releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups]

The allocation of this funding has resulted in:

Stage 2

Employment of additional LaST teacher, part time (0.6), to support the implementation of Fountas and Pinnell reading.

COVID ISLP teacher completed F&P training and shadow York PS F&P teacher for a day.

COVID ILSP teacher engaged in rigorous data analysis with year 3 staff to plan and set up reading groups. The teacher participated in the PLAN2 and Scout online learning modules to support capacity in creating student groups, creating an area of focus and tracking student progress.

Fountas and Pinnell Benchmark Assessment System Reading was used to assess Year 3 students in semester 1 and the data was recorded in Plan 2.

This determined the school resource allocation allowing for maximum impact and improvement. Continual monitoring of student performance data will determine areas of need and success.

Ongoing collaboration with Stage 2 teachers throughout the process through conference sessions ensured that tuition was targeted to the learning needs of the students. At the conclusion of this process the LaST teacher has been going into classroom to assist the teacher in setting up guided reading procedures, utilising the Fountas and Pinnell guided reading texts.

Stage 1

Employment of an additional full time teacher 1.0 to deliver instruction to identified students in InitialLit.

The CILSP teacher delivered small group reading tuition to targeted students.

Tailored instruction was implemented to cater for individual students' learning needs using a suite of strategies based on:

Individual goals, personalised learning and support plans, one-on-one feedback and the regular monitoring of individual learning progress.

Regular communication with teachers, parents, students and supervisor was provided on student progress in the program.

After evaluation, the next steps to support our students with this funding will be:

Teaching and Learning programs reflected the deep understanding and commitment by all educators of what we needed to achieve. This ensured that students made positive growth in reading and were willing to take risks with their learning in a safe and supportive learning environment. Data indicated positive trajectory towards our target.

Baseline data collected using the Fountas and Pinnell Benchmark Assessment System (BAS) ensured that we had consistent judgement and low attaining students could be identified and targeted for participation in the COVID intensive small group program in Semester 2. The instructional COVID teacher engaged in rigorous collaboration with stage 2 teachers to develop lesson plans using the Fountas and Pinnell guided reading program that were adapted based on student needs.

A professional learning community was developed with educators discussing Teaching and Learning programs and activities within their classrooms. Stage 1 teachers have continued to develop their skills by engaging with each other, analyzing what works best and identifying where

COVID ILSP

\$167,000.00

to next. Educators shared their expertise for instructional improvement which positively affected student achievement. Students continue to make progress. Levels of engagement are high and students are keen to participate in the program. All students participating in the Stage 1 COVID program were referred to our Wellbeing Action Team (WAT) team. Through the collaborative process and the InitialLit program teachers are showing students what success looks like and breaking down the steps required to achieve success. By analysing and using student data to identify students' learning needs, developing learning goals, monitoring progress, developing teaching resources, differentiating lessons and assessments, providing specific feedback, educators have created a safe learning environment which promotes learning and a high level of student engagement where every student is known, valued and cared for. The next step is to continue to support our students by continuing to implement small group tuition using data sources to identify specific student needs. In-class support and lesson observations for educators to meet student learning goals. Through the collaborative process and the Fountas and Pinnell GR program teachers are showing students what success looks like and breaking down the steps required to achieve success. By using student data to identify students' learning needs, developing learning targets and monitoring progress and developing accessible teaching resources that include templates for how to differentiate lessons and assessments we have created an environment that promotes learning and high level of student engagement where students are engaged.

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2018 | 2019 | 2020 | 2021 |
| Boys | 308 | 303 | 296 | 284 |
| Girls | 254 | 260 | 256 | 271 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2018 | 2019 | 2020 | 2021 |
| K | 94.7 | 94.1 | 96.2 | 93.5 |
| 1 | 94 | 93.2 | 94.1 | 93.8 |
| 2 | 95.3 | 94.8 | 96 | 93.3 |
| 3 | 93 | 95 | 96.1 | 94 |
| 4 | 94 | 94 | 95 | 93.9 |
| 5 | 92.2 | 93.8 | 95.8 | 92.4 |
| 6 | 93 | 94 | 95.2 | 91.7 |
| All Years | 93.7 | 94.2 | 95.5 | 93.2 |
| 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) | 5 |
| Classroom Teacher(s) | 23.17 |
| Literacy and Numeracy Intervention | 0.84 |
| Learning and Support Teacher(s) | 0.9 |
| Teacher Librarian | 1 |
| Teacher ESL | 0.2 |
| School Counsellor | 1 |
| School Administration and Support Staff | 8.06 |

*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 | 742,693 |
| Revenue | 5,754,948 |
| Appropriation | 5,658,732 |
| Grants and contributions | 95,633 |
| Investment income | 582 |
| Expenses | -5,777,464 |
| Employee related | -5,270,343 |
| Operating expenses | -507,122 |
| Surplus / deficit for the year | -22,517 |
| Closing Balance | 720,177 |

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 | 13,462 |
| Equity Total | 331,243 |
| Equity - Aboriginal | 6,702 |
| Equity - Socio-economic | 90,732 |
| Equity - Language | 69,094 |
| Equity - Disability | 164,714 |
| Base Total | 4,698,931 |
| Base - Per Capita | 142,013 |
| Base - Location | 0 |
| Base - Other | 4,556,917 |
| Other Total | 480,102 |
| Grand Total | 5,523,738 |

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

Below are the responses for Parent/caregiver, student, teacher satisfaction.

To garnish response from each group in 2021 we used the following:

Teachers - People Matter Survey.

Parents/caregivers- COVID Parent Home Learning Survey

Students- Tell Them Home Me Survey

| + Questions with the highest favourable scores | | | 2021 % favourable | difference from 2020 |
|--|----|---|----------------------|-------------------------|
| Employee voice | 5b | My manager listens to what I have to say | 97% | +11% |
| Health and safety | 7p | I am confident work health and safety issues I raise will be addressed promptly | 97% | - |
| Role clarity and support | 1a | I understand what is expected of me to do well in my job | 95% | +7% |
| Customer service | 2e | My workgroup considers customer needs when planning our work | 95% | - |
| Job purpose and enrichment | 1e | My job gives me opportunities to use a variety of skills | 92% | - |

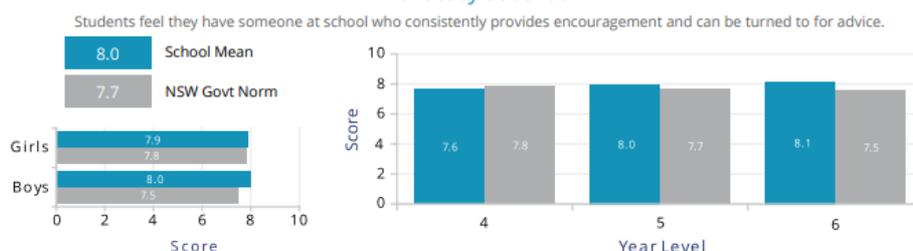
Teachers\nAll staff completed the People Matter Survey this snapshot shows the questions with the most favourable scores.

| + Most improved questions | | | 2021 % favourable | difference from 2020 |
|--|----|--|----------------------|-------------------------|
| Senior managers | 6b | Senior managers model the values of my organisation | 79% | +16% |
| Inclusion and diversity | 2c | People in my workgroup treat each other with respect | 87% | +13% |
| Employee voice | 5b | My manager listens to what I have to say | 97% | +11% |
| Senior managers / Teamwork and collaboration | 6c | Senior managers promote collaboration between my organisation and other organisations we work with | 82% | +10% |
| Learning and development | 7e | My organisation is committed to developing its employees | 77% | +10% |

Teachers

These responses in the People Matter Survey show the most improved questions from 2020 to 2021.

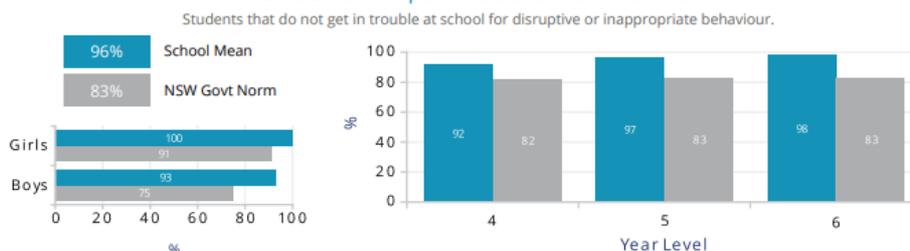
Advocacy at school



Student

Student responses to Advocacy at school in the Tell Them From Me Survey 2021 shows that we are above Government Norms.

Students with positive behaviour at school

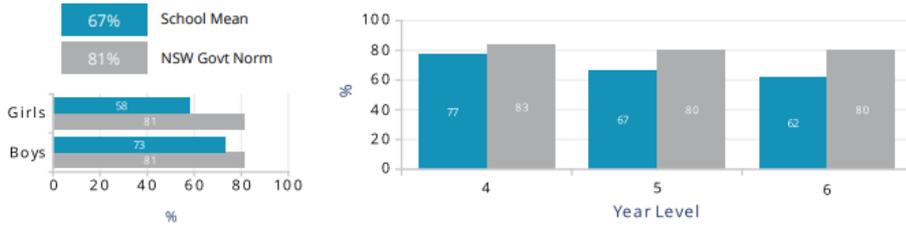


Student

This graph shows we are above the NSW Government Norms for Positive Behaviour at School.

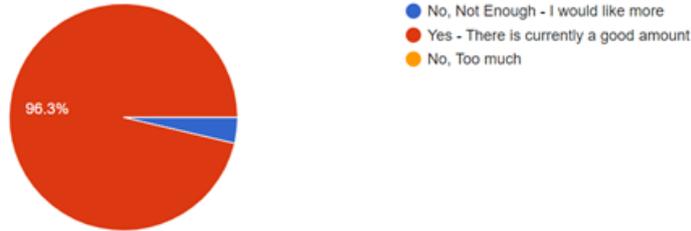
Students with a positive sense of belonging

Students feel accepted and valued by their peers and by others at their school.



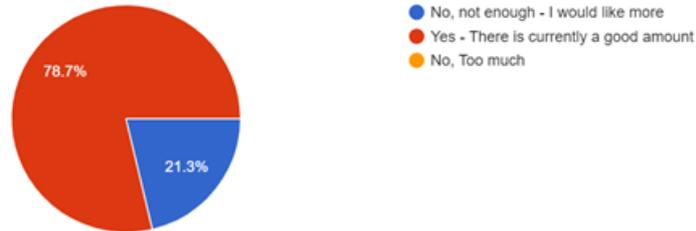
This graph indicates they we need to do more as a school to increase a sense of Belonging at school. In 2021 COVID had a significant impact on our students.

Do you currently feel support by the amount of teacher communication and contact? [Copy](#)
27 responses



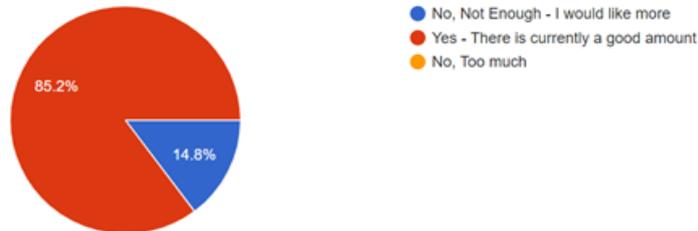
Parent
ESTG 1 Parent satisfaction with Learning from Home during COVID in 2021.

Do you currently feel support by the amount of teacher communication and contact? [Copy](#)
61 responses



Parent
Stage 1 Parent satisfaction with Learning from Home during COVID in 2021.

Do you currently feel support by the amount of teacher communication and contact? [Copy](#)
88 responses

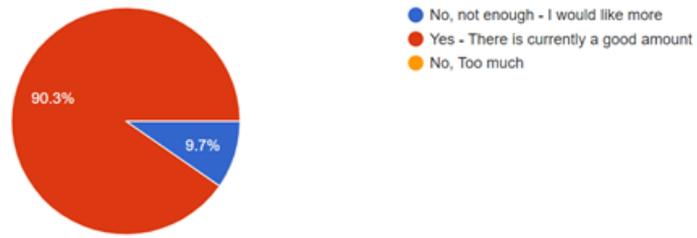


Parent
Stage 2 Parent satisfaction with Learning from Home during COVID in 2021.

Do you currently feel supported by the amount of teacher communication and contact?

 Copy

62 responses



Parent
Stage 3 Parent satisfaction with Learning from Home during COVID in 2021.

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.