2022 Annual Report

Chatswood Public School

7409

Introduction

The Annual Report for 2022 is provided to the community of Chatswood 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.

School contact details

Chatswood Public School
5 Centennial Ave
Chatswood, 2067
https://chatswood-p.schools.nsw.gov.au/
chatswood-p.school@det.nsw.edu.au
9419 6127

School vision

Chatswood Public School nurtures, inspires and engages all learners to reach their full potential. Students are at the heart of our school and we empower them to become critical, creative and successful life-long learners through an innovative curriculum. In partnership with our community, we celebrate diversity in an inclusive environment that acknowledges Indigenous history.

School context

Chatswood Public School is an NSW Public School located on Sydney's north shore and was founded in 1883.

The current school enrolment for K-6 students is 1225 students, with 89% of our students from non-English speaking backgrounds that represent a wide variety of cultural groups, primarily Chinese, Korean and Indian. Chinese and Korean community language programs are offered to students. An emphasis on inclusivity, and celebrating the differences existing throughout our student population, strengthens our school community.

The school delivers quality learning programs addressing the needs of all learners, including two opportunity classes for gifted students, Korean Bilingual classes and a Multi-Categorical Class. Modelled, guided and independent instruction is evident in daily practice and programs.

The school has a proud tradition of achievement in the creative arts with outstanding established programs in music and provides students with the opportunity to participate in a wide range of extra-curriculum activities. The involved parent body contributes to the inclusive culture that supports all students and ensures that everyone achieves to his or her potential.

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will embed professional learning models to guide evidence based practices through the use of data.

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.

- Explicit and Systematic Teaching of Numeracy
- Explicit and Systematic Teaching of Reading

Resources allocated to this strategic direction

QTSS release: $112,655.00
Literacy and numeracy: $17,000.00
Professional learning: $26,600.00
Literacy and numeracy intervention: $137,905.20
Integration funding support: $68,337.00
Low level adjustment for disability: $75,347.03

Summary of progress

Our focus for 2022 was on **the explicit and systematic teaching of numeracy.** The Mathematics SIP team focus in 2022 was to ensure that previous years goals were implemented and met across K-6 classrooms at Chatswood Public Schools. Stage programs were developed in conjunction with the CPS two week maths scope and sequence and pre- and post- tests. Teachers used student data from a range of different formative and summative assessments to plan and adapt their teaching and learning programs to meet students' points of need. The mathematics team members visited schools with similar co-teaching classroom spaces to ensure that programs incorporated teaching and learning ideas that would assist new co-teaching spaces in 2023. School executive and instructional leaders delivered demonstration lessons in K-6 classrooms to provide teachers with an exemplary model of instruction in mathematics. These lessons included coaching and mentoring for beginning teachers and extensive collegial discussions with experienced staff. This has aligned with staff in terms of their attainment of goals in mathematics as detailed in their professional development plans. As we move into 2023 and beyond, this initiative will work with staff to strengthen practices in the co teaching homebase environment, around the explicit teaching of numeracy, implement evidence-based numeracy practices, differentiated mathematics groups in, explicit instruction in all classrooms, a focus on mathematical language and vocabulary, and incorporating picture books into programs. We will continue to reflect and refine the current mathematics teaching and learning programs and continue to upskill the staff in The Mathematics K-10 syllabus and National Numeracy Learning Progressions. Executive staff will work alongside the new Assistant Principal Curriculum and Instruction positions to deliver demonstrations lessons in classrooms. All of these initiatives will support further improvement in student outcomes and teaching practices across the school.

Our focus for 2022 was on **the explicit and systematic teaching of reading.** School teams were guided through the process of developing consistent evidence-informed practices across the school and used reading assessments to identify the point of need with student learning. Student reading data was tracked on the data wall, K-6 teaching and learning English programs focused around the English Textual Concepts, learning walks in reading groups and PL in the use of decodable texts and the skills and behaviour of readers using the levels of the Fountas and Pinnell guided reading system. A focus was on upskilling staff to strengthen practices around the explicit teaching of phonics K-2, improving the quality of reading groups and provide support for explicit instruction in the engine room in all K-6 Classrooms. Professional dialogue on reading and comprehension strategies drawn from the evidence-base was a focus in grade groups and executive teams to ensure student learning was at the forefront of all practices and these practices were targeted at student need. Teachers used student data to plan and embed quality practices into their everyday teaching, and as a result, adapted teaching and learning programs to reflect this. Differentiated support across all grade teams, in the form of EPiA (Effective Action in Practice by Assistant Principals), Instructional Leader demonstration lessons, coaching and mentoring, has been provided for staff at their point of need. Student learning outcomes have been tracked through the collection and analysis of reading assessment data (PM Benchmarking and Fountas and Pinnell Assessment System) and have shown improvement across the board. This has been shared with all stakeholders. In 2023 and beyond will continue to reflect and refine current English teaching and learning programs and continue to up skill the staff in the K-6 English Syllabus, the new K-2 English Syllabus, The National Literacy Progressions and English Textual Concepts. This will support further improvement in teaching practice 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
83.7% of students achieve in the top two NAPLAN numeracy bands.	The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy is 67.9% indicating achieving below the agreed lower bound target of 78.70%.
10% increase of students achieving expected growth in NAPLAN numeracy	Due to absence of 2020 NAPLAN results, there is no expected growth available for the 2022 cohort. Grades participated in PL sessions analysing Year 3 and Year 5 numeracy data. They were asked to identify what has contributed to the performance of student outcomes at CPS in 2022 only due to the lack of data for 2020.
79.40% of students achieve in the top two NAPLAN reading bands.	The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN reading is 74.06% indicating achieving just below the agreed lower bound target of 74.40%.
10% increase of students achieving expected growth in NAPLAN reading	Due to absence of 2020 NAPLAN results, there is no expected growth available for the 2022 cohort.
All teachers will embed data driven practices into teaching and learning of literacy and numeracy. Four grades participate in Case Management.	There was no case management in the area of reading and mathematics due to staff shortages in 2022.

Strategic Direction 2: Engage

Purpose

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.

In order to maximise student outcomes and ensure that they achieve their full potential, the learning is to be visible. Students become capable, motivated and reflective learners who receive and apply feedback in a timely manner.

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.

- Making Learning Visible
- Curriculum, Assessment and Reporting

Resources allocated to this strategic direction

Professional learning: $53,023.79
QTSS release: $9,680.00
English language proficiency: $476,058.01
Refugee Student Support: $687.68

Summary of progress

Making Learning Visible

The Visible Learning initiatives this year were largely organised around CORWIN professional learning and the program they provided for the school. Alongside these professional learning days, the visible learning team also organised a number of professional learning opportunities through stage meetings and weekly professional learning calendar. We were also allocated 2 full-day professional learning days on School Development Days in order to provide CORWIN with the time required to build staff professional capacity in the areas of learning intentions and success criteria, as well as understanding visible learning more broadly at the beginning of the year. These days then lead to follow up initiatives and the implementation of a consistent approach to unpacking success criteria using the differentiated approach of surface, deep and transfer learning. Impact coaches were brought together throughout the year to consider their role in supporting one another and their teams.

Moving forwards into 2023, the role of the Impact Coaches will also become a major focus. Impact coaches were selected in 2022 through a questionnaire and EOI. A day's training occurred with a Corwin consultant and impact coaches practiced having coaching conversations in pairs and reflecting on implementation of learning strategies. The conversations practiced and learning strategies highlighted will then be utilised by impact coaches moving forwards into classroom visits and teacher discussions into 2023.

Furthermore for next year, data from the Mindframes Survey 2, 'walk throughs' data and discussions with the school leadership team and impact coaches will be used to help introduce other aspects of visible learning, while further consolidating the use of Learning Intentions and Success Criteria that was the focus in 2022. Feedback will be looked at as an area of focus in 2023 through a collaborative learning environment whereby staff will engage in learning discussions with colleagues, be supported by our team of school Impact Coaches, act on school and Corwin collected data and work with course facilitators. Staff will engage in content through readings, quizzes, videos, group discussion boards and practical examples of Visible Learning strategies in action in both face-to-face workshops with Corwin consultants and asynchronous self-paced online courses with consultant support.

Curriculum Assessment and Reporting

Curriculum

Chatswood PS has successfully implemented the Draft K-2 English and mathematics syllabuses and are well-placed for implementation in 2023. The NSW Curriculum Reform timeline will necessitate the development of planning throughout 2023 to ensure all staff are additionally prepared as follows:

- planning and preparing for English and Mathematics 3-6, Aboriginal Languages & Auslan (for implementation 2024)

- Science & Technology, PDHPE, HSIE and Creative Arts - new syllabus consultation and release (plan and prepare 2024/ Taught in schools 2025)

Implementation of the current Personal Development, Health and Physical Education syllabus is evident in teaching and learning programs. An abbreviated professional learning session delivered in Stage teams early Term 1 2023 is suggested to ensure all staff are conversant with syllabus requirements and changes within, particularly for Child Protection. Partnerships have been strengthened with Gol Gol Public School through collaborative programming of integrated units in science. Students are beginning to make connections with our remote partner school through teaching and learning programs and school visits. The science scope and sequence has been realigned to facilitate stage based learning and content areas for future integration across science and geography have been identified for development in 2023. A systematic approach to integrating Gol Gol PS within one or two strands K-6 has been identified as the most effective way forward. The student leadership planned excursion to Mungo National Park with Carlingford West PS leaders was cancelled due to flooding. In its place, a Leadership Summit enabling a reciprocal visit between the schools immersed student leaders in Indigenous cultures and history.

A focus on developing a K-6 approach to teaching spelling is required in alignment with the new English Syllabus. K-2 are successfully utilising a scope and sequence derived from Letters and Sounds. Some research has been undertaken into various models of STEM or STEAM across schools. This has included some contact with schools across the region and reading of professional journals. Sourcing and engaging with community and professional experts will be needed to further expand our vision for this new space prior to student and staff use.

Assessment and Reporting

A systematic whole school approach to reading assessment has been established through the use of PM benchmarking and Fountass and Pinnell. Data Review meetings are effective in tracking, monitoring and targeting need K-6. Consistent practice in formative assessment is evident in numeracy K-6. Practices to track and monitor student growth are not consistent. The Literacy and EAL/D progressions were utilised to develop rubrics K-6 for consistency in writing assessment with some success. An examination of assessment practices by the executive team highlighted areas of strength across stages. To strengthen assessment practice K-6, professional learning in assessment for, of and as learning is needed for all staff. In 2023, the executive team will focus on quality assessment practices for writing, utilising the Literacy and EAL/D progressions. This process will include the development of a consistent timeline for assessment implementation K-6 and further expand upon the current document including systems and processes to effectively utilise Naplan and Check-in assessment data to inform teaching and learning.

Reviewing the current reporting format was not prioritised in 2022 due to new build transition planning. In 2023, this will be explored to ensure the model is consistent with NESA guidelines. This will include the development of guidelines for personalised reports for students requiring curriculum adjustments.

English as a Second Language or Dialect (EAL/D)
Building on the professional learning which took place in 2021, initiatives which took place in 2022 aimed to enhance school-wide practices to effectively support EAL/D students. These initiatives promoted the use of the EAL/D Learning Progression as a tool for assessment, planning and reporting, with data obtained from whole school reading and writing assessments facilitating professional dialogue about EAL/D student language and literacy needs. Professional learning and co-teaching has been utilised to further deepen the capacity of classroom teacher to use and understand EAL/D pedagogy, supporting EAL/D student growth in English language development. In 2023 further targeted opportunities for classroom teachers and EAL/D teachers to collaboratively plan, teach, assess and monitor EAL/D students' language proficiency will support syllabus implementation and reporting to parents.

Korean Bilingual Program

The Korean Bilingual Program was established at Chatswood Public School in 2016. The program evaluation process examined the following aspects of the bilingual program:

- consistency of learning and teaching programs, language proficiency of students, the aim of the program and the social and emotional impact

The process placed a high importance on gathering the voices of all stakeholders. There were student and teacher focus groups conducted to listen to their opinions. A morning tea for the bilingual students' parents was held to gather their opinions. A group of teachers consisting of two bilingual teachers and the principal visited two bilingual schools with different models of bilingual education. This provided the team with ideas for the program. A new model of bilingual program will be implemented in 2023. There will be a pod of classes consisting of a non-bilingual teacher and a bilingual teacher working together. A Korean bilingual expert will work with the two home base teachers. Students will have lessons in other Key Learning Areas in Korean. An explicit Korean literacy and LOTE lesson will be taught by the Korean bilingual teacher in a co-teaching agreement with the two home base teachers.

High Potential Gifted Education (HPGE) Policy

The Opportunity Class (OC) teachers attended the GERRIC: Gifted Education professional learning at the University of New South Wales, strengthening their practice throughout 2022.. School-wide implementation of the HPGE policy will be prioritised in 2023 including the need to ensure identified students are referred to the Learning and Support team.

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
All teaching and learning programs effectively meet NESA requirements.	Systematic review of teaching and learning programs conducted by Assistant and Deputy Principals. Consistent use of programming template K-6. All class timetables reflect correct allocation of time for each Key Learning Area.
All teachers engage in professional learning and discussions on effective assessment data practices. The leadership team comprehensively analyses student progress data and effectively communicates findings to staff.	Formative and summative assessment practice documentation embedded within teaching and learning programs. Formative assessment practices in mathematics inform the teaching and learning program K-6. The executive team examined the School Excellence Framework and What Works Best Assessment to identify areas of future growth. Areas of strength were highlighted. Naplan reading and numeracy data examined by all staff in professional learning session.
All teachers have increased knowledge of the language relating to effective formative assessment. All teaching and learning programs demonstrate use of formative and summative assessment to support opportunities for teaching and learning in reading.	Teachers have baseline knowledge of formative assessment practice. This is reflected in teaching and learning programs. Consistent summative assessments in reading are evident in the forms of PM benchmarking and Fountas and Pinnell. This data is collected in a systematic basis and student progress is updated and monitored through the use of data wall. Data review meetings facilitate interventions for students and interventions are planned and implemented.
All teachers engage in professional discussions and learning in making learning visible.	All teachers have engaged in professional discussions in making learning visible. They have engaged in two Staff Development Days dedicated to visible learning with Corwin consultants and a school professional learning session. Teachers have trialled various visible learning tools throughout the year including a deep dive into Learning Intentions and Success Criteria, including the differentiation of success criteria into surface, deep and transfer levels. This LISC knowledge has been transferred into teaching and learning programs across all Key Learning Areas with a particular focus on embedding surface, deep and transfer success criteria into English Textual Concepts units of work. Executive staff and impact coaches have engaged in further professional learning sessions with Corwin and analysed data obtained from both teachers and students around what visible learning looks like in classrooms. All teaching staff have shared their visible learning classroom practice at grade, stage and whole school levels.
Learning Walks indicate a 50% increase in students knowing and applying where to next in their their learning.	Learning Walks were not able to be done due to a shortage of casual teachers.

Purpose

An integrated, comprehensive and holistic approach to wellbeing is needed in order to maximise student outcomes, connection and engagement. In partnership with parents and the community, students are given a voice and strategies to feel safe and supported.

The situational analysis identified a need to have a united cohesive community that ensures all learners' needs are catered for in the preparation for our new school environment. This will enable all learners to be equipped to participate and engage in our evolving society. Learners need to develop the skill set to be cooperative, collaborative and critical and creative thinkers.

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
- Flexible, Adaptable, Collaborative, Learning Environment (F.A.C.E) New Build

Resources allocated to this strategic direction

QTSS release: $112,678.45
Socio-economic background: $14,175.00
: $20,000.00

Summary of progress

Wellbeing

The Wellbeing focus for 2022 was to develop systematic attendance procedures and implement an evidence-based, whole-school wellbeing approach that suits the context of Chatswood Public School. We also continued to strengthen our Country City Alliance of Schools, implemented lunchtime interest groups to alleviate the impact of the construction site for the new build and introduced the Growing Strong Minds program as a consistent whole school wellbeing approach. A whole school behaviour matrix was also developed with staff and student input.

In 2022, new Attendance Processes and Procedures have been implemented across Chatswood Public School. All staff attended an Attendance Processes PL where the CPS attendance procedures and processes were communicated, and a policy folder that contained the Attendance Procedures and Guidelines and attendance flowchart was distributed. Deputy Principals run percentage attendance reports for students with attendance concerns of 'At Risk' (<79%) and 'Early Intervention' (<89%) twice a term, following monitoring procedures, including communicating with staff, parents as well as the HSLO as required. Automatic absence notifications have also been utilised from Semester 2 to formalise the absence explanation process. This has reduced the administrative load for teachers.

Growing Strong Minds (GSM) was selected as the wellbeing approach that could be embedded authentically across the whole school as its use of scientifically founded, evidence-based character strengths and positive psychology would provide the basis for a consistent language and approach. The GSM program was introduced to staff and parents in Term 1 through a teacher-led professional learning session and a parent information workshop. Teachers viewed lessons relevant for their stage and how to effectively implement circle learning. The student program was implemented and aligned with Personal Development lessons throughout Term 2 and staff responded positively to the program, stating that both staff and students found the language useful, especially in how it could be incorporated across Key Learning Areas and into awards, assemblies and reporting. During 2022, the GSM Ambassadors attended mentoring sessions from Growing Strong Minds schools and learnt about how GSM was being implemented in other schools. The focus for 2023 is to incorporate more social stories and role play scenarios in Early Stage 1 and Stage 1 to reduce time sitting on the floor and develop a weekly circle time focus to ensure GSM language is being used consistently throughout the year. Another future consideration will be to determine how to effectively implement the program in co-teaching environments.

A Wellbeing Action team collaborated to develop a foundation of wellbeing and behaviour strategies that could be incorporated into a whole-school approach. The team researched and then developed a draft behaviour strategy as well as three behaviour expectations that were rolled out to staff for staff and student feedback through the development of a behaviour matrix. A focus on school-wide rewards/consequences and lessons to roll out the expectations will be developed for 2023.

The Country City Alliance of Schools program was further strengthened this year, beginning with select teachers visiting Gol Gol Public School and Gol Gol Immersion Centre as well as the Coonamble Public School and Chatswood Public School exchange program. Students found the Coonamble Camp Excursion highly valuable and felt it enhanced their knowledge and understanding of rural schools, camping in tents and Indigenous culture. Additionally, six students from the SRC were selected to participate in video conferences with CCA schools such as Bundara Central School, Pymble Public School, Lane Cove Public School and Gordon East Public School. Students had the opportunity to discuss the similarities and differences between country and city schools.

Student interest groups and lunch clubs were implemented this year including Lego, Board Games, Robotics, Art and Origami. Each activity had between 2 and 31 students attending on a weekly basis. The focus for next year will be to promote the interest groups more and streamline processes for interest groups when staff are absent.

Flexible, Adaptable, Collaborative, Learning Environment (F.A.C.E)

The focus for 2022 in the Flexible Adaptable Collaborative Environments (FACE) initiative was to upskill and familiarise staff with co-teaching practices and to effectively utilise flexible furniture in open, flexible learning environments. Our focus was also to include students in the design of play spaces and a chicken coop for the new build through project-based learning.

Staff involved in co-teaching partnerships developed co-teaching agreements and these were reviewed and evaluated throughout the year. Staff also participated in observations of co-teaching practice within the school and completed a reflection survey which was analysed to identify areas of success and where to next. One area of focus for next year is to integrate the Mathematics and FACE teams to run more professional learning about the effective use of flexible learning spaces in running maths lessons and maths groups. Staff would also like further opportunities to share classroom management strategies and observe more co-teaching partnerships.

Professional development about the co-teaching models was provided for staff to best implement flexible learning. SLEC provided Professional Learning on Learning modes (3-6) and evidence was gathered via Jamboard of how teachers were implementing the learning modes and what each one looked like. Co-teaching partnerships also shared how they were implementing the learning modes such as collaboration, discussion, guided, independent and explicit learning, with resources and posters with visual success criteria shared across the staff. Some co-teaching partnerships also participated in observations of other schools implementing the learning modes to provide further support in implementing co-teaching in their own classrooms. Further professional learning and observations would be beneficial for a consistent approach to the learning modes and implementation across the school. The development of a technology progression and the professional learning surrounding it will be a focus in 2023.

Flexible furniture has been purchased this year to complement the introduction of co-teaching and flexible learning in 2022/2023. Furniture was selected from multiple companies and quotes were obtained. Selected classes across years 2-6 trialled the new flexible furniture throughout 2022 and a survey was conducted to determine students and staff preferences for flexible furniture, which was purchased and will begin being used in 2023. Rules and expectations for use of flexible furniture will be established and ready to implement in 2023. Staff also participated in professional learning about spatial competencies and furniture affordances in order to consider a variety of ways that flexible furniture can be utilised. They were presented with a range of learning environment photographs where they had to evaluate the effectiveness of each setting. By examining and ranking nine images, participants saw the connection between their beliefs and perceptions, the learning spaces and settings, and the "entanglement of space, people and objects that intermingle to become meaningful and valuable learning environments". Parents will be informed of the benefits and research based practices of flexible learning spaces in 2023.

Students were involved in the design process for two aspects of the New Build. During Term 1 and Term 2, 5T and 6M formed collaborative groups to design the rooftop play space around a set project criteria. Students consulted with engineers to build their understanding of design limitations and worked with the SRC to collect student voice in what equipment they wanted for the playspace. 5T and 6M pitched their preliminary ideas for the space in T2 Week 3. The engineer then provided feedback and limitations of their designs. Executive then sourced playground equipment that could be installed, which was purchased and fitted. During Term 2 and 3, 6Y and 6I worked on 'Project Chicken', a PBL experience where they worked in collaborative groups to research and design a chicken coop for the school. Presentations for the coops were presented to the executive staff to select a winning design to transfer into a plan for a coop build by a contractor. This design will be installed by the beginning of 2023. 6I & 6Y then reflected positively to the P & C about the design process and PBL experiences.

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

An increase of 6% of students attending school.	Student attendance is 93.8% and is above the negotiated target of 91.9%.
Increase in students reporting a strong sense of belonging and advocacy to 90.2%.	TTFM student data in Term 1 reported 74.85% of students had a positive sense of belonging. TTFM student data in Term 1 also reported 87.91% of students feel a strong sense of advocacy. This is an increase of 4.96% from Term 4 2021.
A whole school wellbeing approach with consistent language, expectations, rewards, expectations and consequences are implemented K-6.	Progress towards this target was achieved through the development of three school-wide expectations and an accompanying matrix developed using student and teacher voice was developed. Students have designed mascots to accompany the expectations.
Teachers engage in professional learning, discussions and trialing co-teaching methods. Improved systems on collaborative practices are reviewed and trialed. Protocols are implemented for collaboratively planning, programming and teaching.	SLEC provided Professional Learning on Learning modes for teachers engaging in co-teaching. Some co-teaching partnerships also participated in observations of other schools implementing the learning modes to provide further support in implementing co-teaching in their own classrooms. Staff involved in co-teaching partnerships developed co-teaching agreements and these were reviewed and evaluated throughout the year. Staff also participated in observations of co-teaching practice within the school and completed a reflection survey which was analysed to identify areas of success and where to next.
All teachers participate in professional learning in understanding the benefits of flexible learning spaces. Flexible furniture is trialed in grades across the school. Parents understand the benefits and research based practices on flexible learning spaces. A technology progression based from ACARA is developed. All teachers participate in the technology progression professional learning.	All staff K-6 have participated in collaborative teaching practice professional learning developed through School Learning Environments and Change. All staff also participated in a school-led professional learning about spatial competencies and affordances in flexible learning environments. All staff experienced collaborative teaching practice through Effective Practice in Action with Assistant Principals and Deputy Principals as well as through EAL/D support. Co-teaching was implemented in most classrooms across 3-6 with K-2 teachers implementing it in some KLAs. Flexible furniture was trialed in selected classrooms from years 2-6.

Funding sources	Impact achieved this year
Refugee Student Support $687.68	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Curriculum, Assessment and Reporting **Overview of activities partially or fully funded with this targeted funding include:** • release time to engage staff in targeted professional learning • employment of additional staff for targeted student support • professional development for staff around impact of trauma, learning and wellbeing needs of refugee students **The allocation of this funding has resulted in the following impact:** At this point in time the extent of the impact of the Profession Learning, which took place in late Term 3, is too early to analyse. Evidence collected so far has indicated positive reception to the professional learning session, with some teachers incorporating strategies into their teaching practice. **After evaluation, the next steps to support our students will be:** Continue to build the capacity of classroom teachers, including utilising the co-teaching cycle and other opportunities to further enhance understanding of EAL/D student needs across key learning areas.
Integration funding support $68,337.00	Integration funding support (IFS) allocations support eligible students at Chatswood Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Explicit and Systematic Teaching of Reading **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs **The allocation of this funding has resulted in the following impact:** Students in K-2 were provided targeted support, resulting in growth in their PM Benchmark. Through SLSO's being employed students who receive integration funding were able to be supported in progressing towards their leaning goals. **After evaluation, the next steps to support our students will be:** Due to growth in reading levels, 85% of students will come off the Minilit program and will continue to be monitored through classroom data. The remainder of students will continue to remain on the program. Students goals in the IEP's for 2023 will be modified and SLSO's will continue to support student progress.
Socio-economic background $14,175.00	Socio-economic background equity loading is used to meet the additional learning needs of students at Chatswood Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Wellbeing

Socio-economic background $14,175.00	**Overview of activities partially or fully funded with this equity loading include:** • providing students without economic support for educational materials, uniform, equipment and other items **The allocation of this funding has resulted in the following impact:** Students were able to attend excursions, camps and wear the school uniform. **After evaluation, the next steps to support our students will be:** Students who require financial support will continue to receive it.
English language proficiency $476,058.01	English language proficiency equity loading provides support for students at all four phases of English language learning at Chatswood Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Curriculum, Assessment and Reporting **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to support delivery of targeted initiatives • additional staffing intensive support for students identified in beginning and emerging phases • additional teacher time to provide targeted support for EAL/D students and for development of programs • provide EAL/D Progression levelling PL to staff **The allocation of this funding has resulted in the following impact:** At this point in time the extent of the impact of the Profession Learning, which took place in late Term 3, is too early to analyse. Evidence collected so far has indicated positive reception to the professional learning session, with some teachers incorporating strategies into their teaching practice **After evaluation, the next steps to support our students will be:** Continue to build the capacity of classroom teachers, including utilising the co-teaching cycle and other opportunities to further enhance understanding of EAL/D student needs across key learning areas.
Low level adjustment for disability $75,347.03	Low level adjustment for disability equity loading provides support for students at Chatswood Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Explicit and Systematic Teaching of Reading **Overview of activities partially or fully funded with this equity loading include:** • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • 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 **The allocation of this funding has resulted in the following impact:** Students in K-2 were provided targeted support, resulting in growth in their PM Benchmark. Through SLSO's being employed students who receive integration funding were able to be supported in progressing towards their leaning goals. **After evaluation, the next steps to support our students will be:**

Low level adjustment for disability $75,347.03	Due to growth in reading levels, 85% of students will come off the Minilit program and will continue to be monitored through classroom data. The remainder of students will continue to remain on the program. Students goals in the IEP's for 2023 will be modified and SLSO's will continue to support student progress.
Professional learning $79,623.79	Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Chatswood Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Explicit and Systematic Teaching of Numeracy • Explicit and Systematic Teaching of Reading • Making Learning Visible • Curriculum, Assessment and Reporting **Overview of activities partially or fully funded with this initiative funding include:** • Instructional Rounds across a Community of Schools • The Mathematics Leadership Team will research the new Interview for Student Reasoning (IfSR) and how best to implement the assessment across the school. This will be implemented in Term 3. • Corwin Evidence in Action and Foundation Day professional learning **The allocation of this funding has resulted in the following impact:** Across the K-6 the results were very similar. Students were able to answer What are you learning? and Where do you go for help? and struggled with why are you learning it? and how will you know if you are successful? Strengths Kindergarten-use of PM readers & whiteboards and markers, phonics and appropriate tasks Year 1- use of magnetic letters, whiteboards. Flash cards, PM readers, talk about text, prior knowledge, word work, teacher feedback, read to self, appropriate tasks, differentiation, ETC experiences, work on writing and use of technology Year 2- links to prior knowledge, orientation, talk about text, word work, clarifying meaning, teacher feedback, use of PM readers, use of decodables, whiteboard and markers, read to self, phonics, ETC experiences, technology Stage 2- use of PM readers and the Fountas and Pinnell readers in the engine room, links to prior knowledge, orientation and talk about texts, read to self, read to partner, appropriate independent tasks, use of technology Stage 3- the use of Fountas and Pinnell readers, use of whiteboards and markers in the engine room, links to prior knowledge, orientation, teacher feedback, talk about text Areas of Focus Highlighted Kindergarten and Year 1- use of decodable texts and the use of familiar reads in independent reading tasks. Year 2- use of school magazines in the engine room and the use of familiar reads during independent reading tasks. In Stage 2 and Stage 3 a focus will be on including more word work and experiences in the engine room within the text, a better understanding of the behaviour of the reading levels in the F&P system and including work work and vocabulary experiences in independent tasks. Through evaluating teaching and learning practices using the instructional rounds process, we determined our next steps as a school to focus on differentiated learning intentions and success criteria. **After evaluation, the next steps to support our students will be:** The K-2 team will now engage in PL around the use of decodable texts over the next few terms, have demonstrations by the IL in the use of decodables in the engine room and begin to experiment with the use of decodables in

| Professional learning

$79,623.79 | their own reading groups. The K-2 team will be upskilled in the importance of familiar reads and their place in independent reading tasks. Guidance and support will be given by the AP and IL to ensure this is successfully implemented in all K-2 classrooms.

PL will be designed to cater for the needs of 3-6 staff and upskill them in the behaviours that are typically associated with the F&P reading levels. More vocabulary and word work experiences will be programmed into the ETC units moving forward to allow for the frequency of ETC experiences focusing on vocabulary to appear in independent reading tasks.

Differentiated professional learning in learning intentions and success criteria with a focus on mathematics, utilising the learning progressions. |
|---|---|
| Literacy and numeracy

$17,000.00 | The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Chatswood Public School from Kindergarten to Year 6.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
 • Explicit and Systematic Teaching of Numeracy
 • Explicit and Systematic Teaching of Reading

Overview of activities partially or fully funded with this initiative funding include:
 • staff training and support in literacy and numeracy
 • literacy and numeracy programs and resources, to support teaching, learning and assessment
 • targeted professional learning to improve literacy and numeracy
 • resources to support the quality teaching of literacy and numeracy

The allocation of this funding has resulted in the following impact:
Across the K-6 the results were very similar. Students were able to answer What are you learning? and Where do you go for help? and struggled with why are you learning it? and how will you know if you are successful?

Strengths
Kindergarten-use of PM readers & whiteboards and markers, phonics and appropriate tasks
Year 1- use of magnetic letters, whiteboards. Flash cards, PM readers, talk about text, prior knowledge, word work, teacher feedback, read to self, appropriate tasks, differentiation, ETC experiences, work on writing and use of technology
Year 2- links to prior knowledge, orientation, talk about text, word work, clarifying meaning, teacher feedback, use of PM readers, use of decodables, whiteboard and markers, read to self, phonics, ETC experiences, technology
Stage 2- use of PM readers and the Fountas and Pinnell readers in the engine room, links to prior knowledge, orientation and talk about texts, read to self, read to partner, appropriate independent tasks, use of technology
Stage 3- the use of Fountas and Pinnell readers, use of whiteboards and markers in the engine room, links to prior knowledge, orientation, teacher feedback, talk about text.

Our visit to Bella Vista PS and Homebush West PS provided us with excellent examples of how mathematics could be structured and organised at CPS. Following the visits, two groups (two year 1 classes and four year 4 classes) have engaged in trials of new strategies for explicit teaching and mathematics groups. Students were surveyed prior and during the trials.

After evaluation, the next steps to support our students will be:
The K-2 team will now engage in PL around the use of decodable texts over the next few terms, have demonstrations by the IL in the use of decodables in the engine room and begin to experiment with the use of decodables in their own reading groups. The K-2 team will be upskilled in the importance of familiar reads and their place in independent reading tasks. Guidance and support will be given by the AP and IL to ensure this is successfully |

Literacy and numeracy $17,000.00	implemented in all K-2 classrooms. PL will be designed to cater for the needs of 3-6 staff and upskill them in the behaviours that are typically associated with the F&P reading levels. More vocabulary and word work experiences will be programmed into the ETC units moving forward to allow for the frequency of ETC experiences focusing on vocabulary to appear in independent reading tasks. eachers who engaged in the trials of new strategies will continue to implement and refine their practice in 2023. Teachers will be invited to visit their classrooms and view it in action. Following their observation, teachers may opt to trial it in their own classrooms. The storage of equipment has not yet been decided as it is pending an audit of current resources and allocation of storage in our new build.
QTSS release $235,013.45	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Chatswood Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Explicit and Systematic Teaching of Numeracy • Making Learning Visible • Curriculum, Assessment and Reporting • Wellbeing • Flexible, Adaptable, Collaborative, Learning Environment (F.A.C.E) New Build **Overview of activities partially or fully funded with this initiative funding include:** • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff **The allocation of this funding has resulted in the following impact:** All stages are teaching to the programs and making adjustments as needed for their class. Differentiation is evident from the range of activities available including the use of a star system and use of maths groups K-6. All stages are programming together as of semester 2. As a result of these initiatives it became evident that we would need a whole staff PL to roll out the new surface, deep and transfer posters and explanations for students. We also needed a meeting with impact coaches to share their role moving forward. VL Team Leader created a walkthrough survey to accompany the leaders who would go on learning walks later in the term - for them to collect their observations in one central location. **After evaluation, the next steps to support our students will be:** In Semester 1 of 2023 we will continue to operate on stage based programs. K-2 will be using the new syllabus and 3-6 will be using the existing K-10 syllabus, unless otherwise advised of an Accelerated Adopter Program. The mathematics team would like to gather feedback from stage teams regarding mathematics programs periodically throughout 2023 as we move into the new build. We would also like to continue evaluating our pre and post assessment cycle to ensure it is adequately demonstrating student growth and achievement. Our 2023 programs will continue to have a focus on explicit teaching and differentiated instruction based on assessment. Staff will continue to develop their knowledge and expertise in differentiated LISC and apply this across all Key Learning Areas. Impact Coaches will provide demonstration lessons to colleagues and lead professional learning teams in examining research and applying it into classroom practice.
Literacy and numeracy intervention $137,905.20	The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Chatswood Public School who may be at risk of not meeting minimum

Literacy and numeracy intervention $137,905.20	standards. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Explicit and Systematic Teaching of Numeracy • Explicit and Systematic Teaching of Reading **Overview of activities partially or fully funded with this initiative funding include:** • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students **The allocation of this funding has resulted in the following impact:** In Stage 3, 7 out of 13 teachers report they are implementing professional learning in their classrooms by selecting F & P texts at a certain level and using the task cards to support their questioning. These 7 teachers reported that they are finding choosing questions and having a specific focus effective, as they now have targeted discussions and are noticing further student engagement. In Stage 2, 4 out of 14 were trialing using the literacy guide. Further professional learning will occur around analysis of texts and how to design explicit teaching and questioning based on the skills around a particular text. From our audit it is evident that our school is generally well resourced for mathematics. We found that the location of items was inconsistent and clearer storage locations are needed for 2023, including resourcing by stage and numeracy strand. **After evaluation, the next steps to support our students will be:** Due to lack of staffing, case management was unable to occur, nor the learning walks at this stage to monitor use of the literacy guide and explicit teaching of reading. Professional learning is planned for future sessions around text analysis and planning explicit guided reading sessions. To be continued in 2023. We need to develop a storage plan for mathematics resources in 2023, including item locations and consistency of resourcing across pods.
COVID ILSP $17,939.00	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 2022. **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 **The allocation of this funding has resulted in the following impact:** Students were explicitly taught vocabulary and comprehension strategies. We utilised the Cars and Stars Reading comprehension assessment and instruction materials. We used high quality Australian Picture Books as visual texts to enhance vocabulary knowledge and link to a deeper understanding of ETC Units. Explicit teaching of reading comprehension skills and vocabulary has meant that students are given the tools to succeed in reading. **After evaluation, the next steps to support our students will be:** Students will continue to be monitored through the L&S process and identified through termly data review meetings. Teachers will differentiate reading strategies instruction to cater for individual learning needs.

Student information

Student enrolment profile

Students	Enrolments			
	2019	**2020**	**2021**	**2022**
Boys	686	707	653	615
Girls	629	636	563	527

Student attendance profile

School				
Year	**2019**	**2020**	**2021**	**2022**
K	97.1	88.1	95.4	89.7
1	97.2	87.6	95.9	93.1
2	97.5	86.5	96.0	93.1
3	98.3	89.0	96.6	93.1
4	97.0	87.6	96.2	90.5
5	97.6	90.0	96.9	90.5
6	96.2	87.4	94.9	90.9
All Years	97.3	88.0	96.0	91.5
State DoE				
Year	**2019**	**2020**	**2021**	**2022**
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	3
Assistant Principal(s)	7
Classroom Teacher(s)	44.81
Literacy and Numeracy Intervent	1.2
Learning and Support Teacher(s)	0.6
Teacher Librarian	1.6
Teacher ESL	3.6
School Counsellor	2
School Administration and Support Staff	7.47
Other Positions	4.4

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark[1]	2022 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 **Actual** ($)
Opening Balance	1,620,254
Revenue	12,848,244
Appropriation	11,239,978
Sale of Goods and Services	4,026
Grants and contributions	1,574,708
Investment income	23,879
Other revenue	5,654
Expenses	-12,418,276
Employee related	-10,518,278
Operating expenses	-1,899,998
Surplus / deficit for the year	429,968
Closing Balance	2,050,223

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.

	2022 **SBAR Adjustments** ($)
Targeted Total	69,025
Equity Total	634,533
Equity - Aboriginal	0
Equity - Socio-economic	14,175
Equity - Language	476,058
Equity - Disability	144,300
Base Total	7,793,511
Base - Per Capita	308,780
Base - Location	0
Base - Other	7,484,731
Other Total	1,922,745
Grand Total	10,419,813

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

Each year the schools are required to seek the opinions of students, teachers and parents about the school. In 2022, Chatswood Public School participated in the Tell Them From Me survey as well as discussions with parents at forums, P&C meetings and informally.

Students

79% of students have friends at school they can trust and who encourage them to make positive choices.

83% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future.

78% of students try hard to succeed in their learning.

The average mean of 7.3 of students believe that important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.

The average mean of 6.8 of students find classroom instruction relevant to their everyday lives.

The avergae mean of 7.0 of students believed that teachers set clear goals for learning, establish expectations, check for understanding and provide feedback.

The average mean of 7.0 Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.

Parents

The average mean of 7.4 of parents believed that the written information from the school is in clear, plain language.

The average mean of 7.4 of parents believed that they were well informed about school activities.

The average mean of 7.2 of parents believed that the school's administrative staff are helpful when I have a question or problem.

The average mean of 7.2 of parents believed that reports on my child's progress are written in terms I understand.

The average mean of 6.9 of parents believed that If there were concerns with my child's behaviour at school, the teachers would inform me immediately.

The average mean of 8.1 of parents believed that their child is clear about the rules for school behaviour.

The average mean of 7.6 of parents believed that their child feels safe at school.

The average mean of 6.7 of parents believed that teachers help students who need extra support.

The average mean of 6.5 of parents believed that school staff take an active role in making sure all students are included in school activities.

Staff

The average mean of 7.4 teachers believed that school leaders have helped them establish challenging and visible learning goals for students.

The average mean of 8.1 I teachers believed that they work with school leaders to create a safe and orderly school environment.

The average mean of 9.0 teachers believed that others teachers share their lesson plans and other materials with them.

The average mean of 8.4 teachers believed that they talk with other teachers about strategies that increase student engagement.

The average mean of 8.9 teachers believed that they set high expectations for student learning.

The average mean of 8.7 teachers believed that they monitor the progress of individual students.

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.