

Merrylands East Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Merrylands East Public School as an account of the school's operations and achievements throughout the year.

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

School contact details

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School background

School vision statement

Merrylands East Public School is a creative and innovative school where students are known by staff to "create the future" in a safe, supportive learning environment through personalised learning anytime, any where and with anyone. Students develop knowledge and skills necessary to be self-regulated and collaborative problem solvers in a local and global society with shared safe and supportive learning environments. Underpinning this vision is the development of exemplar teachers who know their content and how to teach it while being supported by collaborative expert Instructional leaders.

School context

Founded in 1928, Merrylands East Public School is situated on traditional Aboriginal Dharruk land, near the main central business district of Parramatta. With the assistance of key partners: Social Ventures Australia, Atlassian and the Museum of Contemporary Arts, and a strong collaborative network of global innovative educators, Merrylands East is creating the future by using ICT as a tool for learning and problem solving, and connecting via [twitter@merrylandseast](https://twitter.com/merrylandseast). Students see learning and not classes. The student population is drawn from over 40 socio-cultural backgrounds predominately from Islander, African, Middle Eastern and Asian communities. Eighty-nine percent of students speak a language other than English and around 10% have refugee experiences. The student population, while stable around the 370 mark, has a proportion which is transient (20%), with students leaving being replaced by new arrivals. The vast majority of students commence learning English for the first time when entering school at varying school years. English as a Second Language programs and a parent program support students and parents to access the school's curriculum. Celebration of cultural diversity and student achievements are recognised through the Student Welfare programs. Leadership skills and showing the highest public education values are fundamental to these programs. The school key emphasis is an integrated curriculum with emphasis on outcomes and general capabilities. An outstanding balanced educational program enables all students to succeed in the range of extra-curricular activities.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

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

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

| Elements | 2019 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture | Sustaining and Growing |
| LEARNING: Wellbeing | Delivering |
| LEARNING: Curriculum | Sustaining and Growing |
| LEARNING: Assessment | Delivering |
| LEARNING: Reporting | Delivering |
| LEARNING: Student performance measures | Sustaining and Growing |
| TEACHING: Effective classroom practice | Sustaining and Growing |
| TEACHING: Data skills and use | Delivering |
| TEACHING: Professional standards | Sustaining and Growing |
| TEACHING: Learning and development | Sustaining and Growing |
| LEADING: Educational leadership | Excelling |
| LEADING: School planning, implementation and reporting | Delivering |
| LEADING: School resources | Sustaining and Growing |
| LEADING: Management practices and processes | Delivering |

Strategic Direction 1

Know our students and how they learn.

Purpose

Teachers know their students well, including their diverse linguistic, cultural and religious backgrounds. They know how the experiences that students bring to their classroom affect their continued learning.

Our students can articulate how they learn and what they learn.

Improvement Measures

- 100% of staff are delivering and evaluating programs that are NESA compliant, needs based and challenging students.
- All teachers are using data for planning and evaluating teaching programs
- Over 80 % of students are achieving at or above national minimum benchmarks in NAPLAN.

Progress towards achieving improvement measures

Process 1: Early Action For Success

- Train all teachers in the use of Progressions for benchmarking students.
- Develop differentiated teaching strategies for Literacy and Numeracy.

| Evaluation | Funds Expended (Resources) |
|--|----------------------------|
| <p>99% of Years 3 and 5 students were above national minimal benchmark in NAPLAN Reading 2019.</p> <p>95% of Years 3 and 5 students were above national minimum benchmark in NAPLAN Numeracy 2020.</p> <p>Students reading levels were captured at the end of each term to benchmark students.</p> <p>All K–2 Teachers implemented the Progressions to benchmark students and PLAN 2 to record students achievements.</p> <p>Personalised learning plans were written for all first nation students and students with disabilities.</p> <p>All K–2 teachers had lesson observations and were mentored by Deputy Principal Instructional Leaders.</p> <p>A whole school focus on building creative and critical thinking in literacy and numeracy programs.</p> <p>A teacher was trained in her first year as a Reading Recovery Teacher.</p> | Casual Relief Days \$12000 |

Process 2: SVA– Project Based Learning

- Utilises design thinking skills and other pedagogies to engage students in learning.
- Incorporates technologies in learning programs, where possible.

| Evaluation | Funds Expended (Resources) |
|---|------------------------------|
| <p>Years 3–6 teachers were training in the implementation of Project Based Learning.</p> <p>Teachers collaboratively planned units of work with a focus on sequential learning.</p> <p>Teachers visited other schools and educational settings to explore best practices in project based learning.</p> | Professional Learning \$6000 |

Progress towards achieving improvement measures

Play Based Learning was introduced into Kindergarten to support oracy and inquiry learning.

Curriculum working groups will be introduced to build the leadership distribution of staff and deepen knowledge, skills and understanding.

Process 3: School Plus: Science

- Visit and learn from exemplar schools and educational environments that teach Science.
- Create dedicated Science learning spaces for students.

| Evaluation | Funds Expended (Resources) |
|--|---------------------------------|
| <p>All Year 6 students participated in VALID 2019 with 69% achieving level 3 and 10.3% level 4.</p> <p>Science resources purchased and utilised in classroom programs to support students.</p> | <p>Science Resources \$2500</p> |

Strategic Direction 2

Know our content and how to teach it.

Purpose

Our teachers are highly knowledgeable in syllabus outcomes, content and pedagogy in order to implement relevant quality teaching and learning programs.

Our students can articulate their learning and make connections of their knowledge and skills in a meaningful context.

Improvement Measures

- 100% of staff are delivering and evaluating programs that are NESA compliant, needs based and challenge students.
- All teachers are using data for planning and evaluating teaching programs.
- 90% of students are achieving at or above national minimum benchmarks in NAPLAN.

Progress towards achieving improvement measures

Process 1: Early Action For Success

- Engagement of early childhood and literacy expert to support school leadership team and staff.
- Implement Masterclasses for Principals, Deputy Principal Instructional Leaders and hold regular weekly professional learning workshops for staff.
- Acquire resources to support EAFS.

| Evaluation | Funds Expended (Resources) |
|---|--|
| An early childhood and literacy expert was engaged to support school leaders and staff in Principals and Deputy Principals' Masterclass program. A specialist literacy teacher was engaged to support K–2 and to complement the school's Year 1 Reading Recovery Program. Home Reading and Guided Reading Resources were purchased to support classroom programs. | External Consultant \$50000 Reading Resources \$18291 |

Process 2: SVA –: Project Based Learning

- Build on community and organisational partnerships to support students in learning using new and emerging technologies eg MCA.

| Evaluation | Funds Expended (Resources) |
|---|-------------------------------|
| Literacy, Numeracy and Science resources were continually purchased to support classroom programs. Technology resources were updated to provide a tool for learning through K–6. Stage 3 Students attended and participated in the MCA Art Together Program. | Professional Learning \$12550 |

Process 3: School Plus – Science

- Visit exemplar schools and educational environments that teach Science.
- Create dedicated Science learning spaces for students.
- Acquire Science resources.

| Evaluation | Funds Expended (Resources) |
|--|------------------------------|
| Principal and Deputy Principal undertook a study tour of Singapore Schools and their Early Childhood and Science Programs. Years 5 and 6 students completed a Design Process learning program that enabled them to create products for a school based shop. | Technology Resources \$27885 |

Progress towards achieving improvement measures

| | |
|---|--|
| School science resources were purchased for teacher designed curriculum unit. | |
|---|--|

Strategic Direction 3

Create supportive and safe learning environments.

Purpose

To ensure that every student is individually known as a global citizen, and guided through learning programs in a safe and secure learning environment with and without new and emerging technologies.

Improvement Measures

- 100% of staff are teaching and learning in a safe and secure learning environment.
- 100% of students are learning in a stimulating learning environment.
- 1% increase in student attendance.

Progress towards achieving improvement measures

Process 1: Classroom / School Environment

- Staff implemented routines and classroom management strategies to ensure an orderly and stimulating learning environment.
- Values are consistently communicated and used by staff, students and parents to recognise and celebrate achievement and to strengthen respect and tolerance throughout the school.

| Evaluation | Funds Expended (Resources) |
|---|---|
| The school uniform consultation process has commenced. | Playground Markings \$17325 |
| The NSW Department of Education provided consolidated enrolment procedures in Term 2 that led to our school guidelines being updated. | Newcomball Court \$19580 |
| The school playground was resurfaced with synthetic rubber and a newcomball court constructed. | Bubblers and Water Refills \$18944 |
| New bubblers and taps to refill water bottles were installed in the playground. | Brainstorm Anti Bullying Program \$1500 |
| Anti bullying Program implemented across K-6 | |

Process 2: Learning Support Team

- Student behavioural and welfare concerns are discussed, recorded and communicated to all stakeholders.
- Standardised PLP and Learning Adjustments are negotiated with and endorsed by parents.
- Attendance rates are regularly monitored by teachers and action is taken promptly to address issues with individual students.
- Engage paraprofessional health workers as part of early intervention.

| Evaluation | Funds Expended (Resources) |
|--|----------------------------|
| The Learning Support Team continued to monitor attendance and meet regularly with the Home School Liaison Officer and parents to improve attendance. | Sentral \$7843 |
| The Learning Support Team met weekly and completed access requests for additional resources and external placement. | |
| Students with disabilities had personalised learning plans written and implemented. | |
| School Learning Support Officer engaged to support students with disabilities | |
| Teachers completed additional professional development in working with children with disabilities. | |
| Students who are absent for 2 days or more are followed up by phone call. | |

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|---|---|
| Aboriginal background loading | Funding Sources: • Aboriginal background loading (\$4 252.00) | Incorporated First Nation education into classroom programs with the additional purchase of resources. Supported First nation students through the funding of experiential programs. Numerous classes celebrated NAIDOC week as part of the integrated studies. |
| English language proficiency | Funding Sources: • English language proficiency (\$324 807.00) | In NAPLAN Reading, 83% Year 5 students achieved well above national progress from 2017–2019. In NAPLAN Writing, 63% Year 5 students achieved above national progress from 2017–2019. In NAPLAN Numeracy, 85% Year 5 students achieved well above national progress from 2017–2019. |
| Low level adjustment for disability | Funding Sources: • Low level adjustment for disability (\$123 382.00) | School Learning Support Officers engaged to support classroom teachers and students with autism, learning difficulties, physical and emotional disabilities. All students identified under the National Consistent Collection of Data for school students with a disability had personal learning plans. |
| Quality Teaching, Successful Students (QTSS) | Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$64 243.00) | QTSS funding was used to engage a specialist literacy teacher and to continue the school's Reading Recovery program with targeted students. |
| Socio–economic background | Funding Sources: • Socio–economic background (\$310 107.00) | 1) In Reading, 49% of students achieved the top two bands in NAPLAN Reading and only 1% did not reach national minimum benchmark. 2) In Numeracy 31% of students were in the top two band in NAPLAN Numeracy and 5% did not reach national minimum benchmark. 3) Engaged a Deputy Principal for four days a week to support beginning teachers and coordinate students with disabilities. 4) Engaged an occupational therapist and speech pathologist. 5) Engaged an additional classroom teacher to support classroom teachers in Literacy. 6) Engaged a principal Instructional Leader to deliver Literacy Masterclasses to colleague Principals, Deputy Principal Instructional Leaders and school leaders. |
| Support for beginning teachers | Funding Sources: • Support for beginning teachers (\$8 538.00) | Beginning teacher funding was used to support ongoing professional learning, attendance at conference, programming and planning. Four teachers received their NSW Education Standard Authority (NESA) |

| | | |
|--|---|--|
| <p>Support for beginning teachers</p> | <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$8 538.00) | <p>accreditation.</p> <p>Beginning teachers worked with Deputy Principal Instructional Leaders in Literacy and Numeracy training. This included in class support, mentoring and demonstration lessons.</p> |
| <p>Targeted student support for refugees and new arrivals</p> | <p>Funding Sources:</p> <ul style="list-style-type: none"> • Targeted student support for refugees and new arrivals (\$11 363.00) | <p>Refugee support program funding was used to support students in experiential programs and resources to assist with the access of curriculum.</p> |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2016 | 2017 | 2018 | 2019 |
| Boys | 184 | 195 | 188 | 168 |
| Girls | 176 | 175 | 181 | 172 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2016 | 2017 | 2018 | 2019 |
| K | 92.6 | 90.5 | 90.8 | 91.8 |
| 1 | 91.7 | 88.7 | 89.5 | 91.7 |
| 2 | 92.8 | 90.9 | 92.6 | 90.8 |
| 3 | 89.8 | 92.2 | 90.8 | 92.5 |
| 4 | 91.9 | 93 | 94.2 | 92.8 |
| 5 | 91.7 | 93.4 | 91.7 | 92.1 |
| 6 | 93.8 | 91.9 | 93.7 | 93.3 |
| All Years | 92.1 | 91.4 | 91.8 | 92 |
| State DoE | | | | |
| Year | 2016 | 2017 | 2018 | 2019 |
| K | 94.4 | 94.4 | 93.8 | 93.1 |
| 1 | 93.9 | 93.8 | 93.4 | 92.7 |
| 2 | 94.1 | 94 | 93.5 | 93 |
| 3 | 94.2 | 94.1 | 93.6 | 93 |
| 4 | 93.9 | 93.9 | 93.4 | 92.9 |
| 5 | 93.9 | 93.8 | 93.2 | 92.8 |
| 6 | 93.4 | 93.3 | 92.5 | 92.1 |
| All Years | 94 | 93.9 | 93.4 | 92.8 |

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 |
| Assistant Principal(s) | 3 |
| Classroom Teacher(s) | 13.29 |
| Teacher of Reading Recovery | 0.63 |
| Learning and Support Teacher(s) | 0.8 |
| Teacher Librarian | 0.8 |
| Teacher ESL | 2.6 |
| School Administration and Support Staff | 2.92 |

*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, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

| Staff type | Benchmark ¹ | 2019 Aboriginal and/or Torres Strait Islander representation ² |
|----------------|------------------------|---|
| School Support | 3.30% | 7.20% |
| Teachers | 3.30% | 2.90% |

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

| | 2019 Actual (\$) |
|---------------------------------------|------------------|
| Opening Balance | 755,620 |
| Revenue | 3,813,671 |
| Appropriation | 3,710,177 |
| Sale of Goods and Services | 82 |
| Grants and contributions | 98,073 |
| Investment income | 4,239 |
| Other revenue | 1,100 |
| Expenses | -3,945,722 |
| Employee related | -3,426,331 |
| Operating expenses | -519,392 |
| Surplus / deficit for the year | -132,051 |

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.

| | 2019 Approved SBA (\$) |
|-------------------------|-------------------------------|
| Targeted Total | 11,363 |
| Equity Total | 753,638 |
| Equity - Aboriginal | 4,252 |
| Equity - Socio-economic | 301,197 |
| Equity - Language | 324,807 |
| Equity - Disability | 123,382 |
| Base Total | 2,458,048 |
| Base - Per Capita | 86,581 |
| Base - Location | 0 |
| Base - Other | 2,371,466 |
| Other Total | 460,499 |
| Grand Total | 3,683,548 |

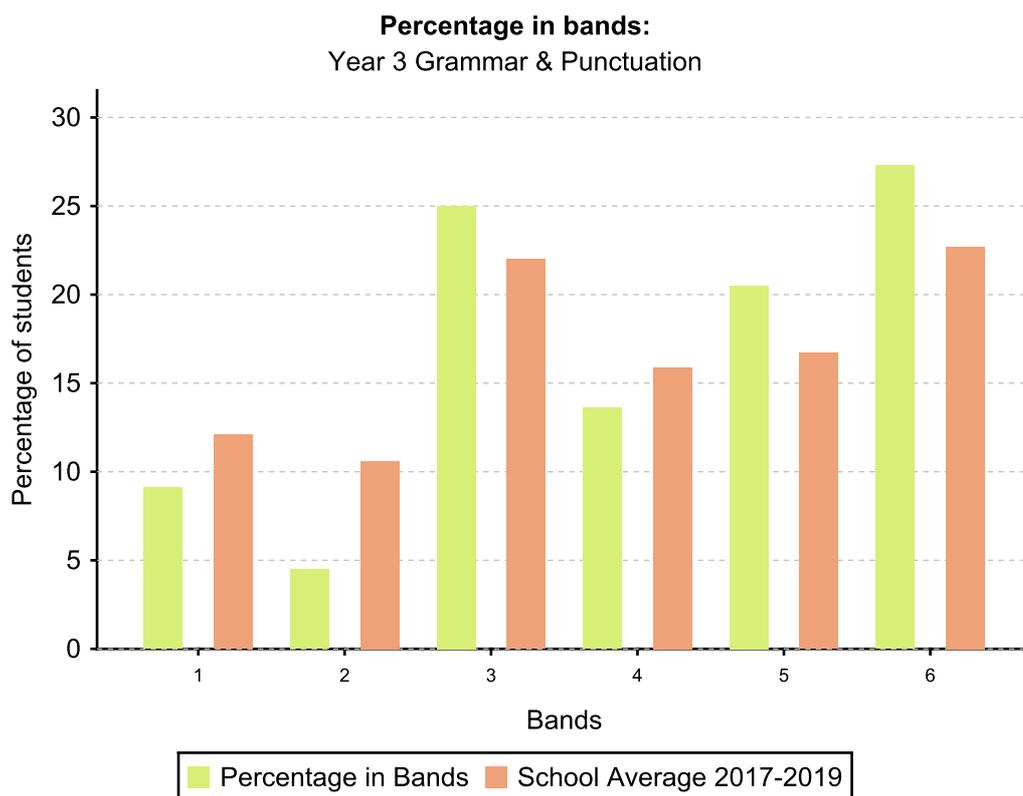
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

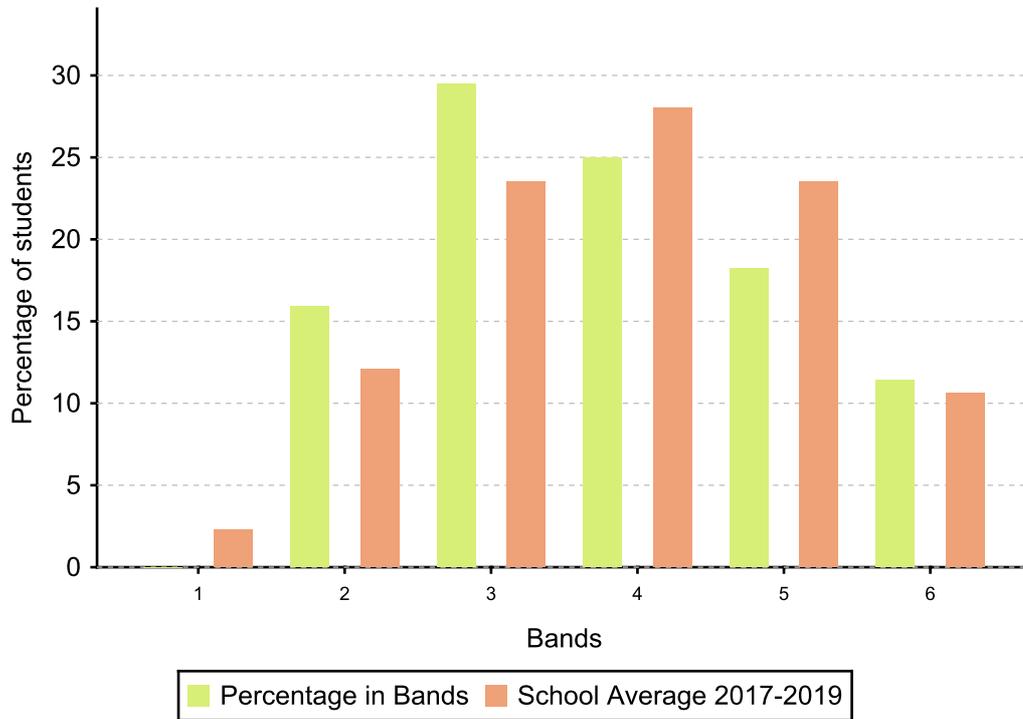
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



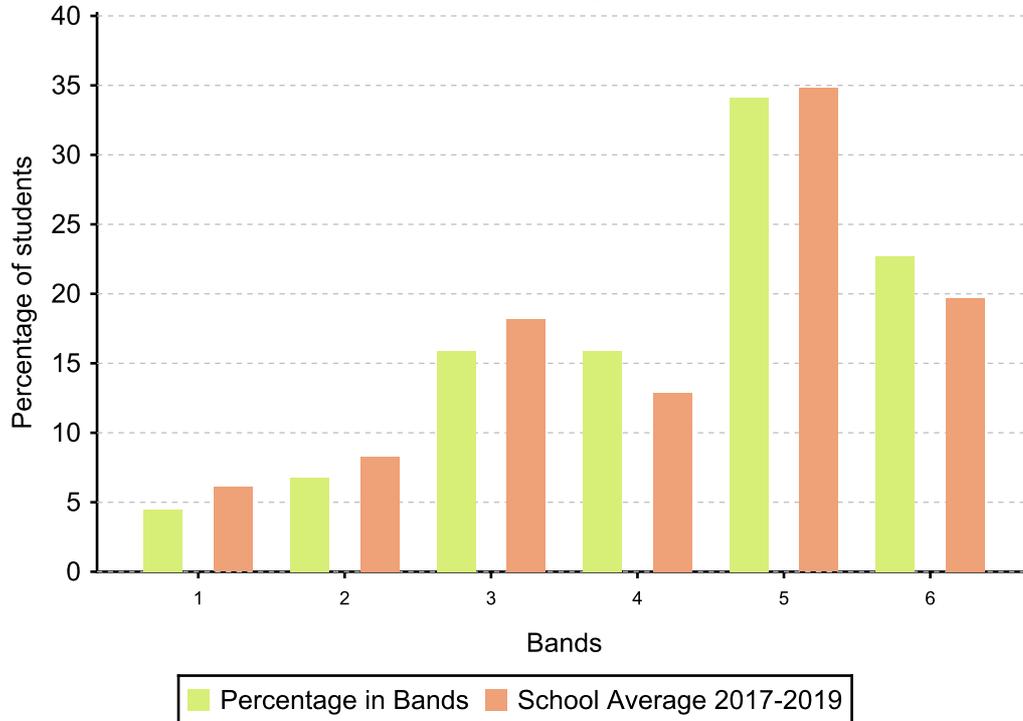
| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|------|------|------|------|------|------|
| Percentage of students | 9.1 | 4.5 | 25.0 | 13.6 | 20.5 | 27.3 |
| School avg 2017-2019 | 12.1 | 10.6 | 22 | 15.9 | 16.7 | 22.7 |

Percentage in bands:
Year 3 Reading



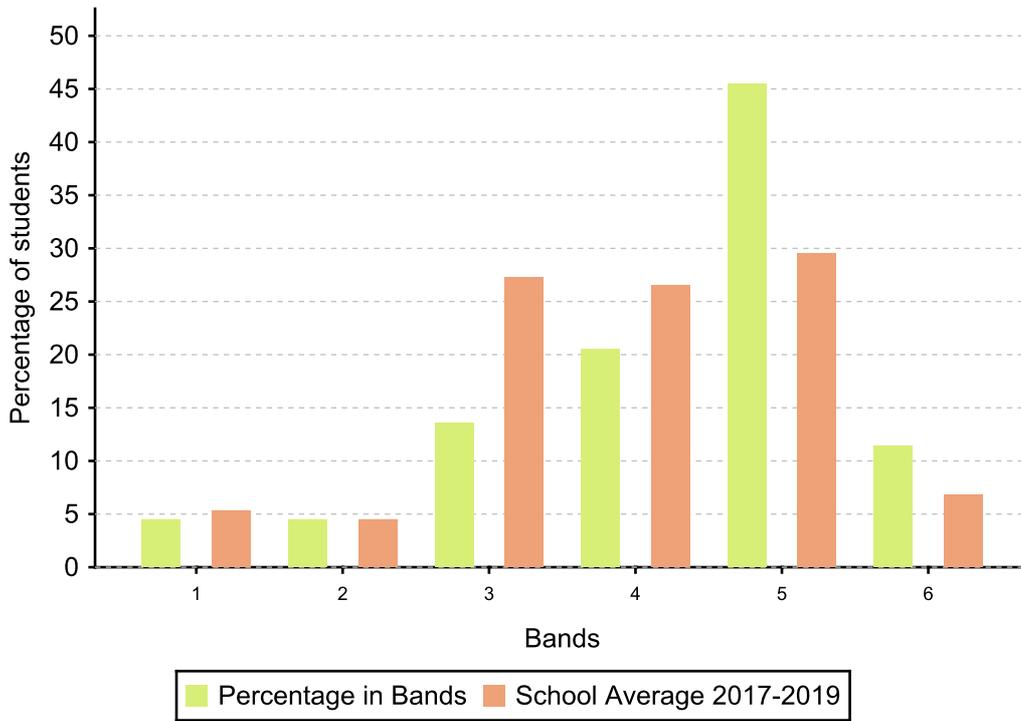
| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|-----|------|------|------|------|------|
| Percentage of students | 0.0 | 15.9 | 29.5 | 25.0 | 18.2 | 11.4 |
| School avg 2017-2019 | 2.3 | 12.1 | 23.5 | 28 | 23.5 | 10.6 |

Percentage in bands:
Year 3 Spelling



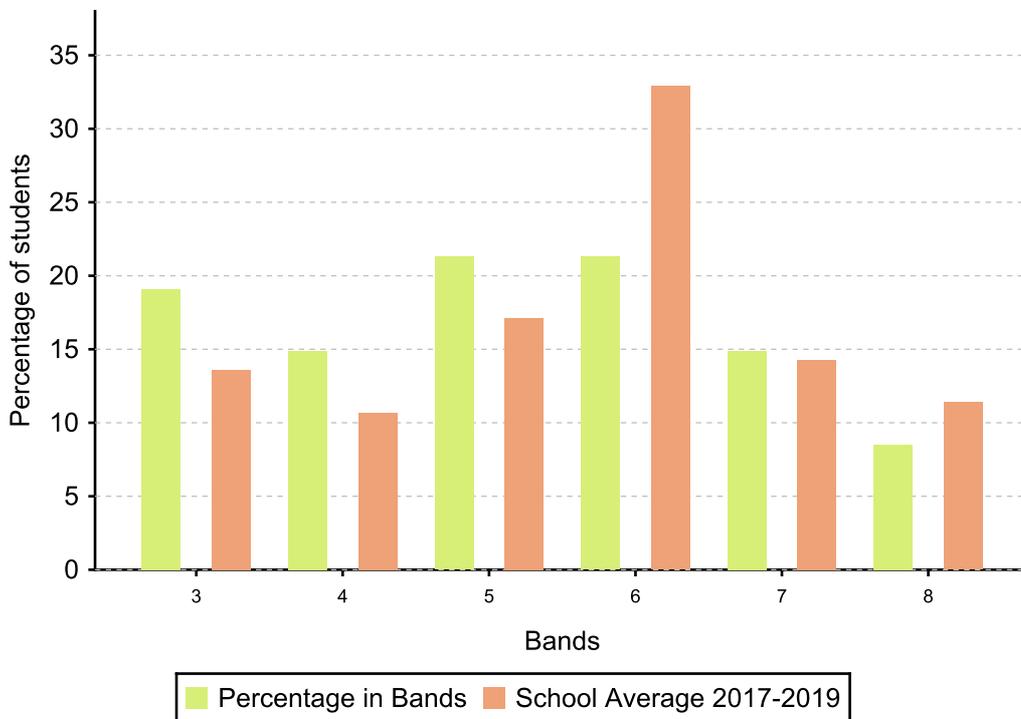
| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 4.5 | 6.8 | 15.9 | 15.9 | 34.1 | 22.7 |
| School avg 2017-2019 | 6.1 | 8.3 | 18.2 | 12.9 | 34.8 | 19.7 |

Percentage in bands:
Year 3 Writing



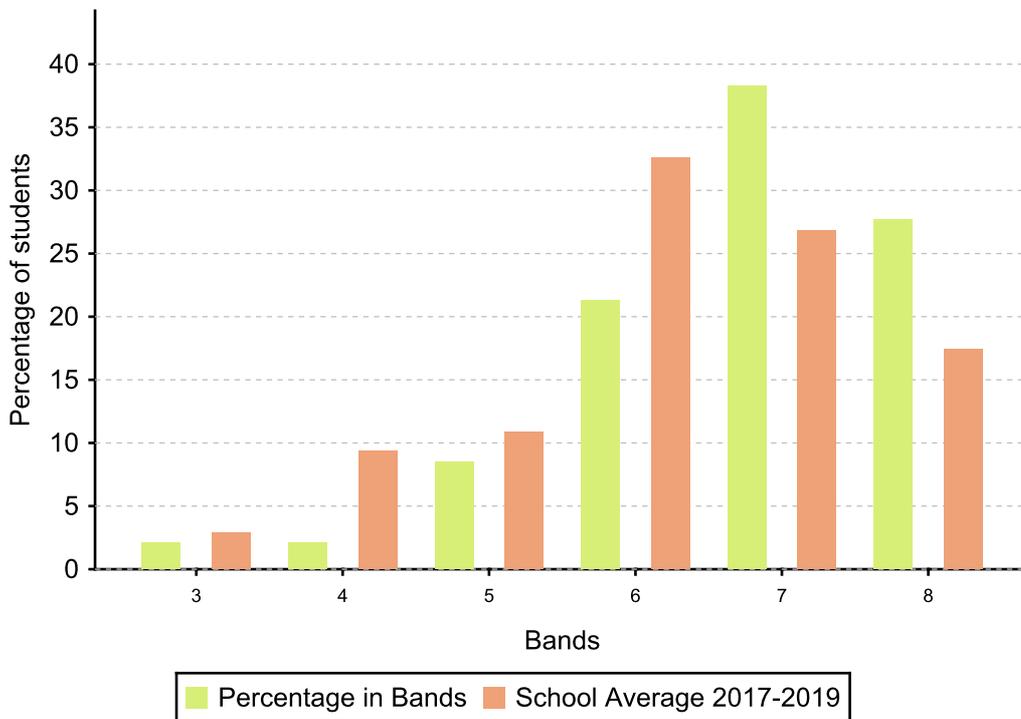
| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 4.5 | 4.5 | 13.6 | 20.5 | 45.5 | 11.4 |
| School avg 2017-2019 | 5.3 | 4.5 | 27.3 | 26.5 | 29.5 | 6.8 |

Percentage in bands:
Year 5 Grammar & Punctuation



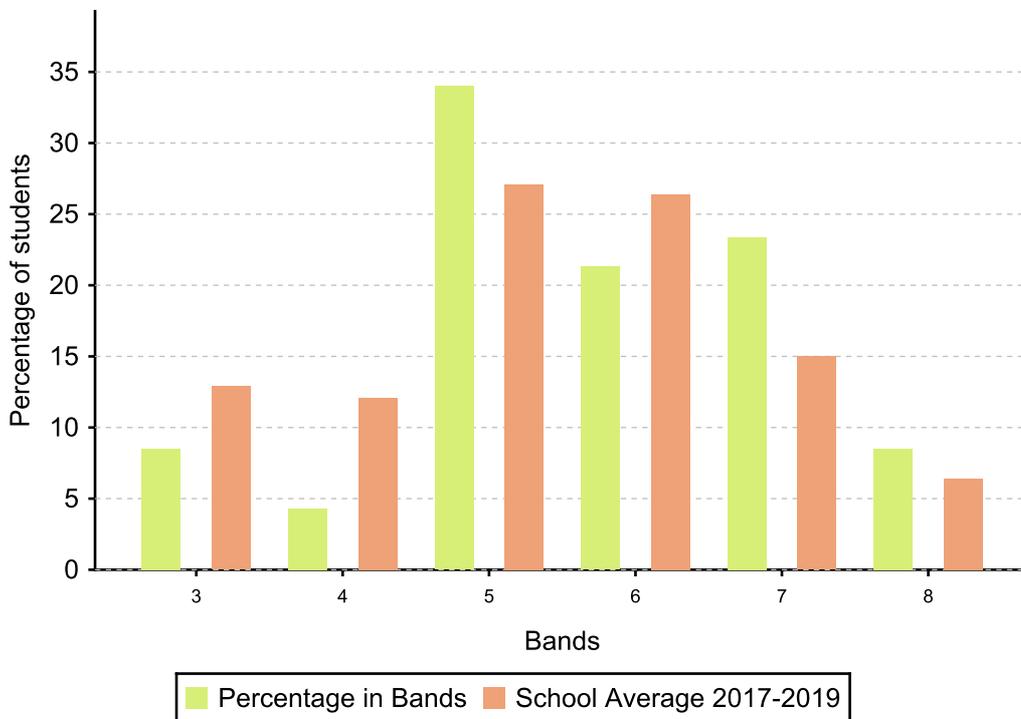
| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------|------|------|------|------|------|------|
| Percentage of students | 19.1 | 14.9 | 21.3 | 21.3 | 14.9 | 8.5 |
| School avg 2017-2019 | 13.6 | 10.7 | 17.1 | 32.9 | 14.3 | 11.4 |

**Percentage in bands:
Year 5 Reading**



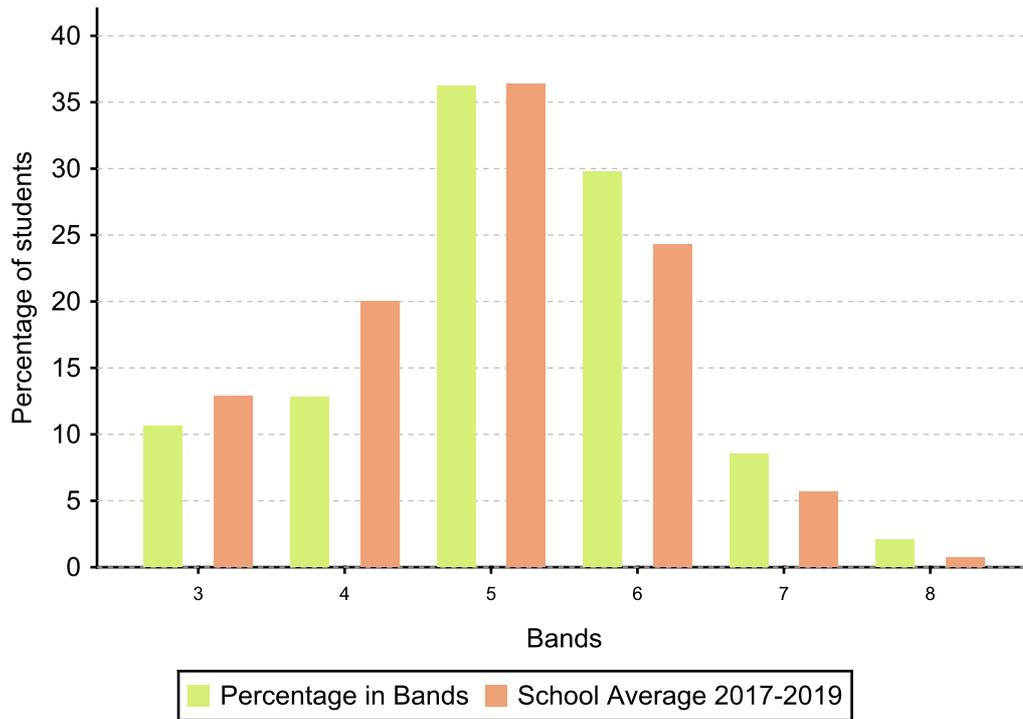
| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 2.1 | 2.1 | 8.5 | 21.3 | 38.3 | 27.7 |
| School avg 2017-2019 | 2.9 | 9.4 | 10.9 | 32.6 | 26.8 | 17.4 |

**Percentage in bands:
Year 5 Spelling**



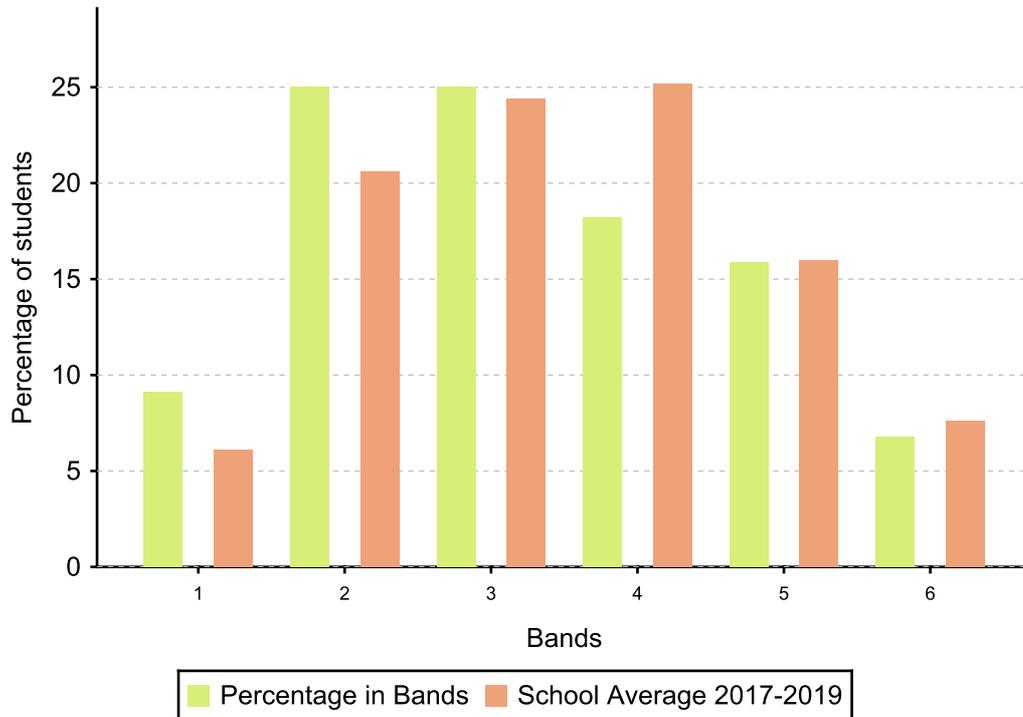
| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------|------|------|------|------|------|-----|
| Percentage of students | 8.5 | 4.3 | 34.0 | 21.3 | 23.4 | 8.5 |
| School avg 2017-2019 | 12.9 | 12.1 | 27.1 | 26.4 | 15 | 6.4 |

Percentage in bands:
Year 5 Writing



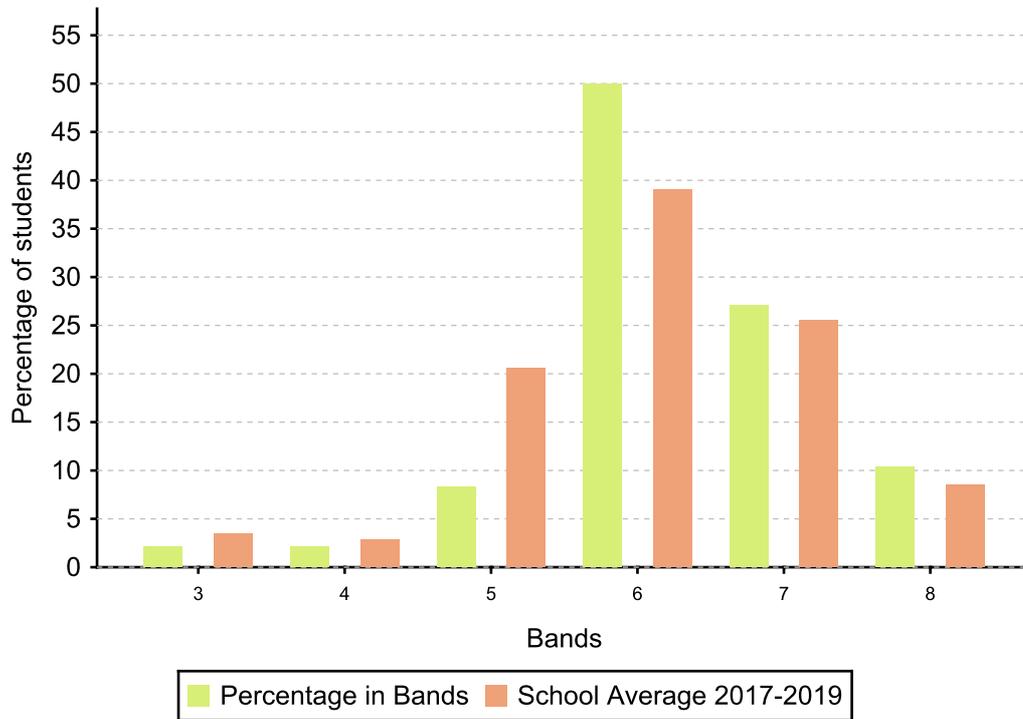
| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------|------|------|------|------|-----|-----|
| Percentage of students | 10.6 | 12.8 | 36.2 | 29.8 | 8.5 | 2.1 |
| School avg 2017-2019 | 12.9 | 20 | 36.4 | 24.3 | 5.7 | 0.7 |

Percentage in bands:
Year 3 Numeracy



| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|-----|------|------|------|------|-----|
| Percentage of students | 9.1 | 25.0 | 25.0 | 18.2 | 15.9 | 6.8 |
| School avg 2017-2019 | 6.1 | 20.6 | 24.4 | 25.2 | 16 | 7.6 |

Percentage in bands:
Year 5 Numeracy



| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 2.1 | 2.1 | 8.3 | 50.0 | 27.1 | 10.4 |
| School avg 2017-2019 | 3.5 | 2.8 | 20.6 | 39 | 25.5 | 8.5 |

Parent/caregiver, student, teacher satisfaction

Merrylands East Public School reviews programs and plans each year for continuous improvement and impact for student learning. As part of the school evaluation of 2019, we sought feedback about our senior leadership via focus groups about the Early Action for Success Program (EAFS). We found:

- The Deputy Principals Instructional Leader provided invaluable professional learning for teachers.
- Our school has a consistent approach in implementing an evidence based literacy and numeracy program.
- The Deputy Principals Instructional Leader have procured an extensive range of resources to support teachers.
- The Deputy Principals collected, analysed and used data to support classroom teaching programs.
- Classroom teachers were supported through demonstration lessons, ongoing professional development and feedback.
- Student outcomes have improved, especially in the area of Writing.
- Teachers have been supported with an additional Literacy teacher and the continuance of the Reading Recovery Program.

Future directions included:

- The continuation of the EAFS in 2020 / 2021 by engaging the Deputy Principals Instructional Leaders.
- Procurement of additional resources to support Language Across the Curriculum and inquiry based learning.
- Continuation of the Principals and Deputy Principals Masterclasses.

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

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.