

2020 Annual Report

Liverpool West Public School



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Introduction

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

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

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School vision

Liverpool West Public School as an outstanding educational provider actively contributing to an engaged, informed and connected community.

The school vision statement is underpinned by the following:

Learning

Students are actively involved learners who establish and articulate learning goals and their significance. Students strive to learn and monitor their achievements as they progress through each stage of their academic and social development.

Teaching

Teachers are focused on developing professional knowledge, practice and engagement to effectively support students. Individuals set goals and measure their performance against the National Standards for Teachers.

Leading

The school works in partnership with students, parents and the wider community to lead quality education and welfare programs that support all students in reaching their potential.

School context

Liverpool West Public School is located in south western Sydney. The school has an enrolment of 715 students, including 43 Aboriginal students and a diverse population of 43 different nationalities. 24% of students are new arrivals and/or from refugee backgrounds.

The school comprises students from Preschool to Year 6, including four support classes. The school receives RAM equity funding to support students from low-socio economic backgrounds, Aboriginal backgrounds, students with English as an Additional Language or Dialect and students requiring low level adjustments to support learning.

All teachers are committed to developing and implementing quality teaching and learning programs, based on ongoing assessment and evaluation. All lessons are aligned to the NSW Quality Teaching Framework with a strong focus on high expectations. All teachers have met the professional requirements for teaching in NSW Public Schools and are fully supported by a strategic professional learning model.

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 school plan and annual report.

Our self-assessment 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>

Strategic Direction 1

Quality Teaching and Learning in Literacy and Numeracy

Purpose

To provide a whole school approach to the delivery of quality learning thereby enabling all students to develop confidence and capacity in literacy and numeracy.

Improvement Measures

- All teachers monitor student progress against the literacy and numeracy progressions.
- Teachers are reaching at least level 4 of the lesson component rubric.
- Students articulate what they are learning, why and how well they are doing.
- Student performance measures in NAPLAN indicate an overall 10% improvement in growth in Reading, Writing and Numeracy.

Overall summary of progress

Although professional learning deepened teacher understanding of the Literacy and Numeracy National Learning Progressions, teacher capacity to accurately align student progress to PLAN2 and syllabus outcomes, is still an area requiring further development as evidenced by a misalignment of internal and external data.

Over the three years our professional learning model has evolved into a more evidence-based, consistent approach targeting specific student needs and a differentiated approach for staff. Based on staff feedback this latter model has been more successful and will, therefore, continue into the next Strategic Improvement Plan.

Student Performance Measures in NAPLAN were met for Reading, however, Writing and Numeracy growth has declined. We attribute this decline to a number of reasons, including a greater Professional Learning focus on Reading as opposed to Writing and Numeracy, not having a whole-school focus on professional learning to support a particular area, the professional learning model was not as effective and initially its implementation was inconsistent, and students transitioning from NAPLAN paper assessment to online.

Progress towards achieving improvement measures

Process 1: 1. Deepen teachers' evaluative mindset, knowledge and skill level in navigating, analysing and using internal & external data to drive teaching and learning programs.

Evaluation	Funds Expended (Resources)
Consistent data sources (both commercial and departmental) were introduced this year across stages to better track student progress. Our Professional Learning Model was further refined after returning from remote learning and feedback from staff shows the changes have been effective. This model will continue to be implemented and adjusted into the new Strategic Improvement Plan. A collaborative approach to data sharing, analysing and collectively deciding where to next has enabled stages to set and achieve goals to improve student outcomes.	\$40000

Process 2: 2. Engage teachers in effective professional learning to develop content knowledge, skills and formative assessment practices in Literacy.

Evaluation	Funds Expended (Resources)
Due to COVID-19, the focus for Literacy professional learning changed throughout the year. With the increased availability DoE assessments that	\$45000

Progress towards achieving improvement measures

identified where students are at in their learning, we were able to quickly identify the immediate needs of our students and respond with the implementation of a revised TPL model. This model has allowed staff to engage in effective professional learning to develop appropriate content knowledge in how to teach the skills of reading. As a result, staff are able to use assessment data to regularly update student growth across an increasing number of sub-elements of the National Literacy Learning Progression. They are learning to use a variety of formative assessment strategies to inform programming, support and interventions to meet the Literacy needs of our students.

Process 3: 3. Engage teachers in effective professional learning to develop content knowledge, skills and formative assessment practices in Numeracy.

Evaluation	Funds Expended (Resources)
<p>The updated, integrated Mathematics Scope and Sequences have resulted in students making more connections across strands and beyond to real world contexts as evidenced through teachers feedback and student work samples.</p> <p>Professional learning was differentiated to meet the needs of individual teachers to accommodate new staff and staff movement between stages at the start of the year.</p>	\$45000

Next Steps

- Instructional Leaders will continue to deliver cyclic stage-based professional learning each term to address targeted areas identified through ongoing data analysis.
- Formative assessment practices to be embedded across all Key Learning Areas.
- Ongoing in-class support for teachers, from Instructional Leaders and Assistant Principals, to consistently apply professional learning to monitor and improve whole school classroom practice.
- Differentiated strategies to be embedded across all Key Learning Areas.

Strategic Direction 2

Future-Focused Pedagogy

Purpose

To ensure a student-centred collaborative learning environment that inspires, engages and challenges all students to become skilled, effective, motivated learners who are confident, empowered, creative problem solvers.

Improvement Measures

- All programs embed General Capabilities and the innovative use of ICT/digital literacy across KLAs.
- All students demonstrating growth in cross curriculum priorities and general capabilities against a school-based rubric.
- All staff and students implementing the design thinking process using the appropriate metalanguage.
- Increased positive responses by staff against the mindset survey.

Overall summary of progress

Teachers have a developing understanding of the Capabilities and Competencies through various professional learning opportunities, including the Design Thinking process, Minds Wide Open (critical and creative thinking) and coding K-6.

Additionally, due to remote learning, teacher competency and confidence in their innovative use of technology increased significantly. This has enabled students to develop Information and Communication Technology (ICT) capability, both at home and school, as they used ICT appropriately to access, create and communicate information and ideas, solve problems and work collaboratively in learning areas.

There has been an increase in the number of teachers who are facilitating students to engage in flexible learning environments. This approach has given students the opportunity to self-regulate their learning by choosing where they learn and with whom. This will be further explored in the next plan, allowing all students this flexibility.

Progress towards achieving improvement measures

Process 1: 1. Engage teachers in professional development to build knowledge of cross curriculum priorities and general capabilities with a focus on critical and creative thinking, communication and personal and social capability.

Evaluation	Funds Expended (Resources)
Due to the impact of COVID-19 whole staff professional learning was interrupted as we had to change and adjust focus to allow for remote learning.	\$5000

Process 2: 2. Establish collaborative classroom environments to support and respond to the needs of future-focused learners.

Evaluation	Funds Expended (Resources)
All teachers have a sound understanding of Future-Focused pedagogy and are trialling innovative practices. Collaborative classroom environments places responsibility on student to drive their own learning. Students are able to think critically about concepts and find solutions to programs by engaging with their peers.	\$277000

Process 3: 3. Engage teachers in effective professional learning to support positive change and promote the development of self-regulated, motivated learners.

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation	(Resources)
All teachers implementing strategies for positive change with students demonstrating self regulation strategies and being self motivated learners.	\$10000

Next Steps

- Teachers collaborate to design engaging and meaningful lessons which are responsive to student interest and need, including integrated learning experiences, such as ICT.
- Students understand the assessment approaches and their benefits for learning, and are given strategies and metalanguage to assess where they are at and where to next with their learning.

Strategic Direction 3

Community and Connections

Purpose

To increase community participation in school leadership, and establish connections within and across school networks that support wellbeing and family partnership projects so that our students are successful and grow into resilient global citizens.

Improvement Measures

- All teachers embedding Aboriginal perspectives in programs and lesson delivery.
- Increased participation of Aboriginal and Torres Strait Islander parents and community members within the school.
- Increased number of parents successfully completing PaTCH training and supporting in classrooms.
- Increased number of parents attending Parent Café and school events.
- Increased participation in community of schools partnerships.

Overall summary of progress

Feedback from parents/carers gathered by the Community Liaison Officer indicated that, although parents/carers wanted to be involved and informed about learning in the classroom, initially there was a stronger need highlighted by them to build connections with outside agencies and the broader community to address their needs, including SSW Area Health, Centrelink, Smith Family, local police, fire brigade. This led to an altered timeline and focus for SD3.

Over time strong connections were built within and across the school which supported the entire school community. There has been a significant increase in the number of parents/carers attending Parent Café and other school events until the impact of COVID-19. Increased parent/carer engagement in school planning has given them input in future school directions. Additionally, communication has improved within and across the school regarding student learning, as now, 97% of parents/carers have engaged with the interactive ClassDojo App. This app informs parents/carers about whole school activities, classroom learning and gives them the opportunity to view and comment on their own child's progress.

Progress towards achieving improvement measures

Process 1: 1. Engage staff in professional learning to increase their knowledge and understanding of histories, cultures and experiences of Aboriginal and Torres Strait Islander to support student and families wellbeing.

Evaluation	Funds Expended (Resources)
Due to the impact of COVID-19 whole staff professional learning was interrupted as we had to change and adjust focus to allow for remote learning.	\$5000

Process 2: 2. Engage parents and community members from AECG and diverse cultural groups in opportunities to provide feedback and planning at a whole-school and student level.

Evaluation	Funds Expended (Resources)
Due to the impact of COVID-19 the focus shifted from whole school planning to student learning. Parents/carers were more engaged as facilitators during remote learning through ClassDojo and consistently liaised with classroom teachers to support student learning at home which strengthened home/school relationships. COVID-19 restrictions meant that parents were unable to come onsite however we were able to successfully engage and increase parent completion, of the 2020 TTFM survey.	\$0

Progress towards achieving improvement measures

All AECG meetings were cancelled due to COVID-19 restrictions so we were unable to engage AECG members.

Process 3: 3. Provide school community stakeholders with contextual and high-quality professional learning to support community engagement and a shared responsibility for student outcomes.

Evaluation	Funds Expended (Resources)
<p>Due to the impact of COVID-19 professional learning opportunities onsite were interrupted as we had to change and adjust focus to allow for remote learning. However evidenced gathered highlights the increased nature of parent/carers supporting their child's learning from home. Parent TTFM survey results show 83% of parents support their child's learning from home which is 20% above the state norm. 75% of parents indicated that they are informed of what is happening at school.</p> <p>Parent feedback through the survey and ClassDojo is positive so we continue to provide professional learning opportunities in the next school plan.</p>	\$0

Process 4: 4. Strengthen transitions and the collaborative culture within and across school communities.

Evaluation	Funds Expended (Resources)
<p>Even though COVID-19 restrictions proved challenging to the school community we were able to refocus and strengthen our collaborative school culture in innovative and unexpected ways.</p> <p>In the new plan we will sustain and build upon this collaborative approach.</p>	\$5000

Next Steps

- Embed systems and processes that strengthen communication and home/school partnerships.
- The school will build on the implemented evidence-based change to whole-school practices and programs promoting families as active and equal participants in decisions affecting their children in and out of school.
- Strengthen school collaboration with families and community agencies representing all backgrounds to improve cultural understandings using a variety of avenues, including workshops, digital platforms and classroom visits, to inform parent/carers of teaching and learning practices, assessment practices and their benefits and reporting to understand student progress.
- Staff to increase use of interactive technology that supports learning to create a shared accountability by engaging parents in their child's learning experiences.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>AEO (\$68718.00); SLSO (\$55000); teacher release (\$3000); resources (\$2500)</p> <p>Total: \$123718.00</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$71 218.00) Socio-economic background (\$55 000.00) 	<p>All students had individualised Aboriginal Learning Pathway plans developed and were able to engage in cultural activities each week in the Gulyangarri group. Opportunities were provided for Aboriginal students to participate in and perform at various events across our Community of Schools.</p> <p>Teachers developed a deeper understanding of embedding Aboriginal Culture into units of work.</p> <p>Students across the school further developed their understanding of Aboriginal culture.</p>
English language proficiency	<p>Additional 0.2 EAL/D teacher (\$22000); 4 SLSOs (\$232000); resources (\$1000)</p> <p>Total: \$255000</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$43 608.00) Socio-economic background (\$211 392.00) 	<p>All EAL/D students continue to be assessed and tracked against the EAL/D Learning Progression across the four modes: speaking, listening, reading/viewing and writing. This tracking, alongside examining PLAN 2 data, contributed to determining the level of support required for EAL/D students. Students were supported both in class and in small, targeted groups either by a teacher or an SLSO.</p>
Low level adjustment for disability	<p>Additional 4.4 LaSTeachers (\$492800); 7 SLSOs (\$406000); resources (\$3000)</p> <p>Total: \$901800.00</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$148 076.00) Socio-economic background (\$753 724.00) 	<p>Employment of additional LaSTs and SLSOs resulted in students receiving targeted support which improved their educational outcomes as evidenced through our school-wide tracking systems with a particular focus on language acquisition and literacy skills.</p> <p>During 'learning from home' LaSTs collaborated with their Stage Teams to design and upload appropriate differentiated activities to ensure continuity of learning for all students.</p> <p>SLSOs were up-skilled in the use of technology to support families during 'learning from home' so that students were able to access their learning. They also supported teachers in maintaining regular contact with families and address any concerns.</p> <p>Outside of 'learning from home' SLSOs supported identified students by assisting them with self-regulation and social development.</p>
Quality Teaching, Successful Students (QTSS)	<p>Teacher release (\$135636)</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$135 636.00) 	<p>This funding supported the professional learning as part of Strategic Direction 1. Classroom teachers and support teachers were able to participate in professional learning to ensure all staff have equitable access to professional learning and having a consistent approach to explicit teaching and understanding of content.</p>
Socio-economic background	<p>Speech Therapist (\$100000); 3 SLSOs to support the speech program (\$174000); 1</p>	<p>Students in Preschool to Year 2 were all assessed and targeted students received support from both speech therapists and trained SLSOs which improved student</p>

<p>Socio-economic background</p>	<p>additional Instructional Leader (\$167335); 1 additional Assistant Principal (\$143320); 0.4 CT for Little Leapers Program (\$44800); 1 CLO (\$71000); IT support (\$24000); Coding Program (\$40000); additional Online Programs (\$14000)</p> <p>Total: \$778455</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Targeted support for refugees and new arrivals (\$64 787.00) • Socio-economic background (\$713 668.00) 	<p>expressive and receptive language skills. Additionally, SLSOs supported students during 'learning from home' time to continue the speech program. Speech therapists also engaged in team teaching and presented demonstration lessons as required. A Stage 3 social group was established. A comprehensive, annual Speech Report highlights student achievements.</p> <p>Additional executive allowed for targeted support and differentiated professional learning for all staff, developing their skill and accuracy in entering and analysing PLAN2 data to drive differentiated teaching and learning programs and effective classroom practice.</p> <p>The employment of a Community Liaison Officer has improved communication and partnerships with parents, carers and external agencies. Some examples of impact include:the development of English language classes,improved student enrolment and transition processes, increased parental involvement in school fundraisers, cultural activities and Toddler Time (prior to school play group regularly attended by 1-3 year-olds and their parents). During 'learning from home' the CLO maintained connections and supported families.</p> <p>Little Leapers (prior to school transition program) implementation provides a service and support to families, particularly new arrivals, by offering part-time, new learning experiences and wellbeing support for 4-year-olds. Entry to kindergarten data demonstrates that this program better prepares these children for transition to kindergarten. During 'learning from home' educators ensured continuity of learning as they prepared and uploaded relevant activities online and maintained contact with families.</p> <p>External support in the area of technology has ensured all platforms are maintained and in sync to support teachers and students with engagement in their learning. All students have access to iPads/laptops, appropriate apps and online programs which have supported their literacy and numeracy learning. Staff and students have been up-skilled in coding which has developed capabilities in problem-solving, and creative and critical thinking.</p>
<p>Support for beginning teachers</p>	<p>Beginning teacher release; mentor release</p> <p>Total: \$91261</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$91 261.00) 	<p>Beginning teachers received weekly mentoring from identified staff with expertise within their stage/field, for support through the induction process and teaching and learning areas of planning, programming, lesson delivery and meeting NESA requirements/accreditation. This resulted in all beginning teachers having a smooth transition into the teaching profession and gathering appropriate evidence to support the accreditation process.</p>

<p>Targeted student support for refugees and new arrivals</p>	<p>1 classroom teacher (\$112000); 1 SLSO (\$58000)</p> <p>Total: \$170000</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Targeted support for refugees and new arrivals (\$149 684.00) • Socio-economic background (\$20 316.00) 	<p>Our Refugee Transition Class, with a full-time SLSO, continued to provide a supportive and individualised transition into life in an Australian school. Newly arrived students benefited from a tailored transition program, including survival English, resilience, school rules and child protection lessons.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	336	359	341	341
Girls	321	326	341	352

Student attendance profile

School				
Year	2017	2018	2019	2020
K	92.4	90.2	89.1	77.4
1	91.9	92.2	90.8	70.2
2	90.7	93.5	91.4	72.5
3	92.5	92.4	91.6	77.5
4	93	92.9	92	75.7
5	91.9	91.7	91.6	75.8
6	92.8	92	88.9	77.4
All Years	92.1	92.1	90.8	75.2
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	5
Classroom Teacher(s)	29.88
Literacy and Numeracy Intervention	0.84
Learning and Support Teacher(s)	2.9
Teacher Librarian	1.2
Teacher ESL	3.6
School Counsellor	1
School Administration and Support Staff	9.46

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

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

	2020 Actual (\$)
Opening Balance	1,685,635
Revenue	9,324,519
Appropriation	9,196,083
Sale of Goods and Services	40,849
Grants and contributions	69,894
Investment income	2,293
Other revenue	15,400
Expenses	-9,584,080
Employee related	-8,771,335
Operating expenses	-812,745
Surplus / deficit for the year	-259,561
Closing Balance	1,426,073

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.

	2020 Approved SBA (\$)
Targeted Total	224,585
Equity Total	2,286,157
Equity - Aboriginal	83,477
Equity - Socio-economic	1,300,000
Equity - Language	437,390
Equity - Disability	465,290
Base Total	5,454,764
Base - Per Capita	174,351
Base - Location	0
Base - Other	5,280,413
Other Total	970,744
Grand Total	8,936,250

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

School performance - NAPLAN

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

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

2020 NAPLAN

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

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

Parent/caregiver, student, teacher satisfaction

Students, staff and parents/carers completed the online Tell Them From Me Surveys in 2020. Our Community Liaison Officers and School Learning Support Officers provided support and interpreting where required to assist parents/carers in completing the survey at school. This resulted in another 100% increase of respondents.

Student highlights include:

- Sense of Belonging - 74%
- Positive Relationships - 80%
- Interest and Motivation - 75%
- Positive Behaviour at School - 79%
- Effort - 90% - effort since the return from COVID-19 (when comparing Semester 1 and Semester 2 Student Survey Results) has shown significant improvement
- Skills-challenge - students feel challenged in their English and Maths classes and feel confident of their skills in these subjects
- Positive Learning Climate (Students understand there are clear rules and expectations for classroom behaviour) - 70%

Teacher highlights include:

- Effective use of teaching strategies - 82%
- Data informs practice - 80%
- Inclusive school environment - 82%
- Positive learning culture - 82%

Parent/carer highlights include:

- Parents feel welcome - 80%
- Parents are informed - 75%
- Parents support learning - 79% (at home - 83%)
- School supports positive behaviour - 82%
- Safety at school - 82%
- Inclusive school - 80%

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.