

2020 Annual Report

Matraville Soldiers Settlement Public School



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Introduction

The Annual Report for 2020 is provided to the community of Matraville Soldiers Settlement 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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Message from the principal

2020 was a year of significant change for our country, community and school. With life changing events such as bushfires, floods and COVID-19, school life as we know it, changed in March with children learning from home due to COVID-19. School staff worked tirelessly and swiftly to develop material for each grade to provide the best possible education for our students both with the normal face to face methodology and also with "Learning at Home" via an online or distance education mode when children could not attend due to the COVID-19 restrictions. Our collaborative planning and learning culture was a evident as was our strong partnership with the community who supported, acknowledged and praised the work done throughout the year by our dedicated staff. A highlight was watching the faces of our students who were excited to return to school with a spring in their step and the look of joy when catching up with their friends and teachers. Within this document is evidence of the amazing work undertaken in our school through 2020. I would like to acknowledge and applaud the Soldiers' Settlement staff on their constant desire to provide a high standard of education to our students and for their care towards their students and each other throughout 2020.

School vision

Soldiers' Settlement Public School is committed to providing inclusive education within an engaging and nurturing environment, which values the cultures and wellbeing of our diverse community. Through our strong partnership with our community partners and other local schools. We are committed to academic excellence within an inclusive setting, and to developing life-long learners that demonstrate confidence and resilience.

School context

Soldiers' Settlement Public School is an inclusive primary school providing educational opportunities for 243 Primary aged students and 40 Preschool students. We have an enrolment of 25% Aboriginal and Torres Strait Islander students, as well as a diverse community of EAL/D students.

Soldiers' Settlement Public School has been steadily achieving academic growth as demonstrated in NAPLAN results. Through an emphasis on the quality teaching framework and the utilisation of a range of support programs, we are committed to the improvement of learning outcomes for all students. Our school is committed to encouraging high expectations within our student body by providing rich programs to develop skills in critical thinking, problem solving, communication, collaboration and science and technology to enable all students to reach their full potential educationally, socially and emotionally. Our staff will ensure that all students find school a secure, happy and challenging journey.

Our partnership with the other local schools and local area agencies and organisations, provides professional learning opportunities as well as a range of opportunities for students, staff and community members to engage with the school and local community resources. This has enabled students, staff and the community to collaborate with other school communities and build on their learning and wellbeing.

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
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	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Innovative Teaching and Learning

Purpose

To foster a school wide commitment to data informed, collaborative and evidence based and future focused pedagogical teaching practice where proficiency in literacy and numeracy is the minimum expectation for every student.

Improvement Measures

Improved outcomes in standardised internal and external assessment processes including improved results in NAPLAN for all students. The main focus being writing and numeracy and the improvement of skill, knowledge and enjoyment.

Increased number of students achieving expected growth in literacy.

Increased number of students achieving expected growth in numeracy

Continued development of effective classroom management where students are engaged in learning and there are high expectations of achievement. All teachers using evidence based strategies such as learning intentions in their lessons.

Overall summary of progress

- Increase the proportion of students achieving proficiency in line with the Premier Priorities..
- Differentiation catering to learning needs reflected in Individual Learning Profiles.
- All students will have their sense of identity strengthened to build confident and resilient children.
- All students will be provided with a range of innovative learning experiences that broaden and deepen their educational experiences.
- Aboriginal students, staff and families are provided with academic and cultural support through targeted programs and resourcing.

Progress towards achieving improvement measures

Process 1: Data Informed Practices

Whole school data analysis of PLAN 2, Learning Progressions, assessment data and NAPLAN to inform teaching and learning cycle.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• In 2020 we utilised data from the Check In Assessment to track our current targets for Reading and Numeracy.• In line with the Check In assessment results, we have observed a significant increase in our Year 3 students achieving well above the Agreed and Actual targets.• Our Year 5 students have not achieved current targets, and the data suggests that overall we have not improved the learning outcomes in Reading and Numeracy for the bottom or middle band students.• Overall our students have continued to demonstrate growth across Year 3 to Year 5, however, there is a need to move students from the bottom 2 bands, thereby increasing our middle and top 2 bands.• ATSI students have demonstrated an increase in achievement in Literacy. However data suggests a need for an increased focus on Numeracy for ATSI students across all areas.•	

Process 2: Innovative Professional Learning Project

All staff are provided with Professional Learning targeted to Literacy/Numeracy outcomes, engaging students and the importance of embedding cultural sensitivities and awareness in teaching and learning

Progress towards achieving improvement measures

Process 2: programs. Building teacher capacity is encouraged through a mentoring, coaching and a dynamic early career teacher program.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> Teaching and learning programs are integrated, and include reporting and assessment processes that are underpinned by the professional development of staff. Teaching programs reflect differentiation and meet the needs of individual students. Staff capacity and competency is developed to embed technology in engaging learning experiences. 	Whole school and stage based professional learning.

Process 3: Building Blocks in Literacy and Numeracy Project

Students are provided with opportunities to develop and build upon prior knowledge through targeted literacy and numeracy practices. Aboriginal Perspectives and cultural sensitivities are embedded throughout our teaching programs and delivery.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> A Structured release time table was created to enable teacher to engage in regular collaborative planning conversations utilising QTSS. This provided time for stage leaders to work with teams to develop a clear coordinated approach to planning, assessment and reporting with a view to developing responsive planning to meet the needs of the students in mathematics, spelling and reading . Teachers worked closely with the Aboriginal Education Office to embed Cultural perspectives throughout teaching and learning programs in literacy and numeracy. Stage and team based planning days were allocated each term to consolidate collaborative planning and respond to the unique needs of the community as part of the COVID19 response. 	\$16,000 in casual release for collaborative planning time.

Next Steps

- A focus on continued improvement in teaching and learning for teachers and students will be the underlying driver of our future school planning process.
- We will further develop our methods of collecting and responding to student data in relation to learning and improvement.
- We will engage with Plan2, Learning Progressions and associated resources to develop explicit , effective teaching practices, Data collection and further improve our collaborative planning for responsive programming.

Strategic Direction 2

Success, Confidence, Creativity

Purpose

To ensure that all students and staff will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community. Students are engaged in diverse learning experiences as critical, curious and creative thinkers who are able to solve complex problems.

Improvement Measures

Students are achieving short term individual learning goals incorporating **S.M.A.R.T.** Goal Setting and a Growth Mindset..

Teachers are designing and implementing student directed and future focused learning experiences through inquiry based teaching practices and experiences.

Teachers embed a future focused curriculum within classroom teaching and learning programs.

Overall summary of progress

During 2020, staff harnessed our collective capacities to drive school-wide improvement. Key workflows include data driven programs, collaboration and professional learning. The highlights included:

- collaborative planning days for staff in Terms 2, 3 & 4,
- professional learning for all staff in regards to learning progressions and SCOUT platform to inform teaching and learning.
- Through a differentiated professional learning model, all staff were able to improve their capacity in line with their Performance and Development plan goals.
- This coordinated and collaborative approach ensured that we were able to meet the professional needs of staff members including early careers teachers, aspiring leaders and experienced teachers.

Progress towards achieving improvement measures

Process 1: Teacher Development Project

Implement a whole school teacher development system that promotes, supports and showcases the most effective and innovative teaching strategies embedding cultural perspectives.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Teachers engaged in professional learning targeted to school priorities, the needs of their students, and the achievement of their professional goals.• Training was predominantly provided through On line services due to COVID-19 restrictions.• Our Aboriginal Education Officer provided professional learning to school staff in cultural and Aboriginal perspectives and community connections.	

Process 2: Inclusive and future focused Learning Environments

Implement inclusive, culturally sensitive and future focused teaching and learning programs that address individual student needs, ensuring all students are challenged, with teachers as facilitators of future focused learning

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• All staff have shared responsibility and accountability in knowing every learner, where the learner is, and where they need to go.• Staff have together developed collective capacity to improve student learning and achieve student success through robust and detail conversations around students outcomes and achievement.	<p>Access to new StemShare Kit and resources.</p> <p>Time for staff PL</p>

Progress towards achieving improvement measures

- Students were able to begin accessing the STEM and Makerspace resource in later half of the year, but we were not able to utilise the STEM Share resource due to COVID.

Professional Learning - \$1000

Process 3: Data Informed Teaching Project

Revolutionise technology infrastructure and embed innovative pedagogy to achieve enriched learning outcomes to optimise learning.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Whole school professional learning and stage based professional learning was delivered throughout 2020.• All classroom teachers are focused on student growth• Teachers were provided with professional learning in the areas of the implementation of visible learning strategies including learning intentions and success criteria across all key learning areas.	

Next Steps

- Continued targeted PL for all staff re usage of technology to drive student outcomes and to transform learning.
- Transformation of additional learning spaces.
- Cohesive technology support plan to assist all teachers with the implementation a future focused learning environment in the classroom.
- School based STEM, creative and critical thinking and technology mentors identified to assist with coaching and mentoring.
- Continued PL with a focus on Aboriginal perspectives in STEM and creative and critical thinking.

Strategic Direction 3

Positive Partnerships

Purpose

To build stronger relationships which enhance community wellbeing, engagement and participation in a collaborative and supportive environment. Through effective partnerships, we will create a positive school culture incorporating and promoting student learning, wellbeing and academic competencies.

Improvement Measures

Increase parents understanding of how students learn and the importance of student development through school/parent relationships.

Increased effectiveness of community partnerships and its effect on student engagement through collection and analysis of qualitative and quantitative data.

Overall summary of progress

- Survey data shows increased positive responses related to student wellbeing, engagement and belonging.
- School based data and surveys shows increase in respectful behaviours and relationships across the school between students and students and teachers.
- More consistent approach to wellbeing and behaviour through the practice of our PBL Values.

Progress towards achieving improvement measures

Process 1: Community Partners Project

Strengthen community partnerships to ensure there is continuing school-wide collective responsibility for student learning and success. Implementation of future-focused learning spaces to provide opportunities for students to have access to learning environments that are inclusive, creative and collaborative. These spaces will incorporate access to a variety of learning opportunities and spaces that cater for different learning styles, abilities and aspirations.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Through the strong partnerships with the school community, there has been a demonstrated increase community aspirational expectations of learning progress and achievement for all students.• Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.• Partnerships with community agencies continue to foster greater integration between our school and our local community, creating better outcomes for the students and families at Soldiers' Settlement Public School.	<ul style="list-style-type: none">• School Collaborative Project• School Community Space

Process 2: Wellbeing and lifelong learning Project

Implement evidence-based changes across the school to improve student wellbeing, independence, confidence, resilience, engagement and the pursuit of excellence in the approach our students take to their learning.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Systems and protocols for explicitly teaching behaviour expectations and school values were strengthened to support student behaviour to embed a positive school climate and culture.• Students can explain the school systems and processes for supporting behaviour.• Reduction in students referred to the Executive team for behaviour.• PBL Signage displayed around the school.	PBL signage and resources - \$25,000

Progress towards achieving improvement measures

- Review and relaunch of PBL framework and values program.

Process 3: Strategic Alliance Project

Continue to develop and implement innovative, strategic alliances with other schools or organisations to ensure the school's curriculum provision supports high expectations for student learning in a globalized world.

Evaluation	Funds Expended (Resources)
Implementation delayed to 2021 due to COVID-19 adjustments.	

Next Steps

- Upgrade of Wellbeing and community space for community information sessions and support.
- 6 monthly review of PBL Values and adjust as required.
- Reinstate partnerships with local community agencies to support students and their families.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal Education Officer - \$76,277 Targeted student initiatives - \$3,000 Whole School Cultural Celebrations - \$3,400	<ul style="list-style-type: none"> Aboriginal Education funding was utilised for the employment of an Aboriginal Education Officer to support students and staff. Additional funds were allocated to student initiatives such as Koori cultural dance with professional choreographer's and the participation in events. Funds were allocated to whole school cultural celebrations during NAIDOC Week and Reconciliation Week and community events such as PLP BBQ consultations and NAIDOC Events.
English language proficiency	\$43,141 - EaLD Support	<ul style="list-style-type: none"> The EALD data process continued in 2020. Data was collated and analysed throughout the year ensuring student progress was monitored. Students continued to progress academically according to the EALD progressions.
Low level adjustment for disability	Employment of LaST - 1.0 - \$103,000 to support students	<ul style="list-style-type: none"> Funding provided under Low Level Adjustment for Disability provided an opportunity to employ additional staff to work with students identified through internal processes, and NCCD (flexible) provided an opportunity to engage an additional SLSO to work with targeted students in the classroom and in the playground environments. Additional funding supported the enhancement of innovative areas for students who have additional needs, including the purchasing of equipment, such as sensory resources. This funding also ensured all students with high needs were supported within the classroom and through key transition points, including break times in the supported play space.
Quality Teaching, Successful Students (QTSS)	\$48,020 - Additional staff member employed to support teaching and learning including programming and observations.	<ul style="list-style-type: none"> Analysis of whole school data as well as targeted students was the focus of QTSS. Future TPL for staff was identified and data has informed the decision of effective support methods for 2021
Socio-economic background	\$102,389 to employ AP - Wellbeing	<ul style="list-style-type: none"> In 2020 there were a number of initiatives that assisted the school to meet the need of students from a low socioeconomic background. These initiatives play a critical role in support for the emotional and social wellbeing of all students. Additional teaching staff were employed to reduce class sizes/along with employed an extra AP (Wellbeing) and providing additional teacher release time to work with specialists including the L&W Behaviour Consultant. The school created an additional position using Principal support funds and Low Socio-Economic funds to support the administration responsibilities across the school. This included the supporting the administrative responsibilities of the preschool. The engagement of a number of additional

Socio-economic background	\$102,389 to employ AP - Wellbeing	SLSO's were used to support students with disabilities, additional needs, trauma and out of home care across the school.
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Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	115	112	114	101
Girls	113	123	128	119

Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.4	92.2	90.7	85.5
1	92.9	91.2	93.1	84.4
2	90.9	93.1	89.3	85.8
3	93.4	90.5	92.1	85.7
4	93.3	91.9	88.8	86.3
5	92.3	91.6	91.5	88.6
6	91.9	91.2	92.2	88
All Years	92.7	91.7	91.1	86.2
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.

Regular school attendance was promoted and managed as a shared responsibility of students, families and all staff. All staff adhere to Department of Education policies and school based procedures to support and promote positive school attendance, to closely monitor attendance and implement supports and individual strategies when needed. The attendance policy and procedures include:-

- marking of absences,
- monitoring absences inclusive of whole and partial days,
- reviewing justified reasons for absences,
- following up with parents and caregivers as well as discussions with the Home School Liaison Officer and the Aboriginal School Liaison Officer.

Multiple strategies were implemented to manage non-attendance and information regarding the school and Department of Education policy and expectations were shared with the school community through our many communication channels.

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)	8.3
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
School Administration and Support Staff	4.62

*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	652,787
Revenue	2,821,354
Appropriation	2,748,733
Sale of Goods and Services	-2,189
Grants and contributions	58,638
Investment income	1,172
Other revenue	15,000
Expenses	-2,858,624
Employee related	-2,584,663
Operating expenses	-273,961
Surplus / deficit for the year	-37,270
Closing Balance	615,517

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	139,264
Equity Total	363,048
Equity - Aboriginal	99,438
Equity - Socio-economic	89,660
Equity - Language	43,141
Equity - Disability	130,808
Base Total	1,801,322
Base - Per Capita	60,367
Base - Location	0
Base - Other	1,740,956
Other Total	339,728
Grand Total	2,643,363

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

In 2020, Soldiers' Settlement Public School sought the opinion of parents/caregivers, students and teachers about our school through the Tell Them From Me survey. This survey provides feedback about teaching, learning, resources, leadership, engagement, participation and program delivery.

Parents and Carer Surveys

In 2020, Twenty three parents/carers participated in the **'Partners in Learning'** Parent Survey. This is a huge increase from previous years as the school has tried different ways to engage families in the survey.

- Overall parents responded above NSW state level in feeling welcomed and informed by the school.
- Parents also responded above NSW state level in the belief that the school supported positive learning and positive behaviour.
- Parents also responded with a score of 7.2 regarding inclusivity at the school and school staff supporting students at school, compared to a score of 6.7 as the NSW government norm.

The parent survey indicates an overall positive response from those that responded. The fact that there was an increase in responses to the survey was a positive sign that the community is becoming more engaged and aware of wellbeing as an important part of school life.

Student Surveys

In 2020 students participated in the shortened version of the Tell Them From Me Survey. Seventy five students participated in the survey across Year 4 - 6.

Students responded with the following results:

- 71% of students felt a positive sense of belonging. This is below the state level of 81%.
- 75% of students reported that they felt positive and motivated at school. This is below the state level of 78%.
- 45% of students reported that they had been subjected to bullying. This is higher than the state level of 36%.
- Students reported that they feel they have someone at school who provides advocacy and encouragement. The school score was 8.0, compared to a lower NSW score of 7.7.
- 88% of Aboriginal students felt good about their culture. 94% of Aboriginal students felt that their teachers understood their culture.
- 77% of students feel proud of their school and 78% are aware of where they can seek help if they are being bullied.

The student survey indicated some areas for future focus including increasing a sense of positive belonging for students, maintaining motivation and positivity and establishing clear guidelines and supports for managing bullying behaviours.

Students reported positively in their relationship with staff, and how to seek support.

Aboriginal students had an overwhelmingly positive response to how they feel about their culture and how much their teachers understood their culture. This is positive and can continue to be built on as part of our wellbeing plan.

Teacher/Staff surveys

In 2020, sixteen staff members responded to the 'Focus on Learning' Teacher Survey. Overall the results were positive with the following responses:

- A school score of 7.9 for collaboration (7.8 NSW government norm).
- A school score of 8.5 for Learning Culture (8.0 NSW government norm).
- A school score of 8.3 for Data (7.8 NSW government norm).
- A school score of 8.4 for Inclusive School (8.2 NSW government norm).
- A school score of 5.7 for Technology (6.7 NSW government norm).
- 62% of staff agreed that school leaders were leading improvement and change.
- 69% of staff agreed that the strategic vision was well communicated.

Staff wellbeing has always been a focus for the school and the response has been generally positive. Scores rested mostly above NSW Government norms, except for technology. Technology has historically been an area where staff may feel uneasy with ongoing changes, and a level of frustration with access to updated technology.

Staff responded that they feel that the school is positive and they are providing and encouraging a positive learning culture.

School processes and systems will continue to be reviewed and communicated with staff to further engage them in the decision making process and ensure that the strategic vision is explicitly communicated to all staff.

The upward trend across parent, student and staff surveys have been positively received, however the school continues to focus on well being as a partnership with learning and build on the current successes.

Wellbeing:

Wellbeing of staff, students and families have been negatively affected by COVID-19, however this has also highlighted the need for ongoing monitoring and support of student, staff and community wellbeing and positivity, particularly in light of global and community-wide impacts.

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.

Through the implementation of Aboriginal cultural programs for both Aboriginal and non-Aboriginal students, professional learning for staff and cultural experiences that are inclusive of the whole school community, Soldiers' Settlement has developed a school culture that strongly values Aboriginal education and culture. Soldiers' Settlement Public School holds Aboriginal Education as a core component of school planning and a strategic priority for students, staff and community. Ongoing Aboriginal student success, cultural studies programs, community engagement, strengthened identity and cultural appreciation has ensured all students have access to an inclusive Aboriginal Education and cultural program..

Both teachers and students have opportunities to engage with the Aboriginal community to gain cultural knowledge from our Aboriginal Education Officer (AEO), ensuring authenticity and validity within the content taught. Teachers have regular opportunities to team teach with the AEO to build confidence when integrating Aboriginal perspectives into the curriculum and contribute to the key planning of significant cultural events throughout the year.

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.

Soldiers' Settlement Public School has a trained Anti-Racism Contact Officer (ARCO) who supports students and staff to resolve any racism issues which are addressed and responded to in a timely manner.

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.

Soldiers' Settlement Public School employs a range of practices and programs that promote cultural inclusivity to ensure its diverse student population is being catered for. Specifically designed teaching and learning programs and activities promote equality, cultural understanding and harmony where each student's cultural background is valued and celebrated. Anti-Racism education at Soldiers' Settlement is supported by the ARCO who is familiar with the procedures for managing issues involving racism should they arise within the school.