

# Ashford Central School

## 2019 Annual Report



## Introduction

The Annual Report for 2019 is provided to the community of Ashford Central 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

Ashford Central School is committed to ensuring happy children, working with dedicated teachers in a pleasant and secure environment. We will achieve this by maintaining strong partnerships with the community and maintaining an ethos of high expectations in student achievement. By the end of 2020, the school community expects student outcomes to exceed similar school and state averages in NAPLAN; that it is a nurturing and welcoming environment full of vibrant and inquisitive learners, led by professional staff and supported by an educationally focussed community that is mutually accountable for student outcomes and school performance.

### School context

Ashford Central School is a K–12 school, located in the small rural community of Ashford which has a population of 570.

Students of Ashford Central School are drawn from the township of Ashford and surrounding district. Some of the students travel a considerable distance to school by bus. Ashford is 57km north of Inverell and 40km south of the Queensland border.

The total enrolment of Ashford Central School in 2018 is around 180 students, with approximately half in each the primary and secondary departments.

The school is committed to the provision of a comprehensive, quality education program, the equal of any in the state. We achieve this through quality teaching and assessment practices, the provision of a broad and balanced curriculum, an emphasis on literacy and numeracy from Kindergarten to Year 12, comprehensive student welfare structures and effective use of technology.

## 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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
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

Staff – A Dynamic, Cohesive and Quality Staff

### Purpose

Ashford Central School in their pursuit of educational excellence, develops highly proficient teachers, support staff and leaders that collaboratively learn, develop and critically reflect.

### Improvement Measures

#### Student Achievement

The school uses systematic and reliable assessment information from the Learning Progressions to evaluate effective teaching and learning structures in Literacy and Numeracy.

#### Student Achievement

External performance measures (NAPLAN, ICAS, VALID, HSC) demonstrate the school is at or above statistically similar schools.

#### Quality Teaching Practices

All teachers develop and apply a full range of assessment strategies 'for, and and of' learning in all teaching programs as measured against the School Excellence Framework – Learning: Assessment.

#### Quality Teaching Practices

All teachers apply strategies articulated in 'The Art and Science of Teaching' (Marzano) to improve teaching practices. That a consistency in metalanguage, planning and assessment in teaching and learning across K–12 is documented as a school expectation and tracked against the School Excellence Framework – Teaching: Effective Classroom Practice

### Progress towards achieving improvement measures

#### Process 1: Student Achievement

Professional learning of all teaching staff builds capacity, understanding and application of curriculum, learning progressions, assessment practices, and SMART data.

Evaluation	Funds Expended (Resources)
Mark book (2019 Endpoint) delivered to whole staff and utilised as data wall for 2020. This data demonstrated student growth and progress in most internal measures. Student achievement, including equity groups is not greater than students at statistically similar schools on external measures (NAPLAN, ICAS, VALID, HSC). An ongoing need to include further assessment, Learning Goals and Success Criteria in the 2020 School Plan.	Principal Support Funds: \$11,668 QTSS Funds \$16,541 Instructional Leader 2018 wages on-cost: \$1587

#### Process 2: Quality Teaching Practices

The Marzano project enables, empowers and develops a culture of high expectations, increased knowledge of student progress and effective teaching practices.

Evaluation	Funds Expended (Resources)
The vast majority (not 100%) of teachers clearly understand, develop and apply a full range of assessment strategies (A4L, AasL and AofL) in all teaching programs to determine teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.	\$0

### Next Steps

The 2020 School Monitoring document will include ongoing professional learning for teaching staff in the areas of literacy and numeracy. A strong focus on Learning Goals and Success Criteria will be included in teaching practice and in supervision documentation.

## Strategic Direction 2

### Students and Community – Collaboratively Engaged Students and Community

#### Purpose

Students and community that are actively engaged and collaboratively involved in fostering future focused learning environments as we prepare our students to be contributing members of the community.

#### Improvement Measures

##### Future Focused School

A K–12 future focused learning program where teachers, students, parents and the community are collaboratively engaged in its delivery. Measured by engagement, behaviour, attendance improvements and increased parental participation in school–related activities.

##### Aboriginal Education

The school is demonstrating growth in the Aboriginal Education and Training Policy "Turning Policy into Action: Reflect, Plan, Act Guide" as determined by the Aboriginal Education Consultancy Group and School Planning Committee from the 2017 Baseline.

#### Progress towards achieving improvement measures

##### Process 1: Future Focused School

The leadership team manages resources (human, product, TPL and fiscal) to enable staff and parent/community familiarisation, implementation and delivery of cross–curriculum priorities and general capabilities.

Evaluation	Funds Expended (Resources)
The ongoing provision of events that engaged the Ashford community was a focus of 2019. The school Facebook page has rapidly increased in the number of views and engagements, school events at the school were well attended and feedback from the community very positive around the actions taken from the school to be collaborative in planning events that support local and significant events.	Activity and Wages costs are listed in Low Socio–economic RAM

##### Process 2: Aboriginal Education

Implement, monitor and review initiatives via an annual work stream to measure growth against the 'Turning Policy into Action: Reflect, Plan, Act Guide'.

Professional learning provided to staff to build competencies in Aboriginal Culture.

Evaluation	Funds Expended (Resources)
Aboriginal Education continued to be a priority area at ACS with all teaching staff delivering applicable cultural content as evidenced in teaching programs and at meetings. Repeated efforts to include members of the Aboriginal community in day to day operations of the school were made with varying success.  Does a genuine relationship exist between the school and ATSI community? To what extent? The school believes that there exists a healthy and productive relationship. Feedback from the ATSI community is hard to ascertain as only a small proportion of ATSI families provide feedback on school progress and activities.	Activity and Wages costs are listed in Aboriginal Background RAM

#### Next Steps

#### Future Focused Learning:

A significant number of events were collaboratively developed between the school and the Ashford community were successful over 2019. The school will continue with projects and processes that were highly engaged with by the community and work further with stakeholders that are yet to engage in events with the school.

#### Aboriginal Education:

The school seeks ongoing support from the Aboriginal community to participate in opportunities to provide feedback on ways to better work with ATSI students and their families as well as to partake in our school planning processes as part of the School Planning Committee.



### Strategic Direction 3

School Culture – Safety, Teamwork, Achievement, Respect

#### Purpose

Building and maintaining a school culture that demonstrates the school's core values of Safety, Teamwork, Achievement and Respect. That we have a school environment that is supportive and inclusive with a culture of pride, integrity and high expectations.

#### Improvement Measures

##### Community Engagement

Growth in Community Engagement is measured against the seven standards outlined in 'Strengthening family and community engagement' (DoE) measured from the 2017 baseline.

##### Wellbeing

Growth in student wellbeing is measured against the School Excellence Framework – Learning: Wellbeing and Learning Culture. Using data from student focus groups, Tell Them From Me survey's as well as positive and negative behavioural data from the 2017 baseline. The school attendance rate meets and/or exceeds the state average.

#### Progress towards achieving improvement measures

##### Process 1: Community Engagement

The school implements a community engagement strategy that responds to feedback from the community whilst maintaining the focus on student learning.

Evaluation	Funds Expended (Resources)
<p>Community Engagement Coordinator (FFL) manages the whole school and community calendar:</p> <ul style="list-style-type: none"><li>–Task &amp; resource organisation and preparation</li><li>–Student permission notes and risk assessments</li><li>–Weekly liaison with Principal &amp; FFL Leader</li></ul> <p>The operational success of this role was not delivered as planned. The facilitation of events were jointly developed by the Community Engagement Coordinator, Executive staff and the school office.</p> <ul style="list-style-type: none"><li>– Was the goal achieved? Yes, we have initiated multiple community oriented actions.</li><li>– What is still needed? We need to have more community included and willing to be involved in school activities besides assemblies.</li></ul>	<p>Staffing: \$7114</p> <p>Community Engagement Resources: Funds are articulated as expenditure in Low Socio-economic Background.</p>

##### Process 2: Wellbeing

Staff, students and parents collaboratively develop, implement, monitor and review the personalised learning needs of students. Succinct Personalised Learning, Behaviour Management and Attendance Plans are collectively supported and adhered to, supporting enhanced learning achievement.

Evaluation	Funds Expended (Resources)
<p>Growth in student wellbeing was measured against the School Excellence Framework – Learning: Wellbeing and Learning Culture. Executive Staff and the School Planning Committee determined that while a significant raft of systemic changes were implemented throughout 2019, a shift on the School</p>	

## Progress towards achieving improvement measures

Excellence Framework was not achieved to date. The school used data from student focus groups, Tell Them From Me survey's as well as positive and negative behavioural data from Sentral. The school attendance rate does not meet and/or exceeds the state average.	
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## Next Steps

### **Community Engagement:**

An amalgamation of the Community Engagement strategy with the Future Focus Learning strategy was highlighted as the appropriate strategy moving forward. The position of Community Engagement Officer will not continue into 2020.

### **Wellbeing:**

Wellbeing strategies were highly effective in that comprehensive systems were continued from 2018 and delivered reliable and valid information on student wellbeing (both positive and negative). A specific focus on student attendance was a key priority of 2019 with strategic support provided by the Director, Educational Leadership to focus on strategies employed by the school. Whilst overall data on student attendance is not satisfactory, the school strongly believes that this will be vastly improved in 2020. The employment of additional SLSO (Support staff) will enable teachers with support in the classroom with students that require additional direction and 1:1 time.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Aboriginal Background Loading: \$89526  Staffing: \$68,575  Flexible: \$20,951	Aboriginal Education continued to be a priority area at ACS with all teaching staff delivering applicable cultural content as evidenced in teaching programs and at meetings. Repeated efforts to include members of the Aboriginal community in day to day operations of the school were made with varying success.  Does a genuine relationship exist between the school and ATSI community? To what extent? The school believes that there exists a healthy and productive relationship. Feedback from the ATSI community is hard to ascertain as only a small proportion of ATSI families provide feedback on school progress and activities.
<b>English language proficiency</b>	\$400	– SLSO wages supported classroom activities for 2 students for 2 days.
<b>Low level adjustment for disability</b>	Total of funding is \$108,842 allocated as LaST:\$75460 0.7FTE, SLSO \$34141	Evaluation of Low level adjustment for disability included the employment of a Learning and Support Teacher at 0.7fte and additional School Learning Support Staff. These staff, led by the LaST supported students and teachers across K–12. This was a great success in 2019 with many students being provided additional support. The LaST specifically worked with: <ul style="list-style-type: none"> <li>• Differentiation</li> <li>• Lead the Learning and Support Team</li> <li>• Completed Access Requests</li> <li>• Met with the School Counsellor and Interagency providers to source additional support for our students and families</li> <li>• Assisted with the Transition of students to school into Kindergarten, through the middle years and transition to post school destinations.</li> </ul>
<b>Quality Teaching, Successful Students (QTSS)</b>	Staffing of 0.155 FTE = \$16,541 for the year. This is allocated as approx. 3.75hours of release for 2 AP's each fortnight.	These funds were effectively expended on additional executive release to develop a parity between primary and secondary executive staff. The funds allowed for all executive members to be off class at the same time to facilitate additional executive meetings as the school continued to foster and develop new systems and policies around curriculum and well being predominately. The executive also met each 5 weeks to determine the evaluations of the school plan on SPARO. This process will be ongoing into 2020.
<b>Socio–economic background</b>	2019 SBAR \$297,739 (0.3 FTE and \$265,725 flexible funding)	A massive list of activities and fund provision through subsidies were delivered in 2019 to effectively distribute these funds. The school worked within the financial guidelines for these funds to provide an equity in education for all our students. The following provides just one 5 week period of data for evidence of these purchases: <ul style="list-style-type: none"> <li>• Student I pads (K–6) \$2394</li> <li>• Ipad covers \$163</li> </ul>

<b>Socio-economic background</b>	2019 SBAR \$297,739 (0.3 FTE and \$265,725 flexible funding)	<ul style="list-style-type: none"> <li>• Interactive touch screen Smartboards \$29675</li> <li>• Breakfast Club Food \$256</li> <li>• Protective Floor Mats for Gym \$719</li> <li>• Breakfast Club Crockery \$236</li> <li>• Duke of Edinburgh \$338</li> <li>• Life Ed Visit \$690</li> <li>• UNE Discovery Visit \$496</li> <li>• Rewards Excursion T2 Rollerskating \$518</li> <li>• Rewards Excursion T2 Rollerskating Bus \$572</li> <li>• Makey-Makey STEM Pack \$859</li> <li>• Bus Hire Central School Netball-Secondary \$285</li> <li>• Girls Information Day \$28</li> <li>• Community BBQ \$265</li> <li>• Mother's Day Event \$71</li> <li>• Studec Lunches \$26</li> </ul>
<b>Support for beginning teachers</b>	\$0	No RAM Funds were provided in 2019

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	88	85	81	73
Girls	80	84	87	75

## Student attendance profile

School				
Year	2016	2017	2018	2019
K	87.7	91.1	83.4	84.8
1	89.4	90.9	85.8	85.8
2	87.4	91.2	86.2	84.4
3	91	90.8	89.1	85.2
4	92.6	93.2	85.2	90.4
5	91	94.3	92.1	88.9
6	91.4	90.6	92.2	91.1
7	88.5	91.8	88.9	90.5
8	88.1	88	86	86.3
9	87.6	87	87.3	85
10	90.9	83.8	82.2	81.6
11	86.8	80.7	82.4	73.3
12	81.4	85.1	85	85.2
All Years	89.1	89	86.8	86
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
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	92.3	92.3	91.5	91

## 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.

### Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	7.7
Employment	0	11.1	76.9
TAFE entry	0	0	0
University Entry	0	0	7.7
Other	0	0	7.7
Unknown	9.1	0	0

### Year 12 students undertaking vocational or trade training

84.62% of Year 12 students at Ashford Central School undertook vocational education and training in 2019.

### Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Ashford Central School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Head Teacher(s)	2
Classroom Teacher(s)	8.59
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
School Administration and Support Staff	6.39
Other Positions	0.1

\*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 <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	326,556
<b>Revenue</b>	3,374,865
Appropriation	3,326,988
Sale of Goods and Services	5,255
Grants and contributions	40,690
Investment income	1,932
<b>Expenses</b>	-3,236,586
Employee related	-2,596,532
Operating expenses	-640,054
<b>Surplus / deficit for the year</b>	138,279

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 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	50,504
<b>Equity Total</b>	496,507
Equity - Aboriginal	89,526
Equity - Socio-economic	297,739
Equity - Language	400
Equity - Disability	108,842
<b>Base Total</b>	2,194,555
Base - Per Capita	39,419
Base - Location	43,119
Base - Other	2,112,017
<b>Other Total</b>	298,820
<b>Grand Total</b>	3,040,386

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.

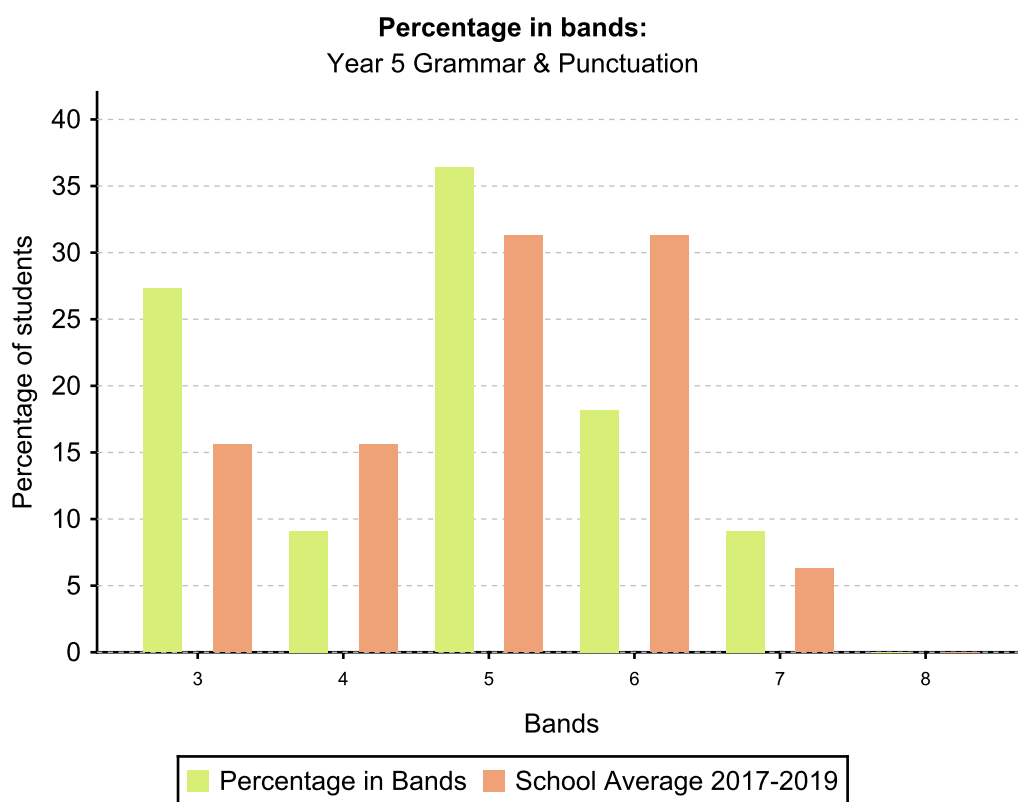
## School performance - NAPLAN

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.

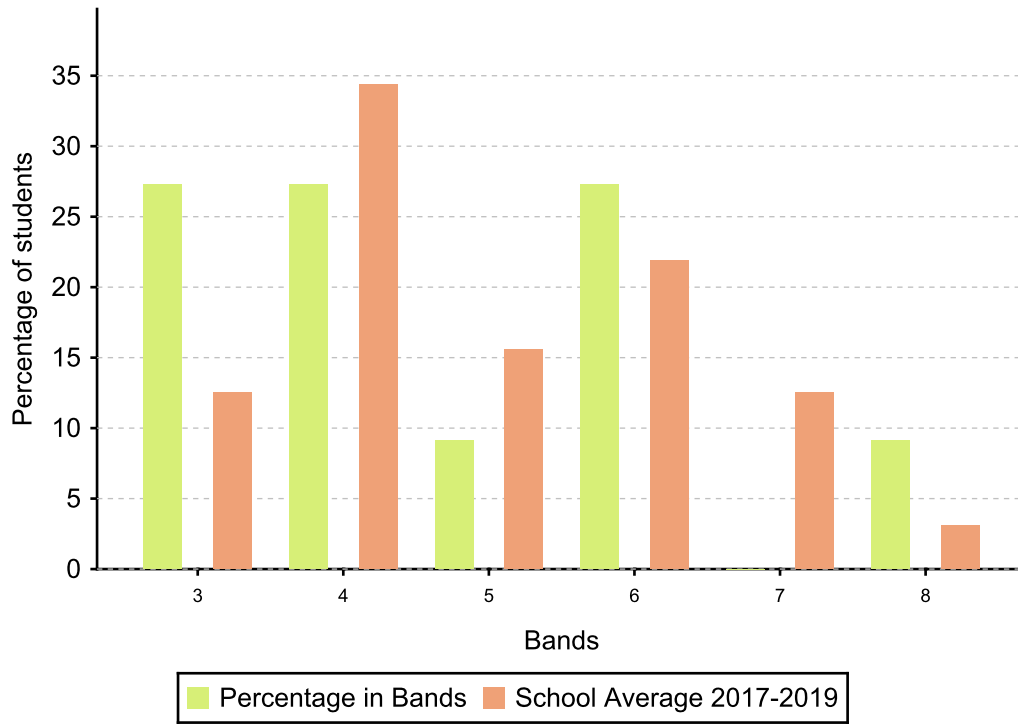
### Literacy and Numeracy Graphs

Literacy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available.



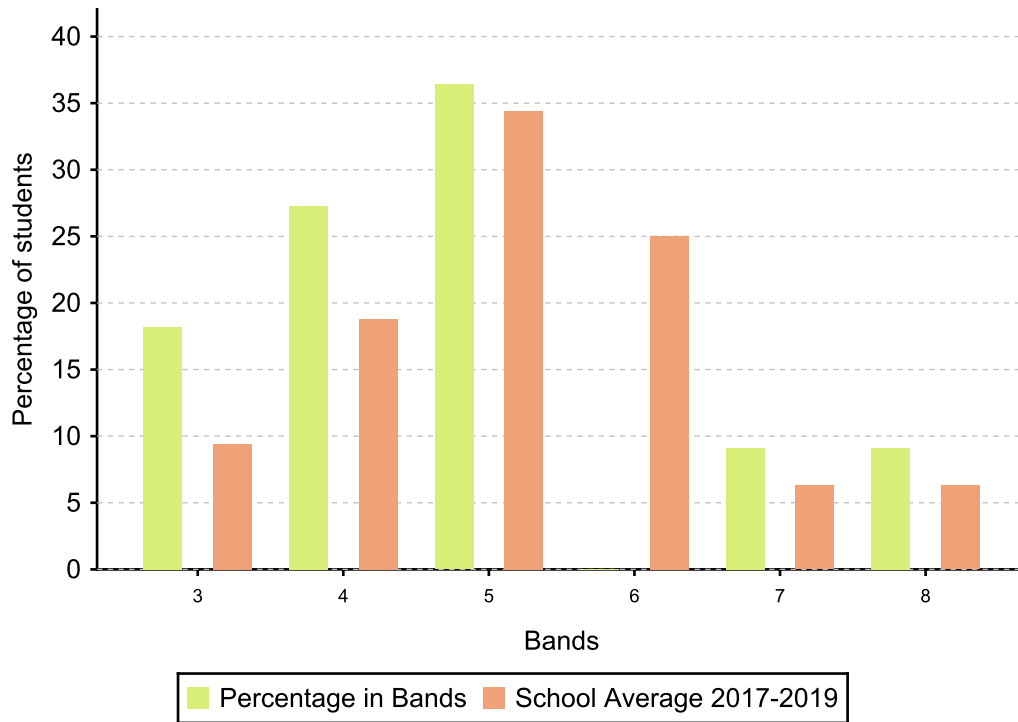
Band	3	4	5	6	7	8
Percentage of students	27.3	9.1	36.4	18.2	9.1	0.0
School avg 2017-2019	15.6	15.6	31.3	31.3	6.3	0

**Percentage in bands:  
Year 5 Reading**



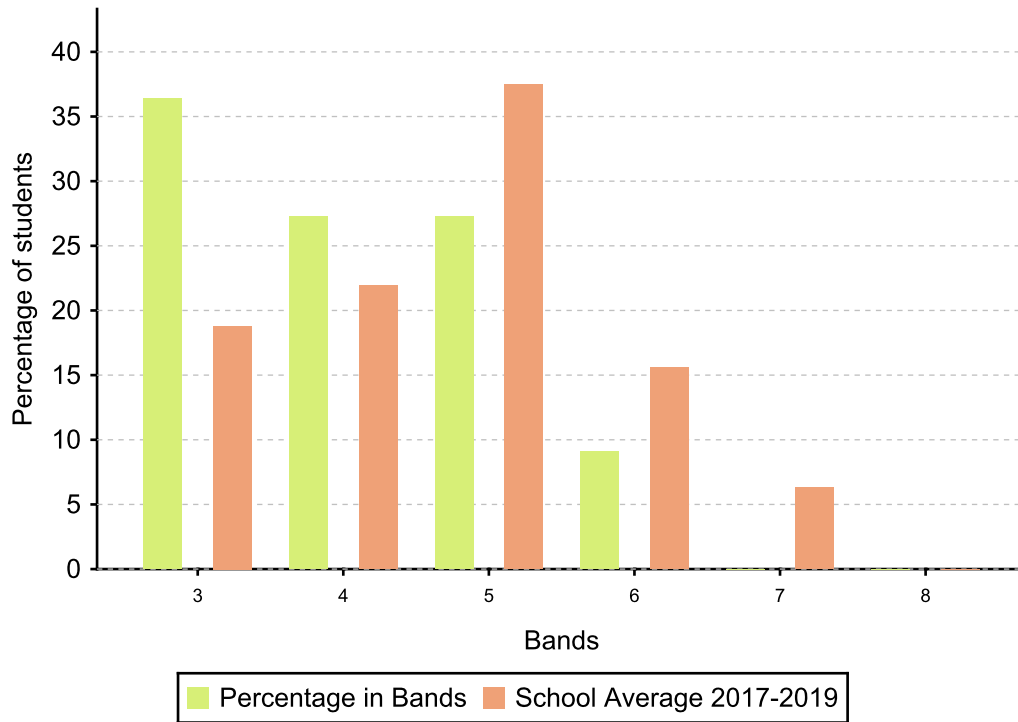
Band	3	4	5	6	7	8
Percentage of students	27.3	27.3	9.1	27.3	0.0	9.1
School avg 2017-2019	12.5	34.4	15.6	21.9	12.5	3.1

**Percentage in bands:  
Year 5 Spelling**



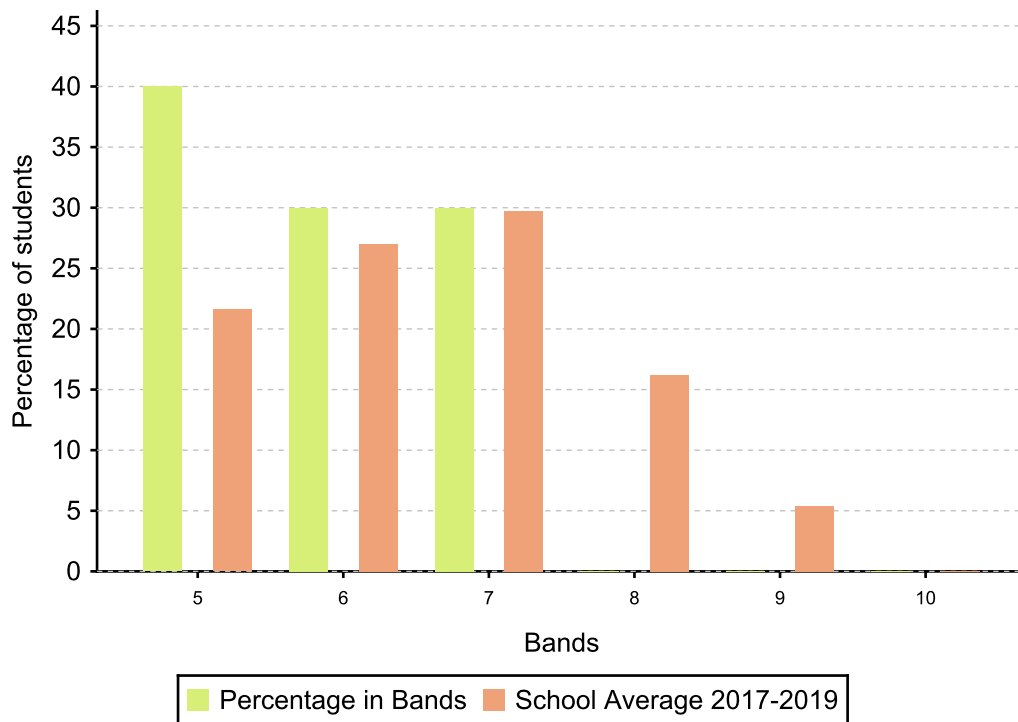
Band	3	4	5	6	7	8
Percentage of students	18.2	27.3	36.4	0.0	9.1	9.1
School avg 2017-2019	9.4	18.8	34.4	25.0	6.3	6.3

**Percentage in bands:**  
Year 5 Writing



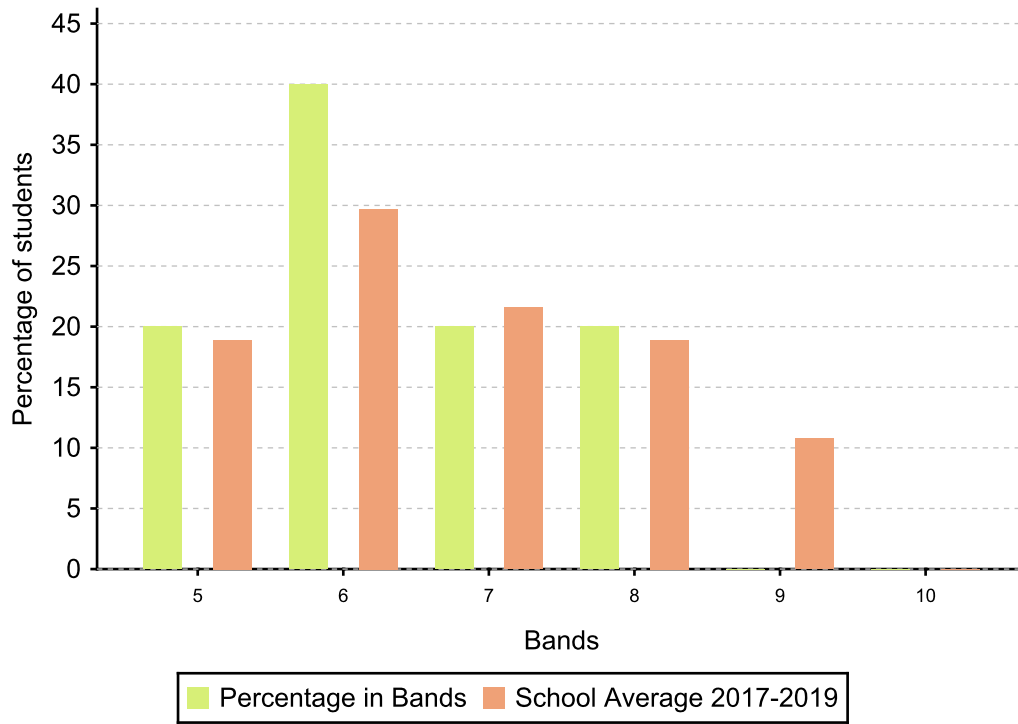
Band	3	4	5	6	7	8
Percentage of students	36.4	27.3	27.3	9.1	0.0	0.0
School avg 2017-2019	18.8	21.9	37.5	15.6	6.3	0

**Percentage in bands:**  
Year 9 Grammar & Punctuation



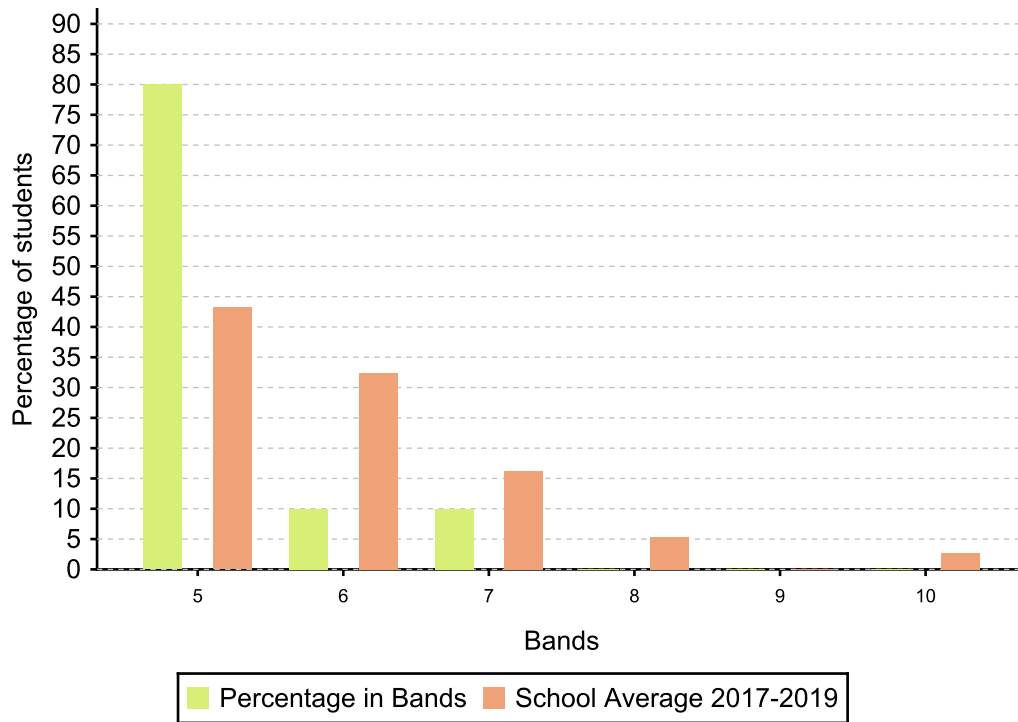
Band	5	6	7	8	9	10
Percentage of students	40.0	30.0	30.0	0.0	0.0	0.0
School avg 2017-2019	21.6	27	29.7	16.2	5.4	0

**Percentage in bands:**  
Year 9 Spelling



Band	5	6	7	8	9	10
Percentage of students	20.0	40.0	20.0	20.0	0.0	0.0
School avg 2017-2019	18.9	29.7	21.6	18.9	10.8	0

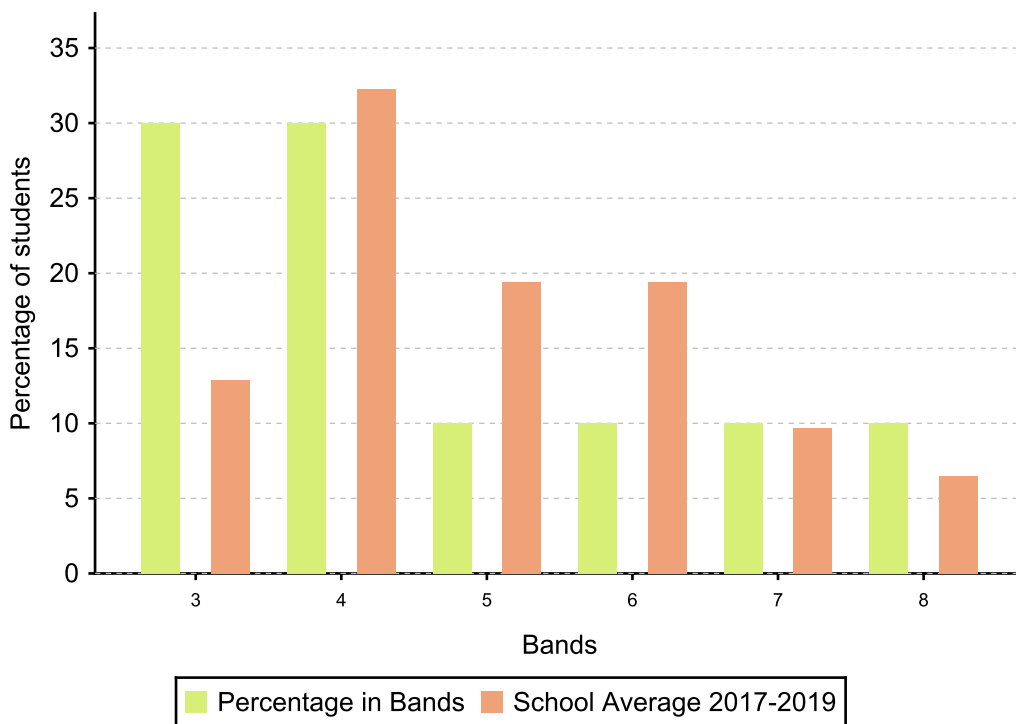
**Percentage in bands:**  
Year 9 Writing



Band	5	6	7	8	9	10
Percentage of students	80.0	10.0	10.0	0.0	0.0	0.0
School avg 2017-2019	43.2	32.4	16.2	5.4	0	2.7

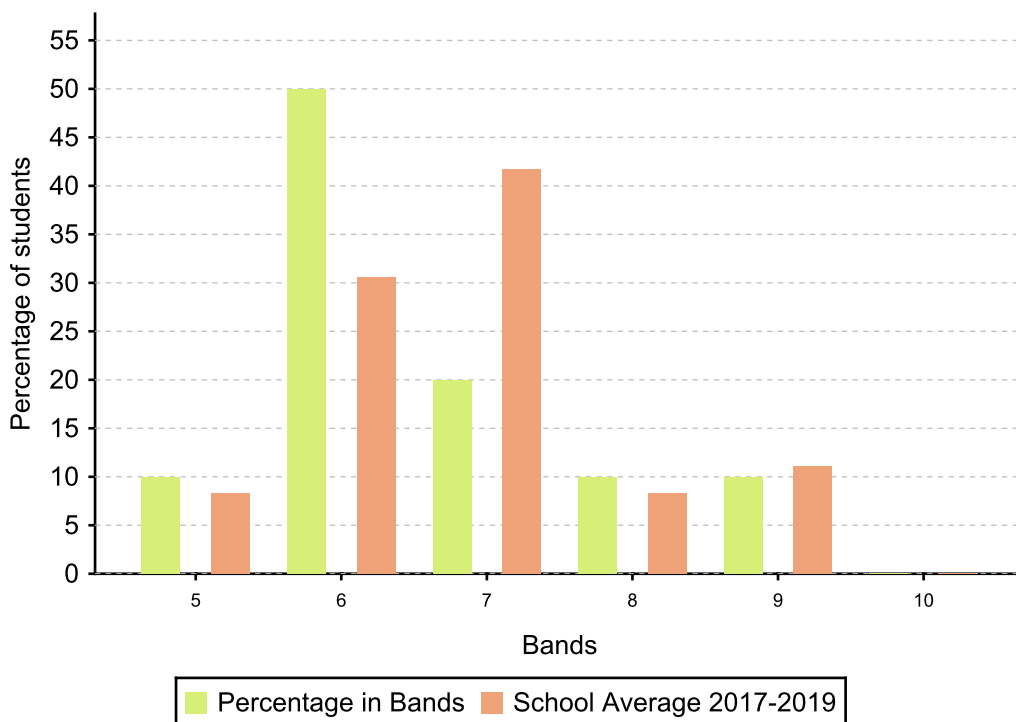
Numeracy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available.

**Percentage in bands:**  
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	30.0	30.0	10.0	10.0	10.0	10.0
School avg 2017-2019	12.9	32.3	19.4	19.4	9.7	6.5

**Percentage in bands:**  
Year 9 Numeracy



<b>Band</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
Percentage of students	10.0	50.0	20.0	10.0	10.0	0.0
School avg 2017-2019	8.3	30.6	41.7	8.3	11.1	0



## School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.

## Parent/caregiver, student, teacher satisfaction

Stakeholder satisfaction in school operations across 2019 was measured in the following forms: informal interview, survey requests including the Tell Them From Me survey, staff meeting feedback sessions, interactions on school social media and through our formal communication channels of parent–teacher interviews, personalised learning support plan interviews, email and postal correspondence.

### Student Satisfaction:

During the course of 2019, students were regularly asked satisfaction related questions and prompted for feedback.

- 92% of students agreed or strongly agreed that 'Our school is welcoming to our community' and that 'Students are treated fairly by staff'.
- 50% of students stated that 'Students treat staff with respect' and 'Students treat each other with respect'.
- 76% agreed or strongly agreed that 'Class activities are interesting and engage students in learning' and that 'Our school provides a quality learning environment'.
- 59% of students agreed or strongly agreed with ' Students are happy at our school'.

**Strengths of our school:** Relationships between most students and staff, technology improvements, the behaviour system, opportunities for seniors: RSG, RSA, Barista courses, Agriculture, improvements around the school environments.

**Perceived Weaknesses of our school:** Opportunities for diverse career paths, student behaviour, respect from students, too strict on school uniform, students being rude to casual teachers, STUDEC is run by teachers.

### Parents and Caregivers Satisfaction:

Parents and Caregivers were requested to provided a survey response twice in 2019, once in Term 3 and again in Term 4. Of the responses returned the data demonstrated that:

- 100% of parents and caregivers agreed or strongly agreed that 'Our school is welcoming to our community' and that 'Students are treated fairly by staff'.
- 30% of parents and caregivers stated that 'Students treat staff with respect' and 'Students treat each other with respect'.
- 100% agreed or strongly agreed that 'Class activities are interesting and engage students in learning' and that 'Our school provides a quality learning environment'.
- 60% of parents and caregivers could not agree or disagree with ' Students are happy at our school'.

**Strengths of our school:** Committed and up–skilled staff, community engagement, Principal Assemblies, The Executive team following through with issues

**Perceived Weaknesses of our school:** Communication between teachers and the support staff as well as parents, apathy of some of our students, disrespect from and among some students, some inconsistency with teachers away a lot regarding the set work left behind for students to undertake.

### Staff Satisfaction:

All Staff were requested to provided a survey response twice in 2019, once in Term 3 and again in Term 4. The feedback is essential as it demonstrates multiple views of staff that have a variety of roles in our school. Of the responses returned the data demonstrated that:

- 100% of staff agreed or strongly agreed that 'Our school is welcoming to our community' and that 'Students are treated fairly by staff'.
- 65% of staff stated that 'Students treat staff with respect' and 'Students treat each other with respect'.
- 100% agreed or strongly agreed that 'Class activities are interesting and engage students in learning' and that 'Our school provides a quality learning environment'.
- 70% of staff agreed or strongly agreed with ' Students are happy at our school'.

**Strengths of our school:** Committed and up–skilled staff, community engagement events: Sunhaven visits, gardening, our Future Focused Learning sessions, Principal Assemblies, The Executive team following through with issues, quality programming, consistency in treating students fairly.

**Perceived Weaknesses of our school:** Communication between teachers and the support staff as well as parents, apathy of students, disrespect between students, culture of respect within the school.

# 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.