

# 2020 Annual Report

## Condobolin Public School



1609

# Introduction

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

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

## School contact details

---

Condobolin Public School

Molong Street

CONDOBOLIN, 2877

[www.condobolin-p.schools.nsw.edu.au](http://www.condobolin-p.schools.nsw.edu.au)

[condobolin-p.school@det.nsw.edu.au](mailto:condobolin-p.school@det.nsw.edu.au)

6895 2134

## School vision

At Condobolin Public School we are Strong, Smart and Proud lifelong learners. Through genuine school and community partnerships we deliver quality education for all students, preparing them to live and work as resilient and active members of a changing world.

## School context

Condobolin Public School is an inclusive primary school in the township of Condobolin, providing education to the students of Condobolin for 150 years. It is considered to be a 'remote' school by some and is located close to the geographic centre of New South Wales. Of the 295 students, 44% identify as being of Aboriginal and/or Torres Strait Islander descent, and there is a further 3% of students with language backgrounds other than English.

Our team of teachers and support staff work together to ensure that all students are provided with quality instruction in literacy, numeracy and other areas of the curriculum. They support development of the whole child through a range of activities including team sports, lessons in technology and excursions.

Condobolin Public School attracts a variety of funding in addition to the annual funding allocation, including equity funding based upon the socio-economic background of our community, geographic location and number of Aboriginal students.

From the end of 2012, our school has been involved in *Early Action for Success*, with an Instructional Leader supporting the teachers in K-2 to further strengthen literacy and numeracy programs within our school along with regular assessment of students against the literacy and numeracy continuums. *Language, Literacy, Learning (L3)* and *Targeting Early Numeracy (TEN)* have been successfully implemented in all K-2 classrooms in past years. We are into the second phase of *Early Action for Success*.

## Self-assessment and school achievement

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

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

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

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

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

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2020 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	Delivering
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	Excelling
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1

### Teaching and Learning

#### Purpose

Staff maintain high expectations and utilise effective research-based practices to equip our students with the skills, knowledge and attitudes that will allow them to be confident communicators, critical and imaginative thinkers, lifelong learners and informed, active participants.

#### Improvement Measures

Increase the proportion of students achieving and exceeding growth in literacy and numeracy.

Increased staff collaboration to inform effective teaching and learning.

Increase in teacher's implementation and embedding of collaborative practice

#### Progress towards achieving improvement measures

**Process 1: Common Practice:** Build staff capacity to plan, implement and monitor common practices to enhance the teaching and learning culture ensuring all students achieve.

Evaluation	Funds Expended (Resources)
<p>Due to COVID Guidelines being implemented and restricting the opportunities for cross Stage Observations, the Curiosity and Powerful Learning model of Triads and the Theory of Action for Learning Intentions and Success Criteria (LISC) had to be modified. The focus shifted from the Curiosity and Powerful Learning model and focused on Lyn Sharrat's work in Clarity.</p> <p>All staff engaged in professional learning activities facilitated by the Principal and Executive staff with a focus on the research behind Lyn Sharrat's Learning Intentions and Success Criteria and how to establish this practice K-6. This work was supplemented with CESE What Works Best 2020 update, the chapter focused on Explicit Teaching.</p> <p>All staff have begun implementation of LISC for Reading Comprehension and using both the English Syllabus and Literacy Progressions to support the development of Learning Intentions to monitor student improvement.</p> <p>Next steps is to strengthen student voice in the development of Success Criteria and their ability to articulate where to next in their learning for Literacy. Further, moving forward, the focus will continue with Reading Comprehension but will also include LISC for Numeracy.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$59396.00)</li><li>• Professional learning (\$38697.00)</li></ul>

**Process 2: Collaborative Practice:** Develop collaborative practice and structures to build staff teaching and leading capacity within and across partner schools.

Evaluation	Funds Expended (Resources)
<p>The principal and two executive staff engaged in the Leading Effective Reading workshops delivered by the Director Educational Leadership with a partner school within the network. This workshop focused on the work of Jan Farmer-Hailey and what makes an effective reading program.</p> <p>The key take aways from participating in these workshops was the need to make the value of literacy visible through the leadership team. As a result, all staff engaged in What Works Best explicit teaching and Lyn Sharrat's work on Assessment (Clarity) which led to the development of Learning Intentions and Success Criteria for reading comprehension linked with negotiated targets and the NSW Premier's priorities. The English Syllabus and Literacy</p>	

## Progress towards achieving improvement measures

Progression were used to assist in this focus. The focus continued throughout Semester 2 and was a dominant focus of whole school Professional Learning, Stage Meetings and Term 3 & Term 4 twilight sessions. Through genuine collaboration, staff created stage based LISC with reference to the documents featured throughout this focus and shared reflections on practice and student growth K-6. Stage 2 & 3 teams have reflected on assessment practices for reading comprehension and purchased an online reading comprehension licence for Cars and Stars that focuses on differentiated learning, using the Super Six comprehension strategies. Moving forward, this model of sustained focus based on relevant, evidence based research will continue to facilitate growth in teacher capacity and understanding of teaching reading comprehension.

**Process 3: Literacy and Numeracy:** Evaluate and implement best practice in literacy and numeracy learning K-6, using progressions to track student progress and achievement using evidence based judgements.

Evaluation	Funds Expended (Resources)
<p>All K-2 teachers are refining their understanding of and are using the progression elements - Understanding Texts, Creating Texts, Grammar; Phonics and Phonemic Awareness in Literacy to monitor and profile student learning using the online tool, PLAN2.</p> <p>All 3-6 teachers are developing their understanding of and are exploring the elements of Understanding Texts, Grammar and Punctuation in literacy using PLAN 2. Moving forward, elements from the Numeracy Progression will be strengthened to support student improvement in number and staff understanding of this Progression.</p> <p>All teachers K-6 are using the Literacy Progressions to support the development of Learning Intentions and Success Criteria to plan for and monitor student improvement in Reading Comprehension. Next steps will be to look at the data collected across cohorts to inform future directions of teaching and learning programs across Stage groups.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$59396.00)</li> <li>• Early action for success (\$167336.00)</li> </ul>

## Strategic Direction 2

### Engagement and Wellbeing

#### Purpose

Students connect, thrive, succeed and learn through the implementation of a strategic plan informed by effective research-based practices.

#### Improvement Measures

Improved levels of student wellbeing and engagement

increased consistency of implementation of wellbeing processes

#### Progress towards achieving improvement measures

**Process 1: A planned approach to wellbeing:** Implement evidence-based change to whole school practices resulting in measurable improvements in wellbeing and engagement to support learning.

Evaluation	Funds Expended (Resources)
<p>Due to COVID guidelines the off site Wellbeing Hub was modified to be on site and continued to support students requiring additional support to remain engaged with learning at CPS and unfortunately could not involve students from Condobolin High School. Having the Wellbeing Hub to support students with challenging behaviours and additional social and emotional needs, enabled school executive and the Learning and Support Team to consider inclusive options to better support students.</p> <p>Additional staff were not trained in Rock and Water during 2020 as this was not a viable option however through the NSW DoE recruitment process CPS was appointed a permanent teacher who is trained with a depth of experience in implementing Rock and Water across multiple sites. This enabled Rock and Water to be taught to students in years 4-6 with the opportunity for Class Teachers to observe how the program is to be implemented.</p> <p>Evaluations of the program showed that students in year 4 and 5 were more receptive to the program than Year 6. Moving forward this program will continue to be a focus for students in years 3-6 with the plan to train additional staff to build stronger positive relationships among students and to facilitate a broader understanding of this program among all staff.</p>	

**Process 2: Individual learning needs:** Maintain a school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound wholistic information about each student's wellbeing and learning needs in consultation with parents/carers.

Evaluation	Funds Expended (Resources)
<p>In 2020 the External Validation process was conducted for Condobolin Public School with Well-being assessed in line with the School Excellence Framework. In the element of Well-being CPS was validated at Sustaining and Growing. Currently well-being programs are implemented through an intervention model and after consideration of all data, PBL, Learning and Support and Staff reflections, a focus on embedding well-being strategies as a universal practice will continue. Moving forward the Well-being for School Excellence modules will be facilitated by NSW DoE Facilitators to all staff to undertake evaluation and to strengthen current practice school wide.</p>	

**Process 3:** Working towards a consistent approach for development of positive relationships across the school.

Evaluation	Funds Expended
------------	----------------

## Progress towards achieving improvement measures

Evaluation	(Resources)
<p>Staff have indicated that what has been done well to support the development of positive relationships, is the development and implementation of consistent PBL lessons with a differentiated focus K-6, reward days and attendance books, consistent use of PBL language and positive celebrations. Areas to be strengthened include Tier 2 support, social emotional skills for students, updating associated documents and capturing student reflections to support improvement in behaviour. Moving forward, the PBL school policy needs review to reflect changes in processes that have evolved throughout implementation and NSW DoE policy expectations. The review is also needed to ensure consistent implementation and to maintain the current positive practice celebrating student choices for positive behaviour at an individual and whole school level.</p>	

## Strategic Direction 3

### Community

#### Purpose

Parents, carers and the wider school community engage with the students and staff, working together to improve the educational opportunities for all students.

#### Improvement Measures

Increased participation of community engagement in feedback and decision making processes.

Increased visibility of school wide implementation of the Wiradjuri language and cultural diversity.

#### Progress towards achieving improvement measures

**Process 1: Community Partnerships:** Investigate, develop and implement strategies to effectively engage community in genuine consultation.

Evaluation	Funds Expended (Resources)
<p>There was increased use of ICT to support learning and communication with parents and students as a direct result of Learning From Home. This year saw the development and use of Zoom and Google Classroom to facilitate conversations with families regarding students' learning from home. Staff engaged in regular phone calls as check in and 2020 saw an increase of correspondence between home and teachers via email.</p> <p>As a result of being in the final year of the current School Plan, a survey was conducted of families via Google Forms for feedback on the three strategic directions and available staff engaged in phone conversations to assist with data input in gathering feedback for the new Strategic Improvement Plan. Previously parents have not been offered an online option to provide feedback other than the Tell Them From Me survey.</p>	

**Process 2: Cultural Awareness:** Develop processes and structures to collaboratively strengthen and embed cultural knowledge and learning across the school community.

Evaluation	Funds Expended (Resources)
<p>All classes K-6 continued to learn the Wiradjuri language through the Wiradjuri language teacher. Each term saw a Stage participate in language and culture lessons and aspects of these lessons continued throughout the learning from home period. Most teachers included cultural learnings into their teaching and learning programs where opportunities to do so were authentic.</p> <p>Scope and Sequences across K-6 has continued to be updated with Aboriginal perspectives in curriculum however Mathematics is still an area in need of strengthening.</p> <p>This year staff engaged in professional learning of the AECG Agreement, Aboriginal Education Policy and the Alice Springs Declaration deepening their understanding of legislation and the NSW DoE commitment to Aboriginal and Torres Strait Islander educational outcomes.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Aboriginal background loading (\$304328.00)</li></ul>

**Process 3: Key Transition Points:** Continue to implement strategically planned approaches to support the key transition points throughout students progress from pre school through to High School.

Evaluation	Funds Expended (Resources)

## Progress towards achieving improvement measures

Processes are firmly in place to support all students at key transition points. For students beginning Kindergarten there is a strong relationship with the local day care centres and a planned Kindergarten Orientation beginning in Term 3 with regular on site visits and by Term 4 sessions for students to be a part of Kindergarten classes. Students identified with additional needs have individualised transition plans implemented in partnership with the support of the Learning and Support team, parents/carers and key stakeholders.

Year 2 students transitioning to Year 3 are supported with play times coordinated with the 3-6 students beginning from Term 3. Year 2 and Year 3 teachers work collaboratively to plan for and cater to the individual needs of all students.

Year 6 teachers and the Deputy Principal work in collaboration with Condobolin High School to support students transitioning to Year 7. Regular meetings are usually held, however were delayed due to COVID-19 guidelines until Term 4, to discuss the needs of students with the Learning and Support Team from both schools and planned visits are coordinated with Primary Staff in attendance to support students.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Socio-economic background</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Socio-economic background (\$262 262.00)</li> </ul>	<p>Additional teachers were employed to support collaboration of staff, reduce class sizes to enhance individualised learning and to allow for Professional Learning in pairs and small groups with the Instructional Leader to continue the development of staff capacity and confidence in the use of the Literacy and Numeracy Progressions.</p> <p>Student Learning Support Officers were also employed to support student learning and wellbeing.</p>
<b>Support for beginning teachers</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Support for beginning teachers (\$28 962.00)</li> </ul>	<p>There were 2 beginning teachers for 2020 and they were supported with an additional 2 hours a week RFF and 1 hour a week with a mentor from an experienced teacher and Deputy Instructional Leader. The staff members attended professional learning in line with their PDP goals and Beginning Teacher conferences.</p>
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$304 328.00)</li> </ul>	<p>Employment of a temporary teacher to enable the continuation of Wiradjuri Language and Cultural teacher. This position was also a dual position of a Wellbeing teacher. Wiradjuri language is taught by a Wiradjuri staff member who teaches a Stage each term with permission from community Elders.</p> <p>NAIDOC celebrations were conducted in November of this year. An assembly was conducted with an acknowledgment of country spoken in Wiradjuri language by a Condobolin High School student and a cultural dance item performed by students. This was recorded and uploaded to our school google platform for the community to view.</p> <p>Individualised learning support for literacy, numeracy and wellbeing was provided for indigenous students with the provision of two Aboriginal Education Officers and an additional Student Learning Support Officer. This included in class and small group withdrawal and one to one support as required.</p>
<b>English language proficiency</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>English language proficiency (\$1 444.00)</li> </ul>	<p>Learning and support was given to 2 students and were supported through differentiated language lessons to support literacy skills. This was supplemented with Student Learning Support Officer allocation to their classrooms.</p>
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$217 257.00)</li> </ul>	<p>One full time and one temporary part time teacher were allocated to fulfill the Learning and Support role allocation. This provided support to staff in the areas of literacy and numeracy differentiation, individualised learning for students and enhanced staff capacity to support students with additional needs.</p> <p>Additional Learning and Support Officers</p>

<p><b>Low level adjustment for disability</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$217 257.00)</li> </ul>	<p>were employed to support students within classrooms, small group tuition of Minilit, Maclit, numeracy groups, Centre for Excellence in Reading and Royal Far West Telehealth sessions.</p>
<p><b>Quality Teaching, Successful Students (QTSS)</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$59 395.00)</li> </ul>	<p>A temporary teacher was employed against staffing allocation, to allow for an off class Assistant Principal and executives to have addition time face to face to support the teaching and learning and quality teaching across Kindergarten to Year 6 classrooms. The position allowed time for the implementation of the Literacy and Numeracy progressions, L3 training, accreditation process and reflection on classroom management strategies.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	146	156	162	148
Girls	138	140	152	141

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	92	91.8	91	90.8
1	94.8	87.5	89.6	90.8
2	92.8	92.1	89	93.3
3	91.1	89.7	90.9	92.2
4	93.4	89.4	86.9	93.4
5	92.5	89.9	86.9	90.2
6	92.7	89.8	88.2	90.2
All Years	92.7	89.9	89	91.5
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
Assistant Principal(s)	3
Classroom Teacher(s)	12.97
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	1.4
Teacher Librarian	0.8
School Administration and Support Staff	5.85

\*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 <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	587,743
<b>Revenue</b>	4,713,051
Appropriation	4,698,458
Sale of Goods and Services	1,275
Grants and contributions	12,428
Investment income	891
<b>Expenses</b>	-4,825,234
Employee related	-4,172,929
Operating expenses	-652,306
<b>Surplus / deficit for the year</b>	-112,183
<b>Closing Balance</b>	475,560

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 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	142,024
<b>Equity Total</b>	785,296
Equity - Aboriginal	304,328
Equity - Socio-economic	262,262
Equity - Language	1,449
Equity - Disability	217,257
<b>Base Total</b>	2,750,798
Base - Per Capita	76,759
Base - Location	134,479
Base - Other	2,539,560
<b>Other Total</b>	506,941
<b>Grand Total</b>	4,185,059

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](https://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

## Summary of Feedback from Community on the Current School Plan

The current School Plan focused on three areas including, Teaching and Learning, Wellbeing and Engagement and Community. In teaching there was a focus on staff understanding of how to engage with the Literacy and Numeracy Progressions with support from the Instructional Leader, Assessment and Curiosity and Powerful Learning. In Strategic Direction 2 there was a focus on learning and support processes, the establishment of a Wellbeing Teacher and PBL. In Strategic Direction 3 there was a focus on Community Engagement, Aboriginal Perspectives in teaching & learning and Student Voice.

**Aboriginal & Torres Strait Islander Perspective** - Overall the community were aware that there was a strategic focus on improving the inclusion of Aboriginal perspectives within Teaching and Learning. The Community's 'One Wish to do better' provided suggestions centred around more local community involvement in the establishment of cultural activities for example boys/girls group, hands on cultural activities, to include cultural activities that are representative of all nationalities of community members in addition to ATIS perspective, and to have Aboriginal Culture more physically present within the school for example Yarning Circles and Indigenous designs as part of the school uniform. Overall, community have seen a positive improvement with Aboriginal culture being increasingly more visible especially through the Wiradjuri language lessons. Moving forward into the next planning cycle for schools, this will be maintained as a focus area of improvement.

**Positive Behaviour for Learning (PBL)** - Parents and Carers support PBL and appreciate the attendance reward however concerns were expressed about the need for families in having a better understanding for absences to assure children that it is ok to be away when they are sick and about students being 'punished' for attendance when it is more of a parental responsibility. Moving forward, information sessions and communication to parents and carers to fully understand the rewards and levels system is needed for PBL and consistent communication of the fortnightly focus of behaviour expectations so that families can support and reinforce at home. Responses were positive but there was a clear indication that clarity around this process is needed.

## Summary of Feedback from Students on Current School Plan

Students in years 3 to 6 completed a survey via Google Forms. Teachers walked students through each question to check for understanding. Students were asked for feedback in regards to the current PBL Rewards System, Aboriginal Education and Wiradjuri Language lessons. In total there were 127 responses.

Student feedback reflected that the revised implementation of PBL has had a positive impact on the way students perceive PBL and that there is a consistent understanding with students that PBL steps within the classroom are there to help them to make the right choices. Students have responded to enjoying the celebration days of both individual and whole school and this is also supported with attendance data on these days.

Students are aware of being taught Aboriginal and Torres Strait Islander perspectives in class and enjoy Wiradjuri language. Responses indicate that students value and want these lessons to continue. When asked what else they would like to see for Aboriginal Culture at CPS, responses sat largely around Aboriginal dancing, art, stories and language. Moving forward Wiradjuri language and cultural lessons are to continue and with continued cultural opportunities for the participation of all students.

## Teacher Satisfaction (Tell Them From Me CESE Survey)

The CESE teacher survey is titled, 'Focus on Learning'. The Focus on Learning Survey is a self-evaluation tool for teachers and schools which is based on 'effective schools' research to assess eight of the most important drivers of student learning. The eight drivers consist of Leadership, Parent Involvement, Inclusive School, Technology, Teaching Strategies, Data Informs Practice, learning Culture and Collaboration. A state comparison of responses is given for each of the drivers on a ten point scale.

The areas that align with the School Plan include Collaboration, Data Informs Practice and Parent Involvement. Condobolin staff responses sit above state comparison in staff talking with each other about strategies that increase student engagement, using assessment to understand where students are in their learning and modifying learning experiences to support students to learn and well above state in working with parents to solve problems interfering with their child's progress. Overall the teacher responses to this survey sat just below state comparison in all of the eight drivers except for Parent Involvement where Condobolin Public School is equal to state with a 6.8 on a 10 point scale. The variances from the state average ranged from 0.2 to 0.7 in all areas on a ten point scale.

# 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.

## Other School Programs (optional)

---

### Schools As Community Centre (SACC)

2020 initiatives can be grouped into internal programs (CPS on site for students) and community partnerships. Internal programs included: Breakfast Club five days a week for all students and provided with support from an Aboriginal Education Officer, Lego Club to support the development of social skills for students with additional needs, PBL celebration day - support on the day, Familiar Reading with Yrs 1 & 2 and Transition to school with local Preschools.

Community Partnerships program included: Weekly Playgroup which became COVID-19 resource packs for off site learning, Pool Playgroup with Catholic Care, Kindergarten Parent Tea & Tissues, Art Lessons with community volunteer, Mini Movers with Brayden Davis at Willowbend Fitness Centre, Food For Life program for Stage 3 students in partnership with NSW Health Dietician, Transition to school for non preschoolers, NSW Health Vision Screening, Water Babies in partnership with Catholic Care and Condobolin Swimming Pool and Term 4 Community Playgroups at local parks whilst on site visitors were restricted to CPS due to COVID-19 NSW Health guidelines.

The SACC Coordinator has strengthened partnerships with families and community in establishing programs to support children accessing early intervention and quality play based experiences to develop social and academic skills. The SACC role has been extended until 2023 and the Coordinator will continue to play a vital role in providing for children who do not attend preschool, creating opportunities for families to access health screening and maintaining connections with local agencies to support parents.