

2020 Annual Report

Tottenham Central School



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Introduction

The Annual Report for 2020 is provided to the community of Tottenham 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

Tottenham Central School

Merilba St

Tottenham, 2873

www.tottenham-c.schools.nsw.edu.au

tottenham-c.school@det.nsw.edu.au

6892 4006

Message from the principal

Looking Back on 2020- A VERY Different Year

We began 2020 still in the grip of the worst drought in history, crossing our fingers and toes for a break in the weather and an end to the drought. Things were going well with great rainfall and a more positive outlook evident in the community. We had a "spring in our step". For us, the announcement of a worldwide pandemic was very surreal and unlike anything any of us had experienced before. We all held a naive attitude that it probably wouldn't really impact us or the way we live our lives. Things progressed very rapidly and we had to accept that the infection control and isolation measures were very real and we weren't escaping it. Like the rest of Australia, we found ourselves glued to the Prime Minister and Premier's media conferences, wondering what would be next for us all. Unlike many of our regional and city counterparts, switching to full online learning for our rural and remote community wasn't an option for many of our families or staff as many of us rely on satellite internet. Email, phone calls and the school Facebook page became our method of communication. Learning From Home packs were created and sent home with parents and caregivers taking the reins as our "program delivery technicians". Things such as online Easter Hat Parades, learning from home photo galleries and impromptu lessons for parents over the phone about the Maths being covered that week became the norm. We all adjusted accordingly. Some of us handled working from home better than others. I personally found too many disturbances at home and the temptation to go and look at my cows was a constant distraction! Others adjusted with ease. It was the same in the learning from home environment. We know every home was different. Every Mum and Dad worked to a different timetable, some parents were harder taskmasters than others, many families had essential workers and had to juggle shifts around lessons at home. All of this was fine with us and it had to be accepted by everyone in the community that everyone was doing the absolute best that they could. My personal favourite phrase of the year has been "It is what it is". This is a once in a lifetime event (hopefully!). We can't change it and we have to make the best of a bad situation. Everyone has done the best they can, both at school and at home, and "the best" will look different in each community, school and home, depending on each unique setting. As long as we can look back and accept that we have done all we can, we can look forward and make the most of lessons learned.

Looking Forward to 2021

2020 taught us many things for the future, if we accept the lessons we have received. 2020 was a forced "reset". It made us look at "how" and more importantly "why" we do the things we do. The cancellation of community events, cultural activities and weekend sport taught us that it is OK to say no to some things and that we don't need to go to, or be involved in absolutely everything. Many of our parents and staff said that the enforced time at home with their families was needed and being able to stop and relax, spend time with each other and find new ways to entertain ourselves was refreshing. We discovered that hand sanitiser is a valuable commodity! Staying at home when you are sick, coughing into the elbow and regular hand washing is now a social expectation - which really isn't a bad thing at all! "COVID-safe" is now part of our everyday language. In 2021, we will continue to hold "COVID-safe" excursions, have "COVID-safe" classrooms and go to "COVID-safe" events. Staying healthy, listening to our bodies and minds and not spreading germs is a positive! At times, we have found ourselves feeling disadvantaged due to our rural setting and isolation. 2020 has taught us to love it! We now relish being away from larger centres and our lack of visitors. From now on, we will appreciate and accept our rural and remote setting, shop local as much as we can and continue to enjoy our unique,

special community. Most importantly, as COVID restrictions gradually relax, we are looking forward to school excursions, inter-school sport and throwing open the gates to our community again. We have missed "showing off" what we are doing each day at school in person. We usually have numerous events each term, inviting the community in to participate. We've had to find new ways to communicate at a distance but it just isn't the same. Although restrictions will no doubt continue into the New Year, it isn't forever and things will continue to return to "normal" gradually. Although parents have missed on lots this year, it has been our mission to ensure our students remain in a positive, proactive environment. It has been a long, unusual year.

Amanda Thorpe

Principal

Message from the school community

Parents & Citizens Association

2020 was unusual to say the least. The traditional methods of fundraising by the P&C were turned upside down by COVID-19. We have some funding given to us by the Department of Primary Industries for our fete that had to be postponed, and then cancelled, for this year. This generous funding will be available for the 2021 Fete. Thank you to the wider school community for your support in voting for our organisation in the Essential Energy grant. We were able to secure 3rd place which ensured we received \$1500. With this money, we were able to help subsidise the recent school excursions. COVID restrictions were relaxed just in time for us to cater for the "Kurrajongdale" clearing sale. Thank you to Richard and Paula Clegg for asking us to cater for their clearing sale. We were able to raise a further \$2000 from this event. Most recently, the samples taken at the GrainCorp sample stand have been collected and donated to the P&C. We picked a great year for this! A big thank you to Sharon Medcalf and Todd Baker, along with the GrainCorp staff, for making this generous donation work. We will sell this grain and use the funds to assist the school and students with resources and excursions. This year our canteen was operated by Mrs Katherine Klante and we thank her very much for doing such a wonderful job. I know we all appreciate this service. Thank you to our energetic principal and staff of the Tottenham Central School for your resilience and continued support throughout 2020. Congratulations to all students on their achievements throughout the year. On behalf of the P&C committee, thank you to the other executive members - Alison Larkings (Treasurer) and Sharon Medcalf and Natasha Levick (Vice Presidents) - your support is greatly appreciated. Finally, this is the last year that Nicole Klante and I will hold executive roles on the P&C. I pass on my thanks to Nicole for her time and support through the three years we have filled our positions. You have made the job of president very easy.

Greg Radford President Tottenham Central School Parents & Citizens Association 2020

Message from the students

Student Representative Council

MEMBERS

Year 3 - Tom Baldwinson

Year 4 - May Tucker

Year 5 - Lucy Baldwinson

Year 6 Captains - Ben Larkings and Shai Handsaker

Stage 4 - Maddi Loftus

Stage 5 - Isaac Noakes

Stage 6 - Michelle Harding

Captain - Kayla Lydeamore, & Lachlan Makim (Term 4)

Tottenham Central School's SRC has been very busy this year, despite the unusually historic events we have all lived through. The school captains have taken on the responsibility of running the morning Monday assemblies with the assistance of the SRC. The SRC members have been tasked with handing out the Merit system awards as well the awards from the SRC events.

The Merit system this year has seen a massive 150 Merits awards achieved by students, which means across primary and secondary students have earned 750 Achievements. Each triplet of Merit awards earns an Honour award, of which 22 were handed out. In turn a further 8 Certificates, for achieving 9 Merits were also awarded to students.

We would like to congratulate Fergus Chase, James O'Brien, Billy Attenborough, Kate Larkings, Charlotte Levick, Maddi Loftus, Harry Chase & Georgia Campbell who throughout the year have received a Banner award by earning 9 Merits. Lastly, Maddi Loftus and Kate Attenborough have both received a Bronze Badge award for achieving 12 Merits.

The tradition of Arthur continued with students striving to receive him at assemblies by demonstrating outstanding behaviour or achievement as a class group.

Throughout the year we also held multiple very successful events:

- The Great Handball Open of 2020 - Class cohort winners were Maddi Loftus, Ben Larkings, Billy Baldwinson and Evelyn Greig
- The Shooting Hoops basketball competition - Class cohort winners were Kyan Handsaker, Connor Bulloch, Kate Attenborough, Nicholas Veech & Arlie Baker
- The 'Coins for Santa Sacks' dress up fundraiser to support 'Doing it for Rural Aussie Kids'
- Pink/Purple Epilepsy dress up fundraiser
- Book week dress up day
- Literacy & Numeracy Week Occupation dress up day
- Science Week Crazy Hair day

Overall, while it was a unusual year, the SRC continued to do good work bringing students together, and we look forward to what 2021 brings!

Jodie Attenborough, Valeena Baker & Susanna Horsburgh

School vision

Tottenham Central School provides every student with opportunities to achieve their personal best through engagement in learning, within a respectful and supportive environment. Students will be successful learners, prepared to take a responsible and productive place in society.

School context

Tottenham Central School is a rural and remote K-12 school located 150 kilometres from Dubbo. Tottenham Central School is a member of the Mitchell network of schools. We promote an inclusive environment and have a broad curriculum. Tottenham Central School is a member of the Western Access Program, a group of six schools, offering Year 11 and HSC subjects for senior students. The school has experienced staff dedicated to providing quality education.

Our varied extra-curricular activities give students breadth of exposure to sport, fitness, music, agriculture, community service, performing arts, hospitality, public speaking and leadership.

Tottenham Central School is a Positive Behaviour for Learning School.

Our school- wide expectations are:

- Excellence
- Respect
- Responsibility.

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	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
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

Learning Excellence

Purpose

Our school culture is strongly focused on learning, the building of educational excellence and aspiration and ongoing performance improvement throughout the school community.

Improvement Measures

Increase the proportion of students achieving proficiency.

Improved levels of student wellbeing and engagement.

Increased proportion of students achieving expected NAPLAN growth.

Progress towards achieving improvement measures

Process 1: Curriculum Delivery

Delivery of quality student centred, explicit and sequential learning experiences which enable students to understand how they learn and to set and achieve their learning goals.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">All students created personalised learning goals based on assessment data.Goals were created in consultation with their teacher and new goals created as they were achieved.Students requiring Individual Learning Plans and specific programs were identified and action taken.Classroom tasks and programming reflected the use of evidence-based practices, analysis of data and sequential progression based on individual student needs.	Funding Sources: <ul style="list-style-type: none">Professional learning (\$22738.00)Aboriginal background loading (\$21234.00)Low level adjustment for disability (\$35585.00)Quality Teaching, Successful Students (QTSS) (\$11048.00)

Process 2: Personalised learning data and effective formative assessment practices to drive individual learning progressions. Timely, targeted intervention and feedback for all students reflecting best practice and a learning plan for each individual, resulting in support, extension or enrichment to maximise outcomes.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">PLAN2 data monitoring is implemented.Check-in assessment, PAT data and internal results were analysed and compared to other school-based assessment data.All data collected was effectively used to drive teaching and learning, identify students requiring additional assistance and target support staff and resources to where it was needed.	Funding Sources: <ul style="list-style-type: none">Quality Teaching, Successful Students (QTSS) (\$11048.00)

Process 3: Student Wellbeing

Implementation of a whole school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">Positive Behaviour for Learning continued to evolve and make proactive changes.Support staff, counselling services and inter-agency support were utilised to respond to issues and support students.A School Chaplain was employed with great success.Tell Them From Me indicated that our school is performing above NSW	Funding Sources: <ul style="list-style-type: none">Low level adjustment for disability (\$35585.00)

Progress towards achieving improvement measures

average.

Strategic Direction 2

High Impact Teaching

Purpose

Our staff are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

Improvement Measures

A learning culture of collegiality and collaboration is evident.

Increased use of evidence-informed pedagogy by all teachers.

Progress towards achieving improvement measures

Process 1: Research Informed Pedagogy

Draw on solid research to develop and implement high quality professional learning in literacy and numeracy teaching practices, extending skills across all Key Learning Areas.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• The school continued to utilise a number of evidence-based practices, including new reading programs.• All new and old programs are regularly evaluated to ensure they are appropriate and effective.• Whole school PL in Dyslexia and reading completed and implemented.	Funding Sources: <ul style="list-style-type: none">• Professional learning (\$22738.00)

Process 2: Collaborative Practice

Develop and implement collaborative processes for consistency in teacher judgement in the literacy and numeracy continua/progressions as well as internal assessment.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Staff utilise consistent, evidence-based judgement and moderation of assessment.• Internal and external data analysis is evidenced with changes in practice occurring.	Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$11048.00)• Professional learning (\$22738.00)

Strategic Direction 3

High Expectations for All

Purpose

Our school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measureable whole school improvement.

Improvement Measures

Improved levels of instructional leadership, ensuring curriculum delivery and assessment are delivered explicitly.

An increased range of curriculum delivery modes, designed to cater for the individual needs of students.

Progress towards achieving improvement measures

Process 1: Instructional Leadership

Review teaching and learning, aligning professional learning as required and the development of a high performance culture, focused on quality service delivery.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">Teaching and learning along with professional learning is aligned with evidence of high expectations, a continuously improving performance culture and a focus on quality delivery.All executive staff completed their Professional Development Plans, aligned to the Australian Standards for Teachers at the lead level.Staff have high expectations for their own performance and show the commitment to make continuous improvement in their own classroom practice.	Funding Sources: <ul style="list-style-type: none">Quality Teaching, Successful Students (QTSS) (\$11048.00)

Process 2: Continuous Improvement

Actively embrace and support change that leads to whole school improvement, learning progress and innovative thinking.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">A number of new programs, particularly in Literacy and Numeracy, have been implemented with success and with outstanding staff commitment.Staff actively seek professional learning to grow and improve in groups and as individuals.Programs are in place to enhance teaching and learning, with a multitude of options available to support students with learning needs.	Funding Sources: <ul style="list-style-type: none">Literacy and numeracy (\$8126.00)

Process 3: Performance Management and Performance

Support from the leadership team to support, encourage and facilitate collaborative performance development and continuously monitor improvement.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">Staff effectively made personal goals for improvement and showed active participation in the meeting of the goals.Staff were released to complete professional learning based on personal goals.	Funding Sources: <ul style="list-style-type: none">Professional learning (\$22738.00)

Progress towards achieving improvement measures

- Effective supervision processes, timelines and documentation continue to be refined and evolve.
- Collaborative planning, data analysis and programming opportunities have increased with staff actively seeking out varied and high impact professional learning.
- The majority of teaching staff completed "7 Habits of Highly Effective People".

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$21 234.00) 	<ul style="list-style-type: none"> Numerous opportunities to share Aboriginal culture and traditions were made available throughout the year. Aboriginal perspectives are a priority and are evident in teaching and learning programs. Support staff is utilised to support Aboriginal students in the classroom.
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$35 585.00) 	<ul style="list-style-type: none"> SLSOs work with targeted students on programs such as Mini-lit, Multi-lit, Corrective Reading etc. and work with individuals and small groups in classes. All students requiring additional support in the classroom are effectively identified and programs developed to meet needs.
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$11 048.00) 	<ul style="list-style-type: none"> Effective curriculum monitoring is in place to ensure continuous improvement. All staff are released to efficiently track and monitor data. Evidence-based practices are in place in classrooms.
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$17 291.00) 	<ul style="list-style-type: none"> Students are regularly offered curriculum broadening opportunities and experiences. All students needs are understood and catered for. Staff utilise teaching strategies based on student requirements and personal circumstances.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	42	49	43	35
Girls	46	40	39	37

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.9	94	88.2	92.3
1	95.6	93.2	90.3	94.7
2	91	93.6	90.6	94.6
3	94.1	94.9	92.7	94.3
4	94.2	91.8	91.8	95.9
5	89.6	94.2	90.4	94.9
6	93.9	92.7	93.5	93.6
7	89	89.2	91.7	92.4
8	90.1	88.4	92	93.7
9	91.8	93.2	84.4	84.4
10	95.5	84.6	92.1	88.4
11	96.8	62.7	87.2	85.7
12	81.3	90	85.1	90
All Years	92.5	91.9	90.7	93.4
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
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	92.3	91.5	91	91.1

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.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	0	0	50
TAFE entry	0	0	50
University Entry	0	0	0
Other	0	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

100.00% of Year 12 students at Tottenham Central School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Tottenham Central School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Head Teacher(s)	1
Classroom Teacher(s)	6.78
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.5
School Administration and Support Staff	4.02
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, 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	459,698
Revenue	2,114,297
Appropriation	2,072,114
Sale of Goods and Services	8,283
Grants and contributions	33,101
Investment income	798
Expenses	-2,121,933
Employee related	-1,808,526
Operating expenses	-313,407
Surplus / deficit for the year	-7,636
Closing Balance	452,061

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	118,670
Equity Total	74,511
Equity - Aboriginal	21,234
Equity - Socio-economic	17,291
Equity - Language	400
Equity - Disability	35,585
Base Total	1,555,552
Base - Per Capita	19,721
Base - Location	53,529
Base - Other	1,482,302
Other Total	292,588
Grand Total	2,041,321

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.

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

Students reported:

- Students have a high rate of participation in art, drama, or music groups; extracurricular school activities; or a school. (above state average)
- Students try hard to succeed in their learning. (above state average)
- Students believe that important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives. (above state average)
- Students feel they have someone at school who consistently provides encouragement and can be turned to for advice. (above state average)

Staff reported:

- 100% feel they have access to the appropriate professional learning required for their role.
- 100% have a positive working relationship with other staff members.
- 100% feel comfortable communicating with parents.
- 100% have high expectation for students.

*Parents were invited to complete a feedback survey, but only two responses were received.

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.