

2021 Annual Report

Cabbage Tree Island Public School

Cabbage Tree Island Public School

School Plan 2018-2020



Introduction

The Annual Report for 2021 is provided to the community of Cabbage Tree Island 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 Strategic Improvement 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

Cabbage Tree Island Public School

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School vision

Cabbage Tree Island PS provides a high expectations learning environment supporting every student to achieve success. A culturally rich and responsive environment enables the cultural identity of students to be acknowledged and celebrated. Our students strive for academic excellence while also developing as critical and creative learners of the future with a focus on resilience and wellbeing. Our staff work collaboratively with parents/carers and the wider Aboriginal community to foster valued positive relationships.

School context

Cabbage Tree Island Public School is rich in Aboriginal history. It is situated 22km south of Ballina on the bank of the Richmond River near Wardell. The Bundjalung, local Aboriginal culture, language and Stronger Smarter processes are an inclusive part of students learning within our school. The school has an enrolment of thirty six (36) K-6 Aboriginal students and ten Transition to School students (3 1/2 -5 year olds) on site which operates 2 days per week adhering to the Early Years Learning Framework-Belonging, Being and Becoming. In Term 2, 2021 an additional day has been allocated for the Transition to School Program.

The school offers a high quality learning environment supporting the diverse needs of its students. Using the School Excellence Framework we are committed to excelling in learning, teaching and leading.

The school has participated in the Early Action for Success strategy supporting students K-6 in literacy and numeracy since 2016 and has maintained this initiative into 2018.-2021. Strong relationships with the local Ballina-Cabbage Tree Island Aboriginal Education Consultative Group Incorporated (AECG), local community, local Aboriginal and departmental service providers are valued and respected partners to the school.

The school incorporates innovative technology platforms with each student having daily access to a device with newly installed interactive boards in each classroom. The school is known for student excellence in dance performing for large local, state and national events showcasing cultural expression and pride in culture.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
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	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To ensure every student improves in literacy and numeracy every year.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Reading
- Numeracy

Resources allocated to this strategic direction

Literacy and numeracy: \$2,980.00
Low level adjustment for disability: \$33,204.00
Socio-economic background: \$106,010.00
Integration funding support: \$29,000.00
Aboriginal background: \$77,661.00
Professional learning: \$6,500.00
QTSS release: \$6,278.00

Summary of progress

2021 was a strong year for the learning growth of our students through multiple strategies which the staff implemented and that the students positively responded to. Additional funds were utilised through the COVID Intensive Learning Support Strategy so that that, in conjunction with the school's learning support strategy, student's abilities in reading and numeracy were assessed and identified so as to guide the next phase of teacher instruction. Staff evaluated reading and numeracy data each term to understand which strategies worked well and where students had progressed to and thus what they needed next. Their learning progress was shared and supported by consistent and informative communication with parents and carers. This built authentic relationships between staff, with students and beyond. The learning progress of all students resulting from this work was overwhelmingly positive with 100% of students showing growth through internal measures and the vast majority of these achieving their designated reading and numeracy goal.

In addition, the current reading resources in the school were reviewed and expanded on to support the phonemic approach to teaching reading being implemented. These resources supported the professional learning undertaken in line with this reading methodology and supported the strong learning growth that students achieved. A similar strategy was implemented by the Instructional Leader around number talks and TEN strategies which were then embedded into teaching programs.

Implementation of the new English and Numeracy curriculum will be a major focus for next year. This preparation process will ensure that the individualised support strategies being implemented across our school, P-6, will align with system outcomes as well as evidence based teaching models and assessment tools to ensure that our student's reading and numeracy skills flourish.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Initiative 1: Reading NAPLAN Expected Growth Target Work towards the system negotiated lower bound target of students achieving expected growth in NAPLAN Reading.	The proportion of students achieving expected growth in NAPLAN Reading has yet to progress towards the system negotiated lower bound target.
Initiative 2: Numeracy	The proportion of students achieving expected growth in NAPLAN

<p>NAPLAN Expected Growth Target</p> <p>Work towards the system negotiated lower bound target of students achieving expected growth in NAPLAN Numeracy.</p>	<p>Numeracy improved and is progressing towards the system negotiated lower bound target.</p>
<p>Initiative 1: Reading</p> <p>NAPLAN Reading Top 2 Bands Target</p> <p>Increase the proportion of students in the NAPLAN Top 2 Bands for Reading is working towards the system negotiated lower bound Target</p>	<p>The proportion of students achieving in the Top 2 Bands in NAPLAN Reading has yet to progress towards the system negotiated lower bound target.</p>
<p>Initiative 2: Numeracy</p> <p>NAPLAN Numeracy Top 2 Bands Target</p> <p>Increase the proportion of students in the NAPLAN Top 2 Bands for Numeracy is working towards the system negotiated lower bound Target</p>	<p>The proportion of students achieving in the Top 2 Bands in NAPLAN Numeracy has yet to progress towards the system negotiated lower bound target.</p>

Strategic Direction 2: Quality Teaching and Cultural Competence

Purpose

To ensure all student grow and achieve every year in a culturally supportive learning environment.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Quality teachers
- Culturally competent staff

Resources allocated to this strategic direction

Integration funding support: \$2,000.00

Professional learning: \$3,500.00

Aboriginal background: \$79,330.00

Location: \$3,584.00

Summary of progress

School staff were committed to their own professional growth through their enthusiastic application of the system's annual maintenance of accreditation schedule. The formalisation of key goals for professional capacity building were identified by each staff member and appropriate professional learning experiences were undertaken as led by the principal, Instructional Leader and the system's Universal Resources Hub. Each staff member who completed their training was able to show and explain how the learning that they completed has translated into their improved practice. For teaching staff, there was a collective focus on providing a quality learning environment and effective teaching practice. For School Learning Support Officers, the professional learning was focused on expanding their skills in literacy and numeracy to enable them work in more effective collaboration with classroom teachers.

The school leader implemented a clear mandate to support all staff to build their cultural competence. This was supported by extensive experiences which were offered in school, around their community and beyond out to the wider environment. This breadth of work enabled all students to feel supported in how they were valued by others and how they valued themselves. Student attendance rates improved throughout the year and students and their families expressed increasing confidence with and appreciation of the school and its staff.

Further efforts in 2022 will focus on continuing the professional skill acquisition of all teaching and non-teaching staff, especially in implementing the new English and Numeracy curriculum into action using effective classroom practice. This will support staff to support all students to build their own connection to their culture in alignment with their local community.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
School staff self-assess their practice against the School Excellence Framework, demonstrating capability at the Sustaining and Growing level of the Effective Classroom Practice element.	School staff self-assessed current practice at the Sustaining and Growing level of all the themes within the Effective Classroom Practice element of the School Excellence Framework; lesson planning, explicit teaching, feedback and classroom management.
Students, staff and the community recognise that student cultural competence, wellbeing and engagement are important conditions for learning.	Informal and formal student and community responses to school leadership reflect their belief that student cultural competence, wellbeing and engagement are important conditions for learning.
Student attendance data increases from system generated data from 2020.	The proportion of students attending school more than 90% of the time improved and is progressing towards the system negotiated lower bound

Student attendance data increases
from system generated data from 2020.

target.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$31,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Cabbage Tree Island Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • Quality teachers <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in: the employment of specialist School Learning Support Officers to implement individualised student's learning plans into action. These plans were well received by students and their families and led to measurable improvement in student's achievements. Funds were also utilised for staff to write each plans and communicate them with the families. Staff were also supported to undertake professional learning to upskill SLSOs in literacy and numeracy in collaboration with classroom teachers. This further built their skills which they translated into their support practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue the utilisation of trained, dynamic support staff to support each student with their differentiated learning pathway.</p>
<p>Socio-economic background</p> <p>\$106,010.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Cabbage Tree Island Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to implement a comprehensive learning and support strategy • staff release to increase community engagement <p>The allocation of this funding has resulted in: the learning and support program to be comprehensively implemented across K-6 by specialist staff. The additional staffing also allowed for leadership to ensure school practices and processes were supporting student, community, staff and system needs. The informal and formal responses received from all of the school's stakeholders reinforced the importance and success of this strategy.</p> <p>After evaluation, the next steps to support our students with this funding will be: the continuation of a strong learning support strategy which allows for all students to be challenged and supported through their individual learning plans.</p>
<p>Aboriginal background</p> <p>\$156,991.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Cabbage Tree Island Public School. Funds under this equity loading have been targeted to ensure that the performance</p>

<p>Aboriginal background</p> <p>\$156,991.00</p>	<p>of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • Culturally competent staff <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (AEO) to support Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in: culturally competent staff being constantly with our students to support them to achieve their learning and well being goals. Specialist staff were employed to support students in their specific phase of learning from pre-school to senior primary with strong support for colleague's practice received from staff, from the students and parents and community members.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to utilise these funds to provide explicit support to our students in their learning journey which supports their choices for the future whilst building their understanding with their culture.</p>
<p>Low level adjustment for disability</p> <p>\$33,204.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Cabbage Tree Island Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting <p>The allocation of this funding has resulted in: the employment of specialist teaching staff within a learning support role to implement individualised student learning plans into action. These plans were well received by students and their families and led to measurable improvement in student's achievements. The majority of students K-6 achieved their specific learning goals in both Reading and Numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: the implementation of a quality, thorough learning support program within the school which provides a structured, explicit strategy to support each child's needs.</p>
<p>Location</p> <p>\$3,584.00</p>	<p>The location funding allocation is provided to Cabbage Tree Island Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Culturally competent staff

<p>Location</p> <p>\$3,584.00</p>	<p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • coordinating student excursions to enable all students to participate • utilisation of resources to increase student engagement with their culture <p>The allocation of this funding has resulted in: students being extended and immersed in their local culture to support them all to understand and appreciate their unique and special place within our society. Students demonstrated through action and voice their appreciation of the experiences being offered and the quality relationships being fostered within their school and extended community.</p> <p>After evaluation, the next steps to support our students with this funding will be: the pursuit of the most impactful support contacts within our community and the planning of the right experiences for these people to build the cultural awareness and connection with community of our students.</p>
<p>Literacy and numeracy</p> <p>\$2,980.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Cabbage Tree Island Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • resources to support the quality teaching of literacy and numeracy • resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in: Evaluate the current reading resources being used in classrooms in line with the Science of Reading methodology that we are implementing into our daily school practice. Purchase new decodable texts focused on phonics which support all teachers to support all students.</p> <p>After evaluation, the next steps to support our students with this funding will be: to evaluate where school leadership can use these funds to help implement the new English and Numeracy curriculums.</p>
<p>QTSS release</p> <p>\$6,278.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Cabbage Tree Island Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional casual teaching staff to implement quality teaching initiatives • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: casual teaching support to allow classroom and specialist teaching staff to work with the school Instructional Leader to build each teacher's capabilities in line with the Quality Teaching Framework. All staff who engaged in the structured professional learning experience recorded a greater understanding of where their students were at with their learning and how best to support them with their own instructional practice.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p>

<p>QTSS release \$6,278.00</p>	<p>to use these funds to support the school's new Assistant Principal Curriculum and Instruction build a professional learning plan for all teaching staff to build their practice.</p>
<p>COVID ILSP \$35,399.93</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • releasing staff to analyse school and student data to identify students for small group tuition groups and to monitor the progress of student groups • providing targeted, explicit instruction for student groups in literacy/numeracy <p>The allocation of this funding has resulted in: the employment of specialist learning support staff to devise teaching and learning experiences which specifically support each student's next point of learning need. 100% of students in years 3-6 achieved internal growth with the vast majority meeting their designated learning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: the employment of high quality staff who can use designated assessment tools to identify the specific learning needs of each child with targeted and well structured teaching and learning experiences.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	14	15	16	17
Girls	11	14	22	15

Student attendance profile

School				
Year	2018	2019	2020	2021
K	70.8	85.1	79.3	77.3
1	77.2	67.4	89.7	77.6
2	75.6	82.5	82.1	86.8
3	81.6	81.9	82.1	75.9
4	88.1	77.5	80.5	84.2
5	80.9	88.6	80.7	83.2
6		73	85.5	76.3
All Years	77.6	79.7	83.2	80.7
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6		92.1	91.8	91.5
All Years	93.5	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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
Classroom Teacher(s)	1.81
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	1.9

*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	316,470
Revenue	990,960
Appropriation	986,440
Sale of Goods and Services	1,254
Grants and contributions	2,291
Investment income	175
Other revenue	800
Expenses	-964,079
Employee related	-824,521
Operating expenses	-139,557
Surplus / deficit for the year	26,881
Closing Balance	343,351

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.

	2021 SBAR Adjustments (\$)
Targeted Total	31,047
Equity Total	296,206
Equity - Aboriginal	156,991
Equity - Socio-economic	106,011
Equity - Language	0
Equity - Disability	33,203
Base Total	500,885
Base - Per Capita	9,368
Base - Location	3,584
Base - Other	487,932
Other Total	72,617
Grand Total	900,754

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.

Parent/caregiver, student, teacher satisfaction

Our school staff worked tirelessly with each other and with our parent community to provide dynamic and agile learning experiences which were targeted at our student's point of learning need. A culture and practice of regular and extensive communication with all stakeholders was implemented throughout the year. Formal and informal meetings were held each term to support each student to achieve their learning goals. Individual Learning and Support Plans were sent home and communicated to parents. Students surveyed and responded that they felt supported in their learning and that they felt that all teachers knew them well. Students also commented that the learning experiences provided to them were engaging and challenging. Staff reported that the Quality Teaching Framework was incorporated in all teaching and learning programs which ensured that quality education was provided throughout the school.

Student results highlighted that:

- The majority of students felt safe and happy at school most of the time
- The majority of students felt valued as Aboriginal students and that culture and identity was important to the school.

Students identified:

- The need to improve the playground with equipment to play on.
- More devices in classrooms was necessary to improve IT skills.

Parent/carers results highlighted that:

- Aboriginal culture is important for student learning.
- Literacy and numeracy was important.

Parents/carers highlighted that:

- They had missed the interactive gatherings with the school as a result of COVID 19 restrictions.

Teacher's identified that:

- 2020 was a challenging year but relationships with families had improved.
- A continued effort to focus on trauma and strengthening IT platforms for student learning was a priority.

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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.