2021 Annual Report

Buronga Public School

1688

Introduction

The Annual Report for 2021 is provided to the community of Buronga 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.

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School vision

Buronga Public School creates an enabling environment where students are empowered to embrace learning, achieve their personal best and build strong emotional, social and physical well being.

We have aspirational expectations of learning progress for all students and are committed to the pursuit of excellence.

School context

Buronga Public School comprises a diverse population who champion inclusivity. Our school is located on the banks of the Murray River in the far west of NSW, where a rich cultural identity is valued and celebrated. Buronga is a border town to Mildura in Victoria. A number of staff and some students reside in Mildura.

Our diverse school enrolment of 88 students includes 45% Aboriginal and Torres Strait Islander students. Currently we have five classes where we provide differentiated educational opportunities for students with a wide and diverse range of academic need.

We have a strong focus on evidence based teaching and learning programs. Literacy and Numeracy programs are our priority with attention given to providing intervention to ensure students reach their full academic potential.

Extra curricular priorities at Buronga Public School include a comprehensive and progressive Digital Technology Program where all students have access to a wide and varied range of devices and specialist teachers. We also offer Environmental Education opportunities to all students. The program incorporates outdoor and practical experiences where we work with other local schools and agencies.

As a small school we enjoy a positive school culture where collaboration between all stakeholders is valued and prioritised. We operate using a shared and agreed upon set of school values and corresponding behaviour matrix.. We explicitly teach expected behaviours, social skills and implement emotional intelligence programs. We encourage and support an active Student Representative Council where we guide and promote student leadership and empowerment.

Following an authentic and extensive evaluative process our improvement focus targets improving academic outcomes for students in Literacy and Numeracy, particularly reading and number skills. Part of this process will be to enhance staff capacity in providing targeted and high impact educational programs that best suit the needs of individual students. Educational delivery methods will be inclusive and sensitive to the needs of all students.

Our work focuses on the core business of student achievement resulting in happy and successful students.

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	Sustaining and Growing
LEARNING: Assessment	Delivering
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	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student academic achievement where evidence based, high impact teaching and learning programs support all students to reach their full potential. We will build strong systems and practices ensuring all students are challenged and all interventions lead to increased achievement of learning outcomes in reading and numeracy.

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.

- High Impact Teaching and Learning Programs
- Student Performance

Resources allocated to this strategic direction

Professional learning: $7,500.00
Socio-economic background: $105,000.00
Low level adjustment for disability: $25,623.00
Integration funding support: $51,079.00

Summary of progress

Initiative 1: High Impact Teaching and Learning Program

The goal for 2021 was to apply highly effective teaching practices to improve reading fluency and comprehension across all subject areas. Focusing on High Impact Professional Learning, school teams were guided through the process of developing consistent evidence-informed practices across the school and used short formative assessments to identify the point of need with student learning.

Professional dialogue on reading fluency strategies drawn from the evidence-base was a whole school focus to ensure student learning was at the forefront of all practices specifically aimed at targetting student need. Teachers used student data to plan and embed quality practices into their everyday teaching, and as a result, adapted teaching and learning programs to reflect this.

Next year in this initiative executive staff will work to establish a process to provide teachers with feedback on the implementation of their teaching and learning programs to address a gap in evidence of implementation fidelity. There will be a particular focus on the delivery of visible learning pedagogy and comprehension teaching strategies. This will support further improvement in teaching practice across the school.

Initiative 2: Student performance measures

The focus within this initiative for 2021 has been the ongoing implementation and development of our school assessment scope and sequence to ensure that assessment is informing the teaching learning cycle. This has provided a consistent and structured approach to whole school assessment and, in addition to system mandated assessment, students at Buronga are now engaging in a range of diagnostic, formative and summative assessment tools.

2021 has seen the introduction of ACER's progressive achievement tests (PAT). Students in years 1-6 undertook the reading and numeracy assessments with students in 3-6 taking additional tests in grammar and punctuation and spelling in term 1 and term 4. This has provided a comprehensive summative assessment snapshot of whole school achievement and identifies key areas of development for cohorts and individual students.

Students have also engaged in the Department of Education check-in assessments which were used by staff to determine focus areas in literacy and numeracy.

In mathematics, the Oxford Maths program has been implemented, a key component of which is their rigorous pre and post topic tests. This has been used as a formative assessment tool and is being developed to improve student self-assessment.

Data on student reading growth has shifted in 2021 as the school instigates evidence informed approaches to teaching reading. This has resulted in a focus on decoding skills for early readers and oral reading fluency as a measure for more developed readers.

While data from NAPLAN provides us with important information on student growth and achievement, the range and rigour of the assessment being undertaken at Buronga provides a more comprehensive, ongoing picture of student learning. It is informing teaching and learning programs, ensuring students are taught flexibly and responsively as an integral part of daily classroom instruction.

All of this data is stored in an online assessment hub, allowing accessibility by all staff members and the opportunity for year to year data analysis which evaluates student learning over time and informs changes in teaching.

Next year, the focus will be on effective use of data and refinement of processes to deliver student growth in literacy.

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
Increase the proportion of students achieving in the top two NAPLAN reading bands by 5%	NAPLAN scores indicate an increase in the percentage of students in the top two skill bands for reading 6.86%.
Increase the proportion of students achieving in the top two NAPLAN Numeracy bands by 5%	NAPLAN scores indicate a decrease in the percentage of students in the top two skill bands for numeracy by 10.79%
0.5 effect size in PAT reading and numeracy assessment	Progressive achievement test (PAT) data indicates an effect size of 0.46 in reading and 0.45 in numeracy. This provides with a snapshot of whole school growth, forming a baseline for future data.
75% of students attend more than 90% of the time.	The number of students attending 90% of the time has decreased by 6.91%.

Strategic Direction 2: Enhancing capacity

Purpose

To support professional practice where all teaching and non-teaching staff have opportunity and expertise to enable excellence in service, high performing and well functioning teams and best practice that supports the entire school and all stakeholders to improve student learning outcomes.

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.

- Data Skills and Use
- High Performing Staff

Resources allocated to this strategic direction

QTSS release: $17,714.64
School support allocation (principal support): $13,604.80

Summary of progress

Initiative 1 : Data Skills and Use

The implementation of a broad range of assessment tasks in 2021 has resulted in a greater quantity and quality of data, allowing the school to draw on a range of data points to ensure learning occurs at, and is responsive to, student needs.

PAT has provided the school with a baseline snapshot for a year's growth. It is a standardised, scaled score which has the capacity to monitor student progress and achievement and provide feedback on teaching. It identifies areas of strengths and targets for potential growth in individual students and cohorts (eg. class, year, stage and school). By plotting this data in the progress and achievement chart, teachers are quickly and easily able to identify student growth as well as ability.

Using the check-in assessments has provided teachers with the opportunity to "drill down" into subject specific domains to identify areas of strength and those requiring development.

Buronga PS has also explored alternate means of reading assessment including using phonics knowledge (identified through student progress in the MiniLit program) and Oral Reading fluency, determined by the number of words read per minute.

Teachers collect a range of classroom data including pre and post assessment as part of the Oxford Maths program and ongoing writing and spelling.

Data is collected and stored in the central online staff hub where it is accessible and has the capacity for year on year comparisons.

Next year, continued engagement with a range of formative and summative assessment strategies, their implementation and effective use will be a continued focus during the implementation of this initiative. As this data becomes more refined continued feedback and evaluation on its use will a focus for staff professional learning.

Initiative 2:

The focus of this initiative is to establish a collaborative approach to build high functioning teams to enable excellence in service, high performing and and well functioning teams and best practice that supports the entire school.

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, modelling effective practice and provision of timely and authentic feedback.

Whole school and inter school mentoring and coaching support to ensure ongoing development and growth.

All staff demonstrate and share their expertise within the school and with other schools. Staff have expert contemporary knowledge and deploy effective high performing strategies.

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
SEF assessment indicates sustaining and growing in the theme data literacy and data analysis	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing within the themes of data literacy and analysis.
SEF assessment indicates sustaining and growing in the theme of collaborative practice and feedback	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing within the themes of collaborative practice and feedback.

Funding sources	Impact achieved this year
Integration funding support $51,079.00	Integration funding support (IFS) allocations support eligible students at Buronga Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • High Impact Teaching and Learning Programs **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning in minilit. • implementation of targeted programs to differentiate teaching and learning programs **The allocation of this funding has resulted in:** significant student growth over time. building staff capacity to deliver intervention programs. improved student growth in reading and spelling **After evaluation, the next steps to support our students with this funding will be:** instructional Reading groups K-6 where every student receives targeted programs based on need.
Socio-economic background $116,211.80	Socio-economic background equity loading is used to meet the additional learning needs of students at Buronga Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • High Impact Teaching and Learning Programs • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • additional staffing to implement MiniLit Program to support identified students with additional needs • professional development of staff through online and face to face to support student learning • employment of additional staff to support instructional small group reading sessions (K-6) **The allocation of this funding has resulted in:** improved student academic achievement in reading. build staff capacity to deliver explicit, targeted and context appropriate instruction to every student. **After evaluation, the next steps to support our students with this funding will be:** continue to implement whole school reading program with further differentiation and support in grades 3/4/5/6 resource allocation in grades 3/4/5/6 of specialised reading resources purchase MultiLit program resources and implement in grades 3/4/5/6
Aboriginal background $81,402.91	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Buronga Public School. Funds under this equity loading have been targeted to ensure that the performance 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.

Aboriginal background $81,402.91	**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • employment of specialist additional staff (SLSO) to support Aboriginal students • employment of specialist additional staff (AEO) to support Aboriginal students **The allocation of this funding has resulted in:** Kindergarten and year six into year seven transition support. in class support for Aboriginal students to ensure their learning is relevant and appropriately differentiated. support for families and carers in navigating school and interagency systems. **After evaluation, the next steps to support our students with this funding will be:** increased engagement in transition programs enabling positive start to formal academic learning and school systems and processes. improved perception of educational opportunity and sense of belonging. delivery of individualised learning programs resulting in improved student growth and engagement. access to support from various interagencies, including health services leading to improved opportunity, equity and life choices.
Low level adjustment for disability $70,470.20	Low level adjustment for disability equity loading provides support for students at Buronga Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • High Impact Teaching and Learning Programs • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • employment of LaST and interventionist teacher **The allocation of this funding has resulted in:** capability to manage our school caseload of students with complex academic and behavioural needs. **After evaluation, the next steps to support our students with this funding will be:** continue to fund 0.6 of learning support teacher to manage our school context and deliver support required to students to successfully access the curriculum.
Location $27,299.30	The location funding allocation is provided to Buronga Public School to address school needs associated with remoteness and/or isolation. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this operational funding include:** • partially fund extra teaching staff to deliver targeted intervention and support for students **The allocation of this funding has resulted in:**

Location $27,299.30	consistent lesson delivery across all key learning areas where smaller groups receive individualised support to access the curriculum. **After evaluation, the next steps to support our students with this funding will be:** learning program support with associated staffing enabling access to experiences otherwise unattainable.
Literacy and numeracy $23,545.00	The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Buronga Public School from Kindergarten to Year 6. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this initiative funding include:** • resources to support the quality teaching of literacy and numeracy **The allocation of this funding has resulted in:** purchase of decodable texts to implement reading program **After evaluation, the next steps to support our students with this funding will be:** the school will no longer receive these funds from the beginning of 2022.
Early Action for Success (EAfS) $68,605.00	The early action for success (EAfS) funding allocation is provided to improve students' performance at Buronga Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this initiative funding include:** • employment of Instructional Leader to support literacy and numeracy programs **The allocation of this funding has resulted in:** professional learning support for teachers and in class support for students targeting number in mathematics. **After evaluation, the next steps to support our students with this funding will be:** develop an alternative delivery method for students where more time and focus is given to explicit and direct instruction.
QTSS release $17,714.64	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Buronga Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • High Performing Staff **Overview of activities partially or fully funded with this initiative funding include:** • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff **The allocation of this funding has resulted in:** regular scheduled coaching and mentoring and tailored professional learning opportunities for all staff.

QTSS release $17,714.64	**After evaluation, the next steps to support our students with this funding will be:** creating a culture of excellence in service, high performing and well functioning teams, best practice and collaborative partnerships.
Literacy and numeracy intervention $1,917.00	The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Buronga Public School who may be at risk of not meeting minimum standards. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this initiative funding include:** • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices **The allocation of this funding has resulted in:** significant student growth resulting from individualised tier two and tier three support programs. **After evaluation, the next steps to support our students with this funding will be:** continue to monitor if growth rates continue in the whole class setting and if students are able to from knowledge acquisition to transfer.
COVID ILSP $74,733.19	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition **The allocation of this funding has resulted in:** significant student growth in Literacy evidenced by school data. **After evaluation, the next steps to support our students with this funding will be:** continued small group instruction using evidence based programs and mastery pedagogy to ensure success for all students.

Student information

Student enrolment profile

Students	Enrolments			
	2018	**2019**	**2020**	**2021**
Boys	58	50	45	43
Girls	60	57	45	43

Student attendance profile

School				
Year	**2018**	**2019**	**2020**	**2021**
K	95.2	80.4	90.4	92.6
1	91.9	95.4	78.3	87.8
2	90.2	88.2	92.7	84.2
3	94.2	92.4	90.6	88.6
4	87.2	95.1	87.4	93.4
5	87.5	85.3	91.4	89.3
6	88.3	93.1	82.5	95.2
All Years	90.5	89.6	87.2	90.3
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	92.5	92.1	91.8	91.5
All Years	93.4	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.

Buronga Public School 1688 (2021)

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	4.67
Literacy and Numeracy Intervention	0.21
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.2
School Administration and Support Staff	2.63

*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	96,970
Revenue	1,745,320
Appropriation	1,735,559
Sale of Goods and Services	4,655
Grants and contributions	5,058
Investment income	48
Expenses	-1,840,586
Employee related	-1,685,219
Operating expenses	-155,367
Surplus / deficit for the year	-95,266
Closing Balance	1,705

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	32,831
Equity Total	325,714
Equity - Aboriginal	81,403
Equity - Socio-economic	173,841
Equity - Language	0
Equity - Disability	70,470
Base Total	1,109,463
Base - Per Capita	22,187
Base - Location	27,299
Base - Other	1,059,977
Other Total	171,461
Grand Total	1,639,469

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

In 2021 the school sought the opinions of parents students and teachers on school performance across a range of areas.Parent responses indicated that there is a belief that students at Buronga Public School have access to quality education and learning opportunities. Parents responded positively to extra curricula opportunities provided and welcomed ongoing changes seeking improvement particularly in curriculum development and improved learning outcomes for students. Parents expressed a belief that students were exposed to a safe and positive learning environment where belonging and individual differences were catered for to a high standard.

Students were surveyed to measure social - emotional outcomes and drivers of academic outcomes with the following summary of results :

students with positive relationships 70%

students that value schooling outcomes 91%

students with positive homework behavious 39%

students with positive behaviour at school 85%

effort 86%

effective learning time 85%

relevance 80%

explicit teaching practice 83%

advocacy at school 82%

Staff indicated through various communication, including informal meetings, coaching sessions and professional development opportunities that they were committed to ongoing improvement and felt their work was valued and important. Staff valued a positive and inclusive learning culture where high performance, best practice and excellence in service were priorities. Data from the Enhancing Capacity Program and staff professional learning tailored plans demonstrates growth in excellence in service, high performing and well functioning teams, and best practice that supports the entire school.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for 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.