

2021 Annual Report

Dalton Public School



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Introduction

The Annual Report for 2021 is provided to the community of Dalton 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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Dalton Public School

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School vision

Dalton PS community believe that every child should be active participants in their social, emotional and academic learning where parents are partners in their child's school journey. Our vision is to support all students become confident, resilient, self-directed and successful learners based on explicit teaching, high expectations and collaborative relationships.

School context

Dalton is a small rural school with an enrolment of ten students, situated between Yass and Goulburn. The school has a close working relationship with its students families and the immediate community. The school ensures students have access to a wide range of extra-curricular activities. Students have strong social networks across the Yass, Gunning and Crookwell districts due to the establishment of various small school initiatives.

Based on the outcome of our Situational Analysis, in full consultation with the community, we have determined that we need

to continue to develop our formative and summative assessment practices. Personalised Learning Plans (PLPs) will continue to be refined and developed for identified students. Teachers will evaluate the effectiveness of their teaching practices in light of student learning needs through the application of summative and formative assessments.

The improvement of wellbeing of our students and the engagement of families and the wider community remains a priority. Engagement with the Wellbeing Framework Self-assessment Tool will provide clarity around where our school needs to focus in developing whole-school processes to support every student being known, valued and cared for.

Planning, programming, assessment and using data for teaching and learning are areas of ongoing improvement. The school will develop systems to monitor and review its curriculum provision to meet changing requirements of the students. There will be a focus on ensuring teaching and learning programs are explicit and engaging as well as meeting all requirements of the Department of Education and the NSW Education Standards Authority. The monitoring of student performance data will determine areas of need at an individual and whole-school level to ensure ongoing student and school improvement.

Dalton Public School is part of the Micro-Schools Network (MSN) encompassing Dalton PS, Rye Park PS and Breadalbane PS as a professional learning community and collaborative leadership team. MSN strives to enhance student, staff and community wellbeing.

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>

Strategic Direction 1: Student growth and attainment

Purpose

To build strong literacy and numeracy foundations that underpin academic success so that all students are able to maximise their current and future learning outcomes in order to broaden their life opportunities.

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
- Effective classroom practice

Resources allocated to this strategic direction

School support allocation (principal support): \$13,604.80

Socio-economic background: \$3,395.50

Low level adjustment for disability: \$5,433.79

Location: \$2,292.24

Aboriginal background: \$5,164.19

QTSS release: \$1,681.77

Per capita: \$2,465.16

Literacy and numeracy: \$1,365.30

Professional learning: \$4,500.00

Summary of progress

Dalton Public School's focus for 2021 was to use data to analyse students' progress in literacy and numeracy and implement point of need teaching through effective classroom practice. All staff completed professional learning in the use of PLAN2 to track students' learning progress. The Micro Schools Network (MSN) principals worked together to analyse assessments and plot student progress against the progressions to identify next steps for teaching and learning. Staff worked together to review teaching programs to ensure best practice, including the use of learning intentions and success criteria to set goals and measure success. In addition, Dalton Public School staff participated in the Sounds Write professional learning and worked across the network to complete professional learning and implement strategies to improve student vocabulary. In 2022, Dalton Public School will continue to analyse student learning against the Literacy and Numeracy progressions to monitor student progress and growth. Classroom programs and adjustments will meet the learning needs of the students. Dalton Public School will develop an assessment schedule to track student growth over time.

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 % of students achieving in the top two bands in reading to a minimum of 45% (system negotiated Network target). Increase the % of students achieving in the top two bands in numeracy to a minimum of 34% (system negotiated Network target).	The information provided must be consistent with privacy and personal information policies, where there are fewer than 10 students in a cohort it is not appropriate to discuss the results. However, based on analysis of school data including, Check in Assessments, Best Start and Year 1 Phonics Screening Check, that have been tracked using the Literacy and Numeracy Learning Progressions and PLAN2, we are confident we are progressing towards reaching our expected achievement targets in 2022.
Increase % of students achieving expected growth in reading to a minimum of 50% (lower bound of the system negotiated target). Increase % of students achieving	The information provided must be consistent with privacy and personal information policies, where there are fewer than 10 students in a cohort it is not appropriate to discuss the results. However, based on analysis of school data including, Check in Assessments, Best Start and Year 1 Phonics Screening Check, that have been tracked using the Literacy and Numeracy Learning Progressions and PLAN2, we are confident we are progressing

expected growth in numeracy to a minimum of 50% (lower bound of the system negotiated target).	towards reaching our expected growth targets in 2022.
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Strategic Direction 2: Wellbeing

Purpose

To ensure students gain the knowledge, skills, competencies and experiences necessary to succeed in life in ways that matter to them.

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.

- Planned Wellbeing Approach to Improve Attendance
- Social and Emotional Learning

Resources allocated to this strategic direction

Low level adjustment for disability: \$11,211.80

Summary of progress

Dalton Public Schools focus for 2021 was to work collaboratively with the Small School Network (MSN) to implement consistent practices and processes to collect and analyse data to refine our individual school approach to wellbeing and engagement. During combined learning days, teachers implemented explicit, evidenced based lessons to improve student emotional and social wellbeing. Staff designed and implemented lessons to be delivered in individual classrooms, following combined learning days, to continue student learning. To increase student engagement, an additional learning and support teacher was employed to assess student learning and support the implementation of individual learning plans for students requiring differentiated learning. To be successful in this initiative, the three small schools combined funds to employ additional staff and purchase an evidence-based program. Staff accessed resources from the Attendance Matters website and completed professional learning with the Delivery Support Team to improve student attendance. In 2022, staff will continue to implement strategies for personalised learning in order to inform and improve student engagement. The focus during MSN combined learning days, in 2022, will be on relationship skills, as this was assessed from the Wellbeing Framework, to still be an area for improvement. MSN principals will develop strategies to fully engage all students behaviourally, cognitively and emotionally, in partnership with the whole school 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
To increase the % of students attending school 90% of the time to a minimum of 50% (system negotiated target).	Dalton Public School has met the progress measures of at least 50% of students attending more than 90% of the time. The actions Dalton Public School have taken to meet the progress measures, include accessing the Attendance Matters website and implementing the resources, and engaging in professional learning with the Delivery Support Team. Our progress has been influenced by the implementation of these strategies. In 2022, we are confident we will meet the next progress measure of 55% of students attending more than 90% of the time, through the continuation of the strategies we have implemented in 2021.
To increase the % of students demonstrating positive wellbeing (sense of belonging, expectation for success and advocacy at school) to a minimum of 70%.	Dalton Public School has seen continued growth in the number of students demonstrating positive wellbeing at school. Through the implementation of an explicit, evidenced based wellbeing program and continued shared learning days, there has been a considerable improvement in student's emotional and social wellbeing. In 2022, we are confident we will meet the progress measure through the continued implementation of the program, both in individual classrooms with more specific and targeted focus areas during shared learning days. We will also implement a transition to high school program, partnering with a larger neighbouring school.
The school will demonstrate the	Dalton Public School has self assessed demonstrated the Developing

developing descriptors in all dimensions of the Strengthening Family and Community Engagement Matrix.	descriptors in many of the Strengthening Family and Community Engagement Matrix as identify by a self reflection and community survey. In 2022, we will continue successful community engagement practices to demonstrate developing in all descriptors of the Strengthening Family and Community Engagement Matrix.
Increase the % of students attending from 85% of the time to show an upward trend towards the upper bound system negotiated target of 90%.	Dalton Public School has met the annual measure of attendance in line with the upper bound, system negotiated target of 90%.

Strategic Direction 3: Educational Leadership

Purpose

To embed a professional learning community between the Breadalbane, Dalton and Rye Park schools to develop shared whole school collaboration practices among students, teachers, and administrative staff in a single culture of continual improvement.

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.

- Collaborative Practice

Resources allocated to this strategic direction

Summary of progress

Our school focus in 2021, was establishing a collaborative professional learning community with an emphasis on the continuous improvement of educational leadership. Our group of schools collaborated every Wednesday to design systems of professional learning which best meet the needs of our staff and students. The subsequent implementation of professional learning for all staff was of a consistently high standard. Dalton Public School has made incremental progress across the key practices for instructional collaboration. We have demonstrated improvement in using data to identify the needs of students and strengthen teacher expertise. Teachers are using consistent judgement to measure student growth. All teachers have high expectations for every student with teachers reflecting on their own practice and using specific assessment data to measure progress.

The PLC has led the planning and implementation of collaborative practice and we are confident in reaching our 2022 progress measure of achieving Delivering descriptors outlined in the High Impact Professional Learning Policy, making us better leaders.

In 2022 our focus will be to develop an assessment and evaluation tool to provide teacher feedback on their practice. This will ensure that every teacher improves every year. In addition we will continue the collaborative practice model adopted in 2021, expanding our professional learning opportunities as restrictions ease.

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
The PLC will demonstrate commencing practice in the Key Practices for Instructional Collaboration Matrix.	Dalton Public School has made incremental progress across the key practices for instructional collaboration. We have demonstrated improvement in using data to identify the needs of students and strengthen teacher expertise. Teachers are using consistent judgement to measure student growth. All teachers have high expectations for every student. Teachers are reflecting on their own practice and using specific assessment data to measure progress. In 2022, our focus will be to develop an assessment and evaluation tool to provide teacher feedback on their practice. This will ensure that every teacher improves every year.
The school (as a member of the PLC) will demonstrate elementary descriptors in High Impact Professional Learning to deliver embedded, ongoing school improvement of teaching practice and student results aligned to the Strategic Improvement Plan.	Dalton Public School has achieved the progress measure, demonstrating we are working towards the Sustaining and Growing descriptors in the High Impact Professional Learning Policy. The PLC has led the planning and implementation of collaborative practice and we are confident in reaching our 2022 progress measure of achieving Delivering descriptors outlined in the High Impact Professional Learning Policy.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$3,395.50</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Dalton 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"> • Data skills and use <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • * professional development of staff through the 'Sounds Write' program to support student learning. * employment of learning and support teacher to assess and differentiate learning for students performing below the expected stage level. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * the development of an individual learning plan for all students working below stage level. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * support the 'Sounds Write' program through the employment of an SLSO to support our trajectory towards achieving literacy targets. * implement individual learning programs and adjustments that meet the learning needs of the students through the employment of an SLSO.
<p>Aboriginal background</p> <p>\$5,164.19</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Dalton 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.</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"> • Data skills and use <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 (LaST) to support Aboriginal students. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * all Aboriginal students and families engaged in the PLP process and, more importantly, conversations were authentic. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * engaging a School Learnign and Support Officer to deliver differentiated and personalised support to Aboriginal students.
<p>Low level adjustment for disability</p> <p>\$16,645.59</p>	<p>Low level adjustment for disability equity loading provides support for students at Dalton 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"> • Planned Wellbeing Approach to Improve Attendance

<p>Low level adjustment for disability</p> <p>\$16,645.59</p>	<ul style="list-style-type: none"> • Data skills and use <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • *engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students. *employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs. *development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * the school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of a trained SLSO to deliver the MultiLit and Sound Check programs.
<p>Location</p> <p>\$2,292.24</p>	<p>The location funding allocation is provided to Dalton 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"> • Data skills and use <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • * additional staffing for teaching principal release to allowed the principal to work collaboratively with the MSN. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * increased social opportunities and choices for students. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * developing and delivering professional learning with partner schools. *supporting the school to increase collaboration and overcome isolation through MSN shared learning days, and additional shared learning days with our larger partner school to support transition to high school.
<p>Literacy and numeracy</p> <p>\$1,365.30</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Dalton 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"> • Effective classroom practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • * staff training and support in phonics and vocabulary. * updating reading resources to meet the needs of students. * teacher release to train staff in 'Sounds Write' program. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * all staff are trained in the Sounds Write program. * the program is being implemented twice a week during literacy time. <p>After evaluation, the next steps to support our students with this funding will be:</p>

<p>Literacy and numeracy</p> <p>\$1,365.30</p>	<p>* principal release to create assessment schedule to comprehensively track student growth using internal and external data in 2022.</p>
<p>QTSS release</p> <p>\$1,681.77</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Dalton 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"> • Effective classroom practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • * staffing release to align professional learning to the SIP and develop the capacity of staff. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * improved staff confidence and teaching practice. * teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * employing an experienced teacher to release teaching staff for professional learning in the implementation of the new K-2 syllabus.
<p>COVID ILSP</p> <p>\$6,883.32</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"> • Overview of activities partially or fully funded with this funding include: * employment of a learning support teacher to deliver small group tuition. * released staff to analyse school data to identify students requiring additional support. * monitor progress of small group tuition. * provided targeted, explicit instruction for student groups in literacy and numeracy. <p>The allocation of this funding has resulted in:</p> <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * all identified students had an individual learning plan, support by target small group tuition. * student moved along the learning progressions, which has been captured in PLAN2. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. * the school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. * providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	6	7	5	6
Girls	4	4	5	6

Student attendance profile

School				
Year	2018	2019	2020	2021
K		92.9	90.3	93.5
1	96.8	86.6		91.4
2	91.8	89.1	87.4	
3	95.7	93.9		95.2
4	96.2	88.1	87.8	62.5
5	94.6	99.6	100	89.4
6		76	93.2	92.1
All Years	95	90.3	90.9	90.2
State DoE				
Year	2018	2019	2020	2021
K		93.1	92.4	92.8
1	93.4	92.7		92.7
2	93.5	93	92	
3	93.6	93		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	93.4	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.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.14
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.98

*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	101,431
Revenue	383,509
Appropriation	382,319
Grants and contributions	1,100
Investment income	89
Expenses	-396,312
Employee related	-351,460
Operating expenses	-44,852
Surplus / deficit for the year	-12,803
Closing Balance	88,628

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	0
Equity Total	25,205
Equity - Aboriginal	5,164
Equity - Socio-economic	3,396
Equity - Language	0
Equity - Disability	16,646
Base Total	306,046
Base - Per Capita	2,465
Base - Location	2,292
Base - Other	301,289
Other Total	29,383
Grand Total	360,635

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

Student Satisfaction

Wellbeing - From survey questions relating to wellbeing, most students agree that they feel safe, cared for, confident and supported in their learning at school.

Learning - From survey questions relating to learning, most students agree that the school understands their interests, abilities and needs and has high expectations for their learning.

Parent Satisfaction

Communication - From survey questions relating to communication, all parents agree or strongly agree that the school communicates effectively and they are informed about their child's learning.

Wellbeing - From survey questions relating to wellbeing, all parents agree or strongly agree that their child feels safe, cared for, confident and supported in their learning at school.

Learning - From survey questions relating to learning, all parents agree or strongly agree that the school understands their child's interests, abilities and needs and has high expectations for their learning.

Teacher Satisfaction

All teachers agree or strongly agree that their efforts are valued by students, staff and community.

All teachers agree or strongly agree that what they do contributes to student success at the school.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

All teachers are responsible for 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.