

# 2021 Annual Report

## Girilambone Public School



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# Introduction

The Annual Report for 2021 is provided to the community of Girilambone 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

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## School vision

Girilambone Public School's vision is to provide every child the opportunity to engage in quality learning experiences to achieve their potential which will develop respectful and successful life long learners. A strong network of partner schools will support staff and student learning to provide a culture of evidence based practice and collaboration within and beyond the community.

## School context

Girilambone Public School is situated on Ngiyampaa Wongaibon Country. It is situated within the Bogan Shire and belongs to the Mitchell Schools Network. Girilambone is a TP1 school and has an enrolment of 13 students, 3 of whom identifying as Aboriginal. These students are from from six different families who live in the Girilambone and Coolabah districts.

Currently there are 6 students from Kindergarten to year 2, 1 boy and 5 girls, and 7 students in years 3 to 6, 3 boys and 4 girls.

Girilambone's local centre is Nyngan which is a distance of 45km away. Our school is supported by the Nyngan AECG, the Girilambone Public School P&C Association, as well as the Girilambone, Hermidale and Marra Creek Leading and Learning Hub. (GHMC Leading and Learning)

The school is well resourced with excellent facilities for its students; including an extensive library, Stephanie Alexander Kitchen and Garden, covered playground equipment and large open playground areas. Girilambone Public School has a focus on achievement and growth of student outcomes in literacy and numeracy as well as promoting engagement. Targeted funding is utilised to improve equity and support all students. Students have access to a broad range of activities including performing arts, cultural, leadership, sporting, environmental and academic pursuits.

As a result of our situational analysis, an identified priority is to use data driven practices to ensure all students have access to individualised learning and achieve a years growth for a years schooling. By refining teacher practice in planning and delivering quality differentiated instruction to all students we will achieve enhanced student growth and attainment. Through the NAPLAN gap analysis and teacher collated data the school has identified system negotiated target areas in Reading and Numeracy.

The Strategic Improvement Plan will guide quality formative and summative assessment processes and procedures. Data collection practices will develop greater consistency of judgement within Girilambone and across the Leading and Learning Hub. Student engagement will be supported by embedded practices and procedures around the key elements of the What Works Best, with a focus on; High Expectations, Use of Data to Inform Practice, Effective Feedback and Assessment.

## 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	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

In order to maximise student learning outcomes for every student in reading and numeracy and to build strong foundations for academic success in all key learning areas, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

### 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.

- Effective collation and analysis of data to inform classroom practice.
- Evidence based Quality Teaching.

### Resources allocated to this strategic direction

**QTSS release:** \$2,018.12

**School support allocation (principal support):** \$3,450.00

: \$2,858.00

### Summary of progress

Our focus for 2021 was on the effective collation and analysis of data to inform classroom practice and evidence based Quality Teaching. Guided by High Impact Professional Learning, staff collected and analysed student data to inform quality teaching practices which enabled individual differentiation.

Staff engaged in evidence based learning including What Works Best - data skills and use and Mathematics Big Ideas and Starting strong. Through a range of internal and external assessments, staff identified individual students needs in reading and numeracy. Through the analysis of these results, targeted support was identified and provided through individualised learning plans. These were supported by the Instructional Leader and Primary Maths Specialist Teacher and identified students inclusion in Intensive Learning Support Program groups.

Collaboration within and across Girilambone, Hermidale, Marra Creek schools has enhanced teacher's' understanding and implementation of the teaching and learning cycle with a focus on high expectations within a quality teaching environment. Student learning outcomes have been tracked through the collection and analysis of internal and external assessment data and have demonstrated expected achievement in NAPLAN.

Significant progress occurred in the school staff's teaching practice regarding the use of Learning Intentions and Success Criteria. Work undertaken through the Small School's Clarity project centred around Lynn Sharrat's work has deepened our knowledge of explicit instruction and the benefits of communicating Learning Intentions and Success Criteria's.

During 2021 the school's assessment procedures were reviewed and adjusted. An increased focus on formative assessment and enabling staff to regularly update PLAN 2 data, will ensure more effective monitoring of student growth and attainment and inform the teaching and learning cycle weekly. We will continue to engage in high quality professional learning to build capacity of staff to triangulate data to inform the teaching and learning cycle.

In 2022, we will work to establish a process to provide staff with regular feedback on the implementation of their teaching and learning programs to address a gap in evidence of implementation. This will support further improvement in teaching practice across the school. We will embed and implement processes to monitor the implementation of the Girilambone PS assessment schedule, implement twice termly meetings to analyse PLAN 2 data and to deeply analyse student data by triangulating PLAN 2 data with NAPLAN and Check In Assessment data. This will support further improvement in teaching practice and student growth in reading and numeracy.

### 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
Year 3 and 5 students will be working towards the top 2 bands lower bound,	Students achievement in the top two bands in NAPLAN is above the lower bound system negotiated targets in Numeracy.

in numeracy.	
Year 3 and 5 students will be working towards the top 2 bands lower bound, in reading.	Students achievement in the top two bands in NAPLAN is above the lower bound system negotiated targets in reading.
All students in K-3 and 3-5 will have their growth monitored to determine their progress in numeracy.	Processes and practices are being developed to monitor growth in National Numeracy Learning Progression.
All students in K-3 and 3-5 will have their growth monitored to determine their progress in reading.	Processes and practices are being developed to monitor growth in the National Literacy Learning Progression.

## Strategic Direction 2: Collaborative partnerships for student learning and engagement.

### Purpose

In order to maximise student learning outcomes and optimise opportunities for all, we will foster collaborative partnerships between all stakeholders: students; parents; staff; GHMC Leading & Learning Hub; community and outside agencies.

### 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 partnerships to facilitate learning.
- Students are engaged partners in their attainment of learning.

### Resources allocated to this strategic direction

**Location:** \$4,000.00

**Literacy and numeracy:** \$1,000.00

**Professional learning:** \$800.00

: \$3,800.00

**School support allocation (principal support):** \$2,300.00

### Summary of progress

Throughout 2021 the focus has been on continuing to build and strengthen staff capacity through collaborative practice within the Girilambone, Hermidale, Marra Creek Leading & Learning Hub and ensuring students are actively engaged partners in their own learning and attainment.

In 2021, we engaged in a range of professional learning which supported the introduction of Learning Intentions, Success Criteria and Writing Bump it Up Walls. We also participated in learning around Lynne Sharret's "Clarity" work. The Hub's combined writing project provided the opportunity for students from each of the three schools to undertake common writing tasks.

Staff used the NAPLAN marking guide to collaboratively mark the students' writing. Analysis of the students' writing identified common trends and areas of focus to inform our teaching. The data was then shared between all staff across our three schools.

Although learning from home impacted on this project, the opportunity for staff to participate in rigorous discussions around student work was considered very valuable. The NAPLAN marking guide supported a consistent approach and guided adjustments to teaching practice to better meet the needs of groups and individual students.

In 2022, the Girilambone, Hermidale, Marra Creek Leading & Learning hub will continue the joint writing project and will focus on the collaborative development of formative assessment to inform the teaching & learning cycle. Time will be scheduled each term for collaboration across the three schools through a planned Hub activity day. Staff and students will meet at one location. Casual staff will be employed to teach the students while staff engage in collaborative planning, programming, professional learning and dialogue.

### 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 attending more than 90% of the time in order to be at or above the system negotiated lower bound target of 70%.	In the last 12 months there has been an increase of 24.5% of students who are attending school at or above 90% of the time. ( 2021 - 83.3% of students met this target)
In the Learning Domain - Assessment - sub element - Whole School monitoring of student learning, the schools on balance judgement will move from	In the Learning Domain, in the element of Assessment, the schools on balance judgement is moving from Delivering towards Sustaining and Growing.

<p>delivering towards sustaining and growing.</p>	
<p>In the Teaching Domain - Effective Classroom practice - sub element - Explicit Teaching, the schools on balance judgement will be working towards sustaining and growing.</p>	<p>In the Teaching Domain, the schools on balance judgement is working towards Sustaining and Growing in Effective Classroom Practice.</p>
<p>In the Teaching Domain - Data Skills and Use - sub element - Data Use in Teaching, the schools on balance judgement will move from delivering towards sustaining and growing.</p>	<p>In the Teaching Domain, in the element of Data Skills and Use and theme of Data Use in Teaching, the schools on balance judgement is moving from Delivering to Sustaining and Growing.</p>



Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$11,211.80</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Girilambone Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement targeted literacy and numeracy support for primary and infants students.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the establishment of primary and infants classes to enable explicit, stage appropriate instruction for all students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to engage quality teaching staff to support our trajectory towards achieving targets.</p>
<p>Aboriginal background</p> <p>\$6,991.52</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Girilambone 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• employment of additional staff to support literacy and numeracy programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> students receiving personalised support in Literacy and Numeracy lessons as the need arises.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> a continuation of the employment and upskilling of the school learning support officer in order to enable her to continue supporting students in the area of literacy and numeracy.</p>
<p>Low level adjustment for disability</p> <p>\$13,546.21</p>	<p>Low level adjustment for disability equity loading provides support for students at Girilambone Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students</li> </ul>

<p>Low level adjustment for disability</p> <p>\$13,546.21</p>	<p>and in a case management role within the classroom/whole school setting</p> <ul style="list-style-type: none"> <li>• targeted students are provided with intervention to increase learning outcomes.</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students requiring additional learning support needs.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the school achieving a more consistent approach to student learning support and interventions enabling tailored support for targeted students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of extra staff. Students will move between cohorts according to their learning needs. All students will have Personal Learning Plans.</p>
<p>Location</p> <p>\$6,000.00</p>	<p>The location funding allocation is provided to Girilambone Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaborative partnerships to facilitate learning.</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• providing relief so that the teaching team can engage in collaborative paractise with staff across the GHMC Leading Learning hub.</li> <li>• heavily subsidise student excursions to enable all students to participate.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the strengthening of collaborative partnerships across the hub of schools. Staff have been able to meet with staff from other schools to engage in joint marking and professional dialogue around both mathematics and writing. All students were supported to attend the snow excursion.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to allocate funds to ensure students have equitable access to a rich and comprehensive school curriculum.</p>
<p>Literacy and numeracy</p> <p>\$1,000.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Girilambone Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaborative partnerships to facilitate learning.</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Targeted professional learning to improve literacy and numeracy</li> <li>• Purchase extra resources to support literacy and numeracy across the school.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> staff training in Starting Strong and Working with Big Ideas to develop skills in teaching mathematics. An improvement in students' perception of mathematics and their ability as a mathematician.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p>

<p>Literacy and numeracy</p> <p>\$1,000.00</p>	<p>release teachers to work with the Primary Maths Specialist to embed quality teaching practices in mathematics.</p> <p>To work with mentor teachers to build staff capacity in both literacy and numeracy.</p>
<p>QTSS release</p> <p>\$2,018.12</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Girilambone Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective collation and analysis of data to inform classroom practice.</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum.</li> <li>• staff released to align professional learning to the Strategic Improvement Plan and develop the capacity of inexperienced staff.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>improved staff confidence and teaching practice. Teachers use learning intentions and are beginning to use Success Criteria.</p> <p>Development of a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>to support staff to embed the consistent use of Learning Intentions, Success Criteria and the develop of a strong focus on formative assessment.</p> <p>Teachers will be guided to develop evidence-based, high impact teaching strategies within their classroom practice.</p>
<p>COVID ILSP</p> <p>\$11,212.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of trained School Learning Support Officer to deliver small group tuition for targetted students across Literacy and Numeracy.</li> <li>• Provide targeted, explicit instruction for student groups in both Literacy and Numeracy.</li> <li>• Development of resources and planning of individual and small group tuition.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>the majority of the students in the program achieving progress towards their identified learning goals in literacy and numeracy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student needs. Additional in-class support for some students will be provided to continue to meet their personal learning goals will also be a priority.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	6	4	5	5
Girls	4	6	8	12

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.4	95.3	97.6	92
1	86	94.9	92.8	
2		90.5	93.6	91.4
3	93.9		97.6	90
4	83.7	94.3		94
5		93.1	95.3	
6			84.4	92.3
All Years	90.5	94.1	93.3	91.4
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	
2		93	92	92.6
3	93.6		92.1	92.7
4	93.4	92.9		92.5
5		92.8	92	
6			91.8	91.5
All Years	93.5	92.9	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

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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)	0.24
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.91

\*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 <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	106,498
<b>Revenue</b>	442,075
Appropriation	435,491
Sale of Goods and Services	-75
Grants and contributions	6,540
Investment income	119
<b>Expenses</b>	-494,457
Employee related	-413,730
Operating expenses	-80,727
<b>Surplus / deficit for the year</b>	-52,382
<b>Closing Balance</b>	54,116

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	31,750
Equity - Aboriginal	6,992
Equity - Socio-economic	11,212
Equity - Language	0
Equity - Disability	13,546
<b>Base Total</b>	331,582
Base - Per Capita	3,205
Base - Location	17,657
Base - Other	310,720
<b>Other Total</b>	30,627
<b>Grand Total</b>	393,959

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.



## School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Parents and students were surveyed regarding how they felt about their school and the way the school engages with them and the community. All said they felt welcome in the school and that the school considered their child's needs, abilities and interests. Parents were positive about the support provided to students during the home learning period. Parents felt the various communication methods the school used have been effective and they are adequately informed about school activities.

Students on the whole are happy to come to school and feel valued by both their class mates and their teachers. The students get along well and offer each other support and encouragement. They value their learning and feel that it prepares them for entering into high school.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.