

2021 Annual Report

Raglan Public School



2927

Introduction

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

Our motto "Striving Higher" reflects our understanding and belief that all children can be confident and responsible individuals who aspire to achieve their full potential. We will support this by providing a welcoming, happy, safe, and supportive learning environment in which everyone is known, valued and all achievements are celebrated.

We aim to ensure that the children at our school are provided with high-quality learning experiences based on a balanced curriculum with a focus on the core subjects of English and Mathematics. We foster our students' love of learning, encourage them to try new things, and give them a solid foundation to build on.

School context

Raglan Public School is located in the village of Raglan, 6km from Bathurst. The school is 150 years old and has been located on the current site for 30 years. Raglan Public School has an enrolment of 239 students including 9% Aboriginal students and 6% ESL. The school has 9 classes and a staff of 26. The school covers an entire residential block, has large tree lined playgrounds and a forest garden learning area. The classrooms are modern, well-resourced and connected to large open plan learning areas. We have a well-resourced library and an integrated technology program.

Students come from diverse backgrounds with a wide range of abilities. The students participate in reading and mathematics groups to ensure they are achieving expected growth. To cater for the diversity of learning, support is offered to groups of students by the Reading Interventionist, Learning and Support Teacher and School Learning Support Officers. Intensive programs such as reading, phonemic awareness, fluency and number continue to support individual and small groups of students.

Teachers are committed to working together collaboratively to plan and deliver high quality Teaching and Learning. Systems are in place within the school to support collaboration and analysis of data to inform teaching and learning. Data is also used to set individual learning goals for students.

A review of internal and external assessment data indicates that we will be focusing on improvement in reading, comprehension, phonological awareness, fluency, number and measurement across the school. We will aim to make sure our students are engaged in their schooling and increase the numbers of students attending more than 90% of the time.

This evaluation has highlighted clear areas for improvement into the future and after extensive and authentic consultation with our community and the local AECG we will focus on the following key directions - Student growth and Attainment, High Expectations and Professional Practice.

We will strategically use our resources to achieve high quality service delivery and improved student outcomes. We will align resources to the initiatives in our Strategic Improvement Plan (SIP) and identify school staffing and other resources that are needed to achieve the desired impact. Regular monitor of our resourcing through teams such as the finance and school improvement teams will take place and adjustments to the allocation of resources will occur to ensure effective implementation.

Our school maintains a focus on both quality, explicit teaching and the provision of a broad range of opportunities in the performing arts and sport at local and state levels. Our choir and recorder groups regularly perform at the Opera House and Eisteddfod and our sporting teams participate in the NSW PSSA State Knockouts.

Our school continues to foster strong partnerships with parents, families and the wider community through Facebook, school website, School Stream, Class Dojo and involvement in a range of whole school activities. Our P&C is committed to working with the school to provide resources and foster community engagement.

Raglan Public School is a member of the Bathurst Alliance and Bathurst Network of schools with the aim being to collaboratively lead and participate in professional learning. Close links will be established with Bathurst South PS and Perthville PS to continue our journey towards excellence.

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student achievement we will implement and sustain whole school processes for collecting and analysing student assessment data in reading and numeracy to identify student achievements and progress, so that we can reflect on our teaching effectiveness and provide appropriate curriculum provision for every child.

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 Driven Practice
- Explicit Teaching

Resources allocated to this strategic direction

Professional learning: \$13,312.83

Literacy and numeracy: \$4,332.06

Summary of progress

Our focus for 2021 was on the use of highly effective teaching practices to improve comprehension, vocabulary, fluency and phonological awareness in Literacy. In Numeracy the focus was on place value, number sense, measurement and working mathematically. High Impact Literacy and Numeracy teams guided 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. This was an effective strategy and as a result this structure will continue next year with the teams meeting increasing to times three per term. Clear targets and goals will be set and communicated by team members back to stage groups during collaboration time. Professional dialogue on teaching strategies drawn from the evidence-base was a focus in stage groups and the executive team to ensure student learning was at the forefront of all practices and these practices were targeted at student needs. As a result teachers will continue to develop success criteria and learning intentions for numeracy using the Gap to Got it cycle. Additionally, we will develop a digital platform to track students against the success criteria. 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. Student learning outcomes have been tracked through the collection and analysis of assessment data and have shown improvement across the board. As a result we will continue to develop teachers skills in the collection and analysis of data. This has allowed us to achieve our annual progress measures.

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
Achievement of system negotiated targets by an increase of students achieving in the top two bands in NAPLAN Numeracy by 4%	46.7% of students in Year 5 are now in the top two skill bands (NAPLAN) for numeracy, an increase of 26.1% from 2019, indicating achievement of the annual progress measure for Year 5. 26.7% of students in Year 3 are in the top two skill bands (NAPLAN) for numeracy, a decrease of 4.7% from 2019, indicating progress yet to be seen toward the annual progress measure for Year 3.
Achievement of system negotiated targets by an increase of students achieving in the top two bands in NAPLAN Reading by 4%	63.3% of Year 3 students are now in the top two skill bands (NAPLAN) for reading, an increase of 26.2% from 2019 and 32.3% of Year 5, an increase of 8.8% from 2019, indicating an increase achievement of the annual progress measure.

Strategic Direction 2: High Expectations of Success

Purpose

To create a school culture of high expectations that is strongly focused on learning and wellbeing and the building of educational aspiration and ongoing performance improvement throughout the school community so that all students engage, connect, succeed, thrive and learn..

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 Expectations
- Wellbeing

Resources allocated to this strategic direction

Professional learning: \$1,000.00

Low level adjustment for disability: \$10,000.00

Location: \$2,283.19

Summary of progress

Our focus for 2021 was a commitment to nurture, guide, inspire and challenge students by developing a culture of high expectations. In our school community our vision was for every student, teacher and family to improve in the pursuit of excellence. We consistently challenged students to learn new things by increasing the complexity of tasks and using quality examples to model the expected standards. Assessment data was used to group students to ensure they received the targeted instruction they required. Parents and carers were informed about their child's progress and learning goals through an updated student academic report, feedback on class Dojo and phone calls home. Next year we will continue to communicate with parents regarding their child's learning goals and successes. Parents of students receiving targeted intervention in literacy and numeracy will be informed of individual progress and further learning goals.

We reinforced the clear expectations of being respectful, safe learners. Using these expectations, a positive school environment was evident and teachers created safe, supportive classrooms. As a result of our successes, we will continue to explicitly teach expected behaviours and establish class rules and routines. The wellbeing team will regularly meet to analyse behaviour incidents and develop interventions. Survey information will be used to develop a wellbeing action plan.

Student attendance data has been tracked and interventions implemented to ensure students individual needs are met. We did not meet our attendance progress measure, as a result the attendance team will continue to regularly meet to track attendance and implement plans for students at risk. Parents will be regularly communicated to regarding their child's attendance.

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 by 3% the number of students attending more than 90% of the time to be at or above the growth target.	The number of students attending greater than 90% of the time or more has not been met at this time.
TTFM student data indicates an improved sense of belonging from 79.5% to 82.5%	Tell Them From Me data does not yet show an improvement of reported positive wellbeing, or sense of belonging.

Strategic Direction 3: Professional Practice

Purpose

To improve student learning outcomes and teacher capabilities, we will develop processes to ensure that all staff are collaborating effectively to embed evidence-based explicit teaching practice into their pedagogy. We will continue to develop a shared responsibility for student learning by high quality teaching that is enhanced by observations and sharing each other's practice.

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.

- Collaboration
- Professional Partnerships

Resources allocated to this strategic direction

QTSS release: \$47,313.80

: \$5,000.00

Professional learning: \$5,500.00

Socio-economic background: \$88,055.00

Summary of progress

Our focus for 2021 was for teachers to work together to achieve the common goal of improving student's literacy and numeracy skills. Collaboration meetings were held weekly where teachers shared evidence-informed practices, knowledge and problem solved. Colleagues used class, cohort and school data to plan teaching programs, lessons and assessments. Teachers will participate in structured observations of teaching and learning and provide feedback to improve teacher practice.

Expertise of teachers was used to lead discussions and support peer review of programs. Teachers regularly shared ideas, practices, resources and successes and discussed how they know if they have enhanced student learning.

Two of the executive team were involved in the High Impact Leadership project which offered them the opportunity to develop and build on teaching practices across the school. Teaching sprints were implemented with a focus on phonological awareness in Years K-2 and comprehension (inference) in Years 3 - 6. Feedback was given on the effectiveness of the teaching strategies and how they enhanced student learning. As a result, teaching sprints will remain a focus in 2022. This will enable teachers to continue to engage in professional dialogue and improvement in a trusted environment.

Due to Covid-19 restrictions the development of professional partnerships was impacted. Our plan to work with partner schools to share ideas, resources and professional learning did not occur. These partnerships will be pursued in 2022 when restrictions are lifted.

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
Tell Them From Me (TTFM) teacher survey data (three-year averages) shows improvement in the following drivers of student learning: 'Collaboration' (by .2); 'Learning Culture' (by .2)	Tell Them From Me teacher survey does not yet indicate that staff skills in collaboration and learning culture have grown.
School assessment in the School Excellence Framework (SEF) shows improvement from 'Delivering' to 'Sustaining and growing' in the following	School assessment in the SEF indicates that the school is sustaining and growing in the theme: Effective Classroom Practice.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$186,780.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Raglan Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) • intensive learning and behaviour support for funded students
<p>Socio-economic background</p> <p>\$88,055.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Raglan 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"> • Professional Partnerships • Collaboration <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support the LEED project implementation. • professional development of staff through mentoring to support student learning.
<p>Aboriginal background</p> <p>\$15,750.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Raglan 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • creation of school literacy resources embedding local language • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (LaST) to support Aboriginal students
<p>Low level adjustment for disability</p> <p>\$122,485.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Raglan 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"> • Wellbeing

<p>Low level adjustment for disability</p> <p>\$122,485.00</p>	<ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based reading intervention to increase learning outcomes • 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
<p>Location</p> <p>\$2,283.19</p>	<p>The location funding allocation is provided to Raglan 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"> • Wellbeing <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • incursion expenses
<p>Literacy and numeracy</p> <p>\$4,332.06</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Raglan 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"> • Data Driven Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment • resources to support the quality teaching of literacy and numeracy
<p>QTSS release</p> <p>\$47,313.80</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Raglan 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"> • Collaboration <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff
<p>Literacy and numeracy intervention</p> <p>\$35,317.17</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Raglan Public School who may be at risk of not meeting minimum standards.</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 initiative</p>

<p>Literacy and numeracy intervention</p> <p>\$35,317.17</p>	<p>funding include:</p> <ul style="list-style-type: none"> • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy
<p>COVID ILSP</p> <p>\$150,447.70</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"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area]

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	123	127	121	115
Girls	134	134	125	120

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94	95.4	93.9	93
1	93.5	93.1	94.6	91.1
2	94.7	90.6	93.7	92.1
3	95	93.1	94.6	92.4
4	94.4	93.5	93.3	90.8
5	95.3	91	93.4	88.2
6	94	92.5	92.9	91.2
All Years	94.4	92.7	93.8	91.2
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.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	7.2
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
School Administration and Support Staff	2.47

*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	479,045
Revenue	2,614,099
Appropriation	2,562,457
Sale of Goods and Services	4,977
Grants and contributions	36,165
Investment income	500
Other revenue	10,000
Expenses	-2,626,217
Employee related	-2,401,928
Operating expenses	-224,289
Surplus / deficit for the year	-12,118
Closing Balance	466,927

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	171,085
Equity Total	226,128
Equity - Aboriginal	15,750
Equity - Socio-economic	87,892
Equity - Language	0
Equity - Disability	122,486
Base Total	1,823,720
Base - Per Capita	60,643
Base - Location	2,283
Base - Other	1,760,794
Other Total	141,970
Grand Total	2,362,902

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

The opinions of parents, students and teachers are valued and an important source of information for school improvement. Parent satisfaction information was collected from informal discussions, parent interviews and phone calls, Tell Them From Me Survey, social media responses and feedback from the P&C. On the whole parents are very satisfied with the school. Data collected from Facebook, Class Dojo, emails and letters to the school are overwhelmingly positive in their comments. Results of the parent Tell Them From Me survey are only reflective of a small number of the community who completed the survey. Parents felt we were an inclusive school who supported student learning. They felt welcome at school and informed about school programs. Teacher information was obtained through informal discussions, professional meetings and the Tell Them From Me Survey. Teachers feel the school has a strong learning culture, technology is used to support learning improvements and data informs practice. Student information was obtained through informal discussions, student surveys and Students Representative Council meeting discussions. In the Tell Them From Me Survey 76% of students had high expectations of success and advocacy, this is a 9% increase from 2021, 55% of students reported high expectations and high sense of belonging. This is an increase of 14% from 2021 but still slightly below the state average.

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.