

2021 Annual Report

The Risk Public School



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Introduction

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

The Risk Public School community believe that every student should be known, valued and cared for. Our vision is to be a school where high expectations are set and nurtured as part of the daily practice by high quality staff. Student achievements are celebrated, academically and socially, to enhance student wellbeing which lead to an inclusive school culture. Genuine collaboration between all stakeholders is facilitated to ensure each individual child maximises their learning journey.

School context

The Risk Public School is a K-6 primary school providing an attractive and stimulating learning environment for local community families. The school is located 20km north from Kyogle in a peaceful rural setting surrounded by farmland. The Risk PS is known for promoting individualised learning programs to support student growth. The Risk PS is known for its sporting excellence. The parents, P&C and local community are strong supporters of the school with regular fundraising and social activities assisting the school to stay connected to the community.

Through our situational analysis, we have identified a need to build teacher capacity to ensure data collection is used to differentiate curriculum, inform teaching and provide feedback to students so that learning is maximised by all. Our work with individual students will be responsive and closely monitored. Individual and targeted support will be provided when identified.

We will support the continuous improvement of teaching practices across the school and we will continue to strengthen the wellbeing and school community involvement of all of our stakeholders.

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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

To ensure every student in our school improves in reading and numeracy every year through high expectations and quality teaching practices with a strong focus on explicit instruction that caters to individual learning needs, while recognising that each student comes to school with a different set of experiences, knowledge and skills.

Initiatives

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

- Reading and Numeracy
- Learning Culture

Resources allocated to this strategic direction

Integration funding support: \$97,166.00

Low level adjustment for disability: \$29,736.00

Location: \$7,312.13

QTSS release: \$6,278.00

Literacy and numeracy: \$3,608.00

Socio-economic background: \$14,939.00

Summary of progress

An emphasis on every child maximising their Reading and Numeracy learning outcomes was a priority in 2021 for our school. Targeted intervention strategies to support student's identified areas for growth with phonemic awareness led to each identified children each having an individual learning plan in place. The explicit teaching strategies implemented were quality assured from extensive industry research. Measurable growth was tracked and led to continual refinement in resources and strategies being implemented which saw every child on the learning support program make identifiable gains in Reading and Numeracy. This process also involved greater focus on sharing the learning targets and strategies with parents to maximise the learning journey beyond the school gate. Each staff member was supported to build their own repertoire of teaching skills from the system's Universal Resources professional learning toolbox, with a focus on phonemic awareness. All staff reported increased confidence and skill in delivering targeted phonics based instruction to our students.

School staff also focused on building the learning culture within our school community. This year's focus was on student attendance. Staff reviewed internal processes and clarified staff understanding and implementation of attendance processes and focused on maximising student's attending through our Learning Support Team. Students identified as being at attendance risk were supported with personalised learning strategies, including accessing departmental support personnel to help our families. Strategies were reviewed for effectiveness and modified where not working. Overall attendance was impacted by the continual pressures of COVID and associated restrictions and guidelines. Overall, our percentage of students attending more than 90% of the time was recorded above our network average but not at the level that we are working towards.

Our findings from this year will drive our improvement focus in 2022. We will consolidate the teaching practice of phonics within our classrooms and seek to refine our targeted intervention support to maximise student's learning achievements. We will look to have each staff member align their Professional Development Plan with a focused Reading and Numeracy learning focus. We will continue to focus on increasing our student's attendance rate and then translating that into a positive learning culture within our classrooms. Consistent implementation of our attendance processes as well as extra-curricular experiences to engage our students will be the focus of our work.

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 school more than 90% of the time to contribute towards the Richmond	The percentage of students attending school more than 90% of the time across the Richmond Network Small Schools decreased by 6.25%, demonstrating that we are not yet progressing towards the lower bound

Network Small Schools beyond the baseline data of 60%.	small schools network target.
Increase the % of students achieving expected growth in NAPLAN Reading and Numeracy up to 55% to progress towards the Richmond Network Small Schools lower bound target.	The percentage of Stage 2 and 3 students in the top 2 bands of NAPLAN Reading and Numeracy across the Richmond Network Small Schools increased by 6.6% in Reading and 15.2% in Numeracy progressing beyond the lower bound network target.
Increase the % of Stage 2 and 3 students in the top 2 bands of NAPLAN Reading and Numeracy to contribute towards the Richmond Network Small Schools beyond the baseline data of 40.2% in Reading and 23.1% in Numeracy.	The percentage of Stage 2 and 3 students achieving expected growth in NAPLAN Reading and Numeracy across the Richmond Network Small Schools was 57.9% in Reading and 52.6% in Numeracy achieving beyond the baseline data and progressing towards the lower bound network target.
70% or above of students in Years 1-6 achieve 1 + years growth in reading and numeracy through internal formal assessments	60% of students in Years 1 to 6 achieved 1 + years growth in reading and numeracy through internal formal assessments demonstrating that we are not yet achieving our target of 70%.

Strategic Direction 2: Building staff capacity

Purpose

The school has an agreed evidence based system for the collection and use of data within our school to drive effective teaching practice. There is school-wide, collective responsibility for every staff member to continually improve on their practice every year.

Initiatives

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

- Data skills and use
- Professional Practice

Resources allocated to this strategic direction

Professional learning: \$5,955.00

Aboriginal background: \$3,315.00

Summary of progress

A regular analysis of data was evident to review and modify target groups of students performing above and below expected levels with differentiated and inclusive teaching strategies. Student data was collected and used regularly by teachers to plan, implement and monitor precise intervention strategies and to improve outcomes for all students. Sustainable practices were in place to ensure routine use of relevant data and analysis, and diagnosis of the impact of teaching. Teachers have effectively communicated student progress and achievement to families in both academic and non-academic areas. Teachers continued to make learning adjustments based on the needs, interests and abilities of students with individual learning goals. Students performing below the literacy and numeracy benchmarks received targeted support. Teachers effectively recorded and tracked student progress in literacy and numeracy on PLAN2, with teachers plotting student growth and achievement. Progress and achievement of students participating in the COVID Intensive Learning Support Program was also recorded in PLAN2.

Teachers were supported with Professional Development Plans including school goals based on strategic directions as well as individual professional goals. Instructional leadership included mentoring, coaching, collaborative dialogue and planning to ensure teaching and learning is responsive to student needs and informed by high impact strategies, including explicit teaching. In 2022 our next steps will be to support the delivery of professional learning and implementation in relation to the new English and Mathematics Syllabuses including developing units of work in literacy and numeracy to support student growth and achievement of learning outcomes.

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 external validation process validates the school through the School Excellence Framework at Sustaining and Growing in the element of 'Learning and Development'.	The school engaged in External Validation (EV) process in 2021, and has achieved the goal being validated at Sustaining and Growing in the domain of Learning and Development.
The external validation process validates the school through the School Excellence Framework at Delivering in the element of Data Skills and Use'.	External Validation assessment against the School Excellence Framework in the element Data Skills and Use indicates the school is performing at Delivering.
The external validation process validates the school through the School Excellence Framework at Delivering in the element of 'Management Practices and Processes'.	External Validation assessment against the School Excellence Framework in the element Management Practices and Processes indicates improvement from Delivering to Sustaining and Growing.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$14,939.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at The Risk 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"> • Learning Culture <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement learning culture strategies to support identified students with additional needs <p>The allocation of this funding has resulted in: 100% of targeted students having individually appropriate personalised learning plans in place. Whilst these strategies have led to improved relationships with home and consolidated internal attendance practices, the translation over to a higher student attendance rate did not occur. COVID and associated health ramifications were uncontrollable barrier to our attainment of this goal.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to engage the learning and support team through the learning and support teacher to implement specific strategies to maximise our student attendance rates. We then look to translate this higher attendance rate into a focus on reviewing and extending the high expectations learning culture within our school.</p>
<p>Aboriginal background</p> <p>\$3,315.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at The Risk 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"> • delivering personalised literacy and numeracy support for Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in: Aboriginal partnerships being collaborative, inclusive and supportive with literacy and numeracy support including intervention strategies showing improvement in student achievement.</p> <p>After evaluation, the next steps to support our students with this funding will be: targeted literacy and numeracy support for Aboriginal students with the development of individualised learning goals that set high aspirations for students, with ongoing review.</p>
<p>Low level adjustment for disability</p> <p>\$29,736.00</p>	<p>Low level adjustment for disability equity loading provides support for students at The Risk Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p>

<p>Low level adjustment for disability</p> <p>\$29,736.00</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in: intervention program both in the classroom and with the Learning and Support Teacher (LaST) with structured programs to enable learning that was personalised for individual students, student cohorts and groups of students to engage with the curriculum at their point of need.</p> <p>After evaluation, the next steps to support our students with this funding will be: targeted and strategic learning and support and intervention, evaluated through internal and external assessment data. A focus on teacher understanding of data analysis to inform teaching and learning in literacy and numeracy will support individual and differentiated programs.</p>
<p>Location</p> <p>\$7,312.13</p>	<p>The location funding allocation is provided to The Risk 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"> • Reading and Numeracy <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 <p>The allocation of this funding has resulted in: additional support for teacher professional learning, mentoring and collaboration to develop teacher capacity and expertise in planning differentiated learning to support the needs of all students.</p> <p>After evaluation, the next steps to support our students with this funding will be: developing and delivering professional learning supporting the school to increase collaboration and overcome isolation.</p>
<p>QTSS release</p> <p>\$6,278.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at The Risk 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"> • Reading and Numeracy <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 • principal 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>The allocation of this funding has resulted in: improved staff confidence and teaching practice with teachers embedding learned strategies and a strong focus on formative assessment. Teachers</p>

<p>QTSS release</p> <p>\$6,278.00</p>	<p>have now embedded evidence-based, high impact teaching strategies within their classroom practice. 97% of teachers reported lessons differentiated according to students' needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: employing a specialist to lead improvement in an area where teachers need support, such as literacy or numeracy. Teachers will be supported to trial innovative or evidence based teaching strategies using the new K-2 English and Mathematics Syllabuses.</p>
<p>COVID ILSP</p> <p>\$21,633.00</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>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 to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy and numeracy <p>The allocation of this funding has resulted in: the majority of the students in the program achieving significant progress towards their personal learning goals. 86% of students answered all questions in the learning progressions sub-elements of phonological awareness and understanding texts correctly as captured in PLAN2 . 82% of students answered all additive and multiplicative questions correctly in the Term 4 Check-in assessment.</p> <p>After evaluation, the next steps to support our students with this funding will be: 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 classroom. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
<p>Integration funding support</p> <p>\$97,166.00</p>	<p>Integration funding support (IFS) allocations support eligible students at The Risk Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading and Numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All Personalised Learning and Support Plans (PLSPs) were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly</p>

<p>Integration funding support \$97,166.00</p>	<p>reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Literacy and numeracy \$3,608.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at The Risk Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • targeted professional learning to improve literacy and numeracy • employment of an additional Learning and Support intervention teacher <p>The allocation of this funding has resulted in: An increase in the average benchmark level in Kindergarten from 9 to 13. An increase in the average Year 1 benchmark level from 17 to 21. A 20% increase in Stage 1 students participating regularly (weekly) in the home reading program.</p> <p>After evaluation, the next steps to support our students with this funding will be: teacher release to present home reading workshops for Early Stage 1/ Stage 1 parents to increase participation in the home reading program.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	20	19	16	14
Girls	12	12	9	8

Student attendance profile

School				
Year	2018	2019	2020	2021
K	96.3	95	89.9	87.1
1	91.2	95.6	95.9	87.6
2	95.4	90	79.2	91.8
3	98.9	92.4	74	89.8
4	92	96.5	82.1	80.4
5	98.6	92.7	90.8	85.7
6	94.8	94.1	86.2	87.8
All Years	95	93.6	86.3	87.6
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
Classroom Teacher(s)	1.31
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

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

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

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	47,816
Revenue	661,524
Appropriation	655,069
Grants and contributions	5,595
Investment income	60
Other revenue	800
Expenses	-681,284
Employee related	-591,729
Operating expenses	-89,556
Surplus / deficit for the year	-19,760
Closing Balance	28,056

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	97,166
Equity Total	47,911
Equity - Aboriginal	3,315
Equity - Socio-economic	14,939
Equity - Language	0
Equity - Disability	29,656
Base Total	498,914
Base - Per Capita	6,163
Base - Location	7,312
Base - Other	485,439
Other Total	17,542
Grand Total	661,533

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

School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

In 2021 a survey was sent out to parents and carers to indicate their satisfaction of our school.

90% of parents surveyed strongly agreed that they are well informed about their child's learning progress.

90% of parents surveyed strongly agreed that they gain valuable information about their child's progress when talking to their teacher.

80% of parents surveyed agree that their child's learning needs are being met.

In 2021 a survey was given to students in years 4-6 to indicate their satisfaction of our school.

100% of students indicated they are proud of their school.

90% of students indicated their teachers plan class activities that are interesting and help them learn.

100% of students indicated their classroom was an interesting place to learn.

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.