

2021 Annual Report

Urana Public School



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Introduction

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

Urana Public School

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School vision

Urana Public School is an inclusive, personalised and innovative learning environment with authentic experiences through real world connections.

This is achieved through the delivery of high quality education driven by explicit teaching, high expectations, evidence-based programs and a collaborative approach which results in a dynamic classroom with engaged learners who reach their full potential.

We work together to create a positive school culture and foster valuable connections where the whole community can connect, succeed and thrive.

School context

Urana Public School is located on Wiradjuri land, in southern NSW in the Riverina region, in the small rural township of Urana. There are currently 12 student enrolments from Kindergarten to Year 6.

Urana PS regularly joins with other nearby small schools and central schools to participate in carnivals, performances, workshops and engagement activities. We pride ourselves in providing diverse opportunities including sports gala days, science fairs, STEAM (Science, Technology, Engineering and Maths) camps, musical performances and excursions. A school chaplain has been employed 2 days per week and runs engaging after school activities as well as integrated wellbeing programs.

The school community is focused on providing students with as many new experiences as possible in order for each individual child to discover their unique talents and to grow and develop as a whole person. There is also a strong focus on the delivery of high quality literacy and numeracy teaching and learning activities in order for students to achieve excellence.

The school completed a situational analysis to understand the strengths and areas for improvement to ensure all students continue to succeed. As part of this process we consulted with staff, community and students. Our focus for the next 4 years has been determined and includes a focus on engagement with community, assessment, wellbeing and staff performance.

The school will continue to evaluate its progress and make adjustments to the strategic improvement plan as required.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
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	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To increase student outcomes in reading, writing and numeracy, teachers know how individual students are progressing with their learning and collaborate to plan and explicitly teach high quality and personalised literacy and numeracy programs.

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.

- Staff performance
- Assessment for Learning and Individualised Planning

Resources allocated to this strategic direction

Professional learning: \$5,408.25

Low level adjustment for disability: \$14,879.66

Early Action for Success (EAFS): \$29,379.00

COVID ILSP: \$5,899.99

Literacy and numeracy: \$1,365.30

Socio-economic background: \$95.93

Summary of progress

Our focus for 2021 was to improve the abilities of teaching and support staff to collaboratively program and deliver quality writing instruction to all students in a consistent fashion and to regularly assess individual student progress in Writing, Reading and Numeracy using a variety of quality and measurable internal and external data sources.

Teachers completed professional learning in "7 Steps to Writing" workshops in Terms 1 and 2 and collaboratively embedded the learned processes into writing programs from Term 3. Reflecting on student data, it was evident that some aspects of the "7 Steps to Writing" process were providing greater impact for some students more than others. The Teaching Principal and the School Learning Support Officer (SLSO) participated in "Macquilit" professional learning in Term 2 in order to improve the decoding and encoding abilities of individual students. An individualised targeted program (Macquilit) was introduced to the cohort. In collaboration, the Teaching Principal and School Learning and Support officer (SLSO) co-delivered the program to ensure delivery was best practice and true to the needs of the students and the program. As the program delivery became embedded into practice the SLSO took ownership with lesson observations regularly scheduled to ensure quality and learning needs were being met.

Individual Learning Programs (ILPs) were established and then reviewed and updated for all students every 5 weeks according to specific needs and students were given timely feedback on their progress towards individual targets. This process helped to instill a culture of high expectations and also a sense of ownership in students towards their own learning. Student progress was also updated on the Learning Progressions at the end of each term to keep track of students' knowledge and skills according to syllabus content, allowing teachers to then scaffold students' learning.

Next year, the "7 Steps to Writing" program will continue to be collaboratively implemented in writing programs and the new Assistant Principal Curriculum Instruction (APCI) will also undergo "7 Steps to Writing" training. Other relevant and quality professional learning will also be undertaken by teachers and support staff to assist students' writing abilities and also phonological and phonemic awareness. Teaching staff will also draw on the expertise of the new APCI and work collaboratively to improve their ability to investigate the English syllabus content and ensure that it is wholly embedded in class programs over the course of the year.

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
NAPLAN Expected Growth Results will indicate that the school is	The proportion of students achieving expected growth in reading and numeracy has increased on internal measures. Individual student progress is reported directly to parents and carers throughout the year.

working towards students achieving expected growth in reading, writing and numeracy.

NAPLAN Top 2 Bands

The percentage of students achieving in the top two bands in NAPLAN within the Narrandera small school network increases by 2% in Reading and 3% in Numeracy.

Urana Public School students contributed to the network small schools target of 29% of network students achieving in the top two bands for reading and 25% for numeracy. Individual student results are reported directly to parents and carers.

Purpose

To enhance student well-being and engagement, the school will work in partnership with parents and community to maintain high expectations, aspirations and embrace positive change.

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.

- Student Well-being and Engagement
- Community Engagement

Resources allocated to this strategic direction

Socio-economic background: \$12,296.26

Location: \$13,712.48

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

QTSS release: \$1,345.42

Aboriginal background: \$1,180.00

Summary of progress

Additional staff were employed to support the well-being and engagement of each individual student. The School Chaplain was engaged 2 days per week throughout 2021 to deliver well-being programs and after school activities to all students. A School Learning Support Officer was employed for 16 hours per week, to assist individual students with engaging activities which consolidate their learning. The temporary classroom teacher was employed for 3 days per week, in order for both teachers to target the individual learning needs of the multi-stage K-6 classroom.

Technology was utilised as a tool to address student learning outcomes and keep students engaged. Stage 3 students also participated in student leadership workshops and attended motivational speaker conferences. Unfortunately, the year was disrupted, and a pause was placed on the usual school events and activities across the school and community, this also included the interactions with other small schools. We plan to reignite these programs as we move forward in 2022. Students did, however, engage in a few local field trips and dramatic and musical performances online and parents were able to attend the school to participate in Easter activities with the students.

Aboriginal Education was embedded in classroom learning programs across key learning areas and the school chaplain organised activities for students for important commemorations and celebrations such as Sorry Day and NAIDOC week. In 2022 we will be working with a member of the Aboriginal community to assist and present at the school as well as providing the opportunity for staff to participate in professional learning opportunities in Aboriginal education.

A campaign was led by the principal to advertise and promote the school. Strategies included the creation of a Urana PS Facebook page, "Kindergarten Transition" posters and posters advertising an "Information Session" were advertised on Facebook and distributed in hard copy around the local community. As a result, 3 new preschoolers commenced kindergarten transition in Term 3 and there will be 6 new enrollments in Years 1-6 in 2022, which will bring total student numbers to 12 commencing 2022.

The school has endeavoured to seek and respond positively and proactively with our community. All parents and guardians have often verbally passed on their praise to staff members about the school in general and how happy they are with the academic and personal growth of their children. Student attendance is high and they all report that they are happy with their academic success and they are also thoroughly engaged in the well-being and after school programs. Teachers and other staff members all verbally report their happiness to be working in such a tight-knit, supportive and dedicated school.

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
Attendance	Attendance data indicated that there was an increase in students attending

<p>Data will indicate an uplift in students attending more than 80% of the time.</p>	<p>more than 80% of the time.</p>
<p>Well-being</p> <p>Data will indicate that the school is working towards increasing the number of students reporting improvement in expectations for success, advocacy and sense of belonging at school.</p>	<p>All students reported that they have high expectations of their success and have a strong sense of belonging at school.</p>

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$12,392.19</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Urana 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"> • Assessment for Learning and Individualised Planning • Community Engagement • Student Well-being and Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to support identified students with additional needs • equitable access to specialist resources • inclusion of community into school activities <p>The allocation of this funding has resulted in: Students gaining an improved understanding of phonics which assisted with their reading and writing. There has been an uplift in student attendance. The school community and other agencies were included in school activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: To utilise the funding to continue to employ a temporary teacher to work with individual students to improve literacy and numeracy outcomes.</p>
<p>Aboriginal background</p> <p>\$1,180.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Urana 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"> • Community Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in: Students gained a deeper understanding of Aboriginal culture through hands on activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to embed Aboriginal culture into classroom programs and reach out for community support when possible.</p>
<p>Low level adjustment for disability</p> <p>\$14,879.66</p>	<p>Low level adjustment for disability equity loading provides support for students at Urana 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"> • Staff performance • Assessment for Learning and Individualised Planning

<p>Low level adjustment for disability</p> <p>\$14,879.66</p>	<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 and in a case management role within the classroom/whole school setting • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists <p>The allocation of this funding has resulted in: Identified students receiving one on one instruction with the School Learning Support Officer using a recognised reading improvement program and also assistance with programs developed by Speech Therapists. This resulted in improved learning outcomes for these students.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to engage a School Learning Support Officer to address the individual learning needs of identified students.</p>
<p>Location</p> <p>\$13,712.48</p>	<p>The location funding allocation is provided to Urana 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"> • Student Well-being and Engagement • Community Engagement <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • incursion expenses • technology resources to increase student engagement <p>The allocation of this funding has resulted in: Students were able to enjoy joint excursions with other schools, field trips, student leadership conferences and external well-being programs and motivational speakers. Technology was updated and subscriptions were renewed to engaging literacy and numeracy online programs and resources.</p> <p>After evaluation, the next steps to support our students with this funding will be: This funding will continue to be used to engage students with excursions and incursions, the continual updating of technology and to target the personal growth of all students.</p>
<p>Professional learning</p> <p>\$5,408.25</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Urana 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"> • Staff performance <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • "7 Steps to Writing" professional learning • "Macquilit" professional learning <p>The allocation of this funding has resulted in: Teachers being further up-skilled in their abilities to deliver quality evidence based teaching and learning experiences to students in regard to phonics and composing texts.</p> <p>After evaluation, the next steps to support our students with this funding will be: This funding will continue to be utilised to ensure that all staff are engaging</p>

Professional learning \$5,408.25	in professional collaboration, discussion and learning in order to scaffold the learning and individual needs of all students.
School support allocation (principal support) \$13,604.80	School support allocation funding is provided to support the principal at Urana Public School with administrative duties and reduce the administrative workload. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: <ul style="list-style-type: none"> • Student Well-being and Engagement Overview of activities partially or fully funded with this initiative funding include: <ul style="list-style-type: none"> • A School Learning Support Officer (SLSO) was engaged to support the literacy and numeracy needs of all students and also students on individual programs. The allocation of this funding has resulted in: students being able to consolidate the skills learned with the teacher under the guidance of the SLSO. Students benefitted from a one-on-one “Macquilit” program to enhance their reading skills. After evaluation, the next steps to support our students with this funding will be: In future, the Principal Support allocation will be utilised by funding a School Administrative Officer (SAO) position, to support the principal with administrative duties, which allows more time for the teaching principal to support the students. An SLSO will continue to be employed, however with different funding.
Literacy and numeracy \$1,365.30	The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Urana Public School from Kindergarten to Year 6. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: <ul style="list-style-type: none"> • Assessment for Learning and Individualised Planning Overview of activities partially or fully funded with this initiative funding include: <ul style="list-style-type: none"> • Collaboration by teachers to review and evaluate literacy and numeracy assessment practises. • Subscriptions for online literacy and numeracy assessment platforms. • Collection and review of student data to inform quality teaching and learning programs. The allocation of this funding has resulted in: Individual student learning needs were identified and targeted, then teaching and learning activities and programs scaffolded to address those needs, in affect, student outcomes were enhanced. After evaluation, the next steps to support our students with this funding will be: to utilise the Assistant Principal Curriculum and Instruction (APCI) to support the Literacy and numeracy needs of all students and assist with the professional learning of staff.
Early Action for Success (EAfS) \$29,379.00	The early action for success (EAfS) funding allocation is provided to improve students' performance at Urana Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: <ul style="list-style-type: none"> • Staff performance

<p>Early Action for Success (EAFS)</p> <p>\$29,379.00</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader to support literacy and numeracy programs <p>The allocation of this funding has resulted in: funds being divided between the 5 allocated schools. At Urana Public school the funds were targeted to utilise a temporary teacher to address the needs of individual students.</p> <p>After evaluation, the next steps to support our students with this funding will be: the school will no longer receive EAFS funds from the beginning of 2022 and students will be supported through ongoing literacy and numeracy programs.</p>
<p>QTSS release</p> <p>\$1,345.42</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Urana 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"> • Community Engagement <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 <p>The allocation of this funding has resulted in: The additional collaboration and planning made possible for teaching staff resulted in high quality teaching and learning programs being developed and delivered, allowing for increased student learning outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be: continued to be utilised to employ casual teaching staff to allow teachers to collaborate and plan for quality teaching.</p>
<p>COVID ILSP</p> <p>\$5,899.99</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"> • Assessment for Learning and Individualised Planning <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 <p>The allocation of this funding has resulted in: Increased learning outcomes for individual students whose needs were targeted through the collection and review of data.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022, COVID ILSP funding will be utilised towards employing a School Learning Support Officer to deliver targeted intensive literacy programs to identified students.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	5	5	6	2
Girls	3	3	1	2

Student attendance profile

School				
Year	2018	2019	2020	2021
K	91.9		83.1	0
1		85.4		
2	100		87.4	0
3	92.5	88.5		0
4	91	90.6	85.3	0
5	95.8	97.9	93.7	0
6	83.2	89.2	95.1	0
All Years	92	90.7	89.6	89.7
State DoE				
Year	2018	2019	2020	2021
K	93.8		92.4	92.8
1		92.7		
2	93.5		92	92.6
3	93.6	93		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	92.7	92	92.4

Individual grade attendance is not available in the table above for 2021.

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.24
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.95

*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	239,039
Revenue	463,078
Appropriation	459,770
Grants and contributions	2,352
Investment income	156
Other revenue	800
Expenses	-605,802
Employee related	-478,877
Operating expenses	-126,925
Surplus / deficit for the year	-142,724
Closing Balance	96,315

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

Financial summary - Equity loadings

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

	2021 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	30,980
Equity - Aboriginal	1,180
Equity - Socio-economic	14,920
Equity - Language	0
Equity - Disability	14,880
Base Total	328,250
Base - Per Capita	1,726
Base - Location	13,712
Base - Other	312,812
Other Total	189,680
Grand Total	548,911

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

Feedback from parents and carers is always positive, they are extremely happy with the school environment and staff in general and also the progress their children are making; academically, socially and emotionally. Student attendance is high, they are engaged in activities inside and outside the classroom and verbally report their happiness to be attending our school. All staff report that they are happy to be working in a friendly and supportive environment. Teachers are extremely happy with the collegiality of the teaching team and have high expectations of student progress. Teachers and students completed the "Tell Them From Me Survey", however, because the cohort was under 10, graphs were not able to be generated.

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.