

2021 Annual Report

Willow Tree Public School



3451

Introduction

The Annual Report for 2021 is provided to the community of Willow Tree 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

Willow Tree Public School's vision is to provide high quality inclusive and culturally rich educational experiences through the provision of a diverse range of learning opportunities, fostering active learning in order for students to Aim High.

School context

Willow Tree Public School is a rural school located in the Mooki network, 75 kilometres from our nearest regional centre Tamworth. Willow Tree Public School has a current enrolment of 68 students. School numbers have fluctuated over the past eight years, with student numbers ranging from 35 - 68. We anticipate that this trend will continue into the future.

Two strong threads through the previous two school plans focused on continual whole school improvement and the school community working collaboratively to support student wellbeing.

Through our situational analysis we have identified the need for a continued emphasis to embed evidence informed teaching practices across all subject areas, with a focus on reading and numeracy. Use of high impact teaching strategies will provide opportunities to improve teacher practice to ensure students achieve expected growth and attainment in their learning. This will be achieved through highly effective self-directed learning opportunities for all students. Staff collaboration (including beyond the school gate) will aim to develop effective feedback in order for staff to deeply reflect on their learning.

There will be a strong focus on engagement and the use of evaluative practices and strategies to support a culture of learning and engagement.

We have identified the need to move towards deeper evaluative practices based on quality data literacy and data fluency. We will look to embed reflective practices, not just in school planning, but across all teaching and learning practices. This reflective practice will involve a deeper use of data to inform all processes and practices across the school, along with tools and systems, to enable the shared use of data.

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>

At our External Validation at the end of Term 3 2021, our school re-engaged with the School Assessment Framework. Thirteen of the fourteen elements were assessed as Sustaining and Growing. Student performance measures was assessed as Delivering.

Strategic Direction 1: Student growth and attainment

Purpose

In order for students to reach their full reading and numeracy potential across all subject areas staff will develop and embed evaluative and evidence informed practices.

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, Numeracy & Evaluative Practices

Resources allocated to this strategic direction

Low level adjustment for disability: \$33,067.60

Literacy and numeracy: \$6,900.00

Professional learning: \$5,089.00

Integration funding support: \$57,204.00

English language proficiency: \$2,400.00

Location: \$12,000.00

Socio-economic background: \$40,594.00

QTSS release: \$10,090.00

Summary of progress

Our focus for 2021 in Strategic Direction 1 was on the use of high impact professional learning along with effective teaching practices to build teacher capacity in writing and numeracy.

In writing, school teams were guided through the process of developing an understanding of writing processes K-6 to build on the reciprocity with reading. In numeracy it was building capacity in effective teaching through Big Ideas and Starting Stronger professional learning.

Professional dialogue on building teacher understanding of writing processes was a focus across the school to build teacher capacity. Teachers used new learning to plan and embed quality practices into their everyday teaching across all subject areas, and as a result, adapted teaching and learning programs to reflect this. Further work in the area of building reciprocity between reading and writing is still needed. Student focus groups have engaged in writing discussions and teacher surveys has built an understanding of practices, beliefs and outcomes. As a result our writing focus across subject areas will be narrow and deep within English and Science & Technology from 2022 and beyond. This will support further improvement in teaching practice across the school.

Teacher reflections and discussions have indicated that while online learning does not have the same impact as face to face learning, there was some significant teaching strategies that could be embedded into programs. All teachers continue to build on their use of Number Talks in the classroom to support number sense.

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
Students move from the base line towards the lower bound system negotiated targets in reading.	• Data indicates 71.4% of students are in the top two skill bands for reading which is an increase against baseline data. In numeracy, 28.5% of students are in the top two skill bands indicating an increase against baseline data.
Students move from the base line towards the lower bound system negotiated targets in numeracy.	• Data indicates 71.4% of students are in the top two skill bands for reading which is an increase against baseline data. In numeracy, 28.5% of students are in the top two skill bands indicating an increase against baseline data.
Students move from the base line towards the lower bound system negotiated targets for growth in reading.	• Data indicates 71.4% of students are in the top two skill bands for reading which is an increase against baseline data. In numeracy, 28.5% of students are in the top two skill bands indicating an increase against baseline data.

<p>Students move from the base line towards the lower bound system negotiated targets for growth in numeracy.</p>	<ul style="list-style-type: none"> • Data indicates 71.4% of students are in the top two skill bands for reading which is an increase against baseline data. In numeracy, 28.5% of students are in the top two skill bands indicating an increase against baseline data.
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Strategic Direction 2: Engagement

Purpose

There is a planned approach to support high levels of engagement, connection and success through the provision of personalised, inclusive and culturally rich learning 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.

- Learning Culture

Resources allocated to this strategic direction

Aboriginal background: \$10,096.00

Location: \$5,436.00

Professional learning: \$2,500.00

Per capita: \$2,500.00

Summary of progress

In 2021 all staff engaged in a reflect and reset process around our school's wellbeing practices. As a result of student, staff and parent feedback our procedures were refined. All staff engaged in high impact professional learning around trauma to better inform their classroom practices. Teacher reflections and discussions have indicated that while online learning does not have the same impact as face to face learning, there was some significant trauma informed practices that are being implemented into classroom practices school wide. 2021 also saw the engagement of an AEO for one day a week. Our AEO has supported our school to firm PLP processes and engaged 100% of our students in Gamilaraay language lessons. As a result we will increase the AEO time in our school to three days per fortnight.

Our External Validation has identified the need for enhance practices in the area of attendance. This will form a component of our new school plan.

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
All students show improvement from our system negotiated baseline attendance target.	All teaching and learning programs include evidence of adjustments made to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Due to COVID, attendance of students for 2021 has declined, particularly in relation to sick leave, however unexplained absences have also declined.
Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice.	All staff engage in discussions, feedback surveys and evaluations of professional learning.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$57,204.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Willow Tree 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, Numeracy & Evaluative Practices <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 • staffing release for targeted professional learning around [course] • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in: Responsive personalised learning and support for students in their classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022 we will have no students with IFS.</p>
<p>Socio-economic background</p> <p>\$40,594.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Willow Tree 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"> • Reading, Numeracy & Evaluative Practices <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 with an early intervention focus. • professional development of staff to support student learning in reading, writing and numeracy across all subject areas. • employment of additional staff to support LIPI, MacaLit and Berry Street program implementation. • supplementation of extra-curricular activities • engage with external providers to support student engagement and retention • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in: Year 3 and 5 NAPLAN Reading above both state and SSSG Year 3 and 5 NAPLAN Numeracy above SSSG A demonstrated major lift in Reading.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to engage in quality professional learning to support the teaching of literacy and numeracy.</p>
<p>Aboriginal background</p> <p>\$10,096.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Willow Tree 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>Aboriginal background</p> <p>\$10,096.00</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"> • Learning Culture <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (AEO) to support Aboriginal students • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in: All students engaging with the PLP process. All students at Willow Tree Public School learning Gamilaraay.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to develop whole school systems to ensure authentic communication with families around PLP goals. Continue to engage an AEO and increasing to 3 days per fortnight to support PLP practices, Gamilaraay language development and build on staff knowledge.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Willow Tree 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, Numeracy & Evaluative Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in: EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students with this funding will be: To build teacher capacity to design integrated writing units that reflect the needs of EAL/D learners, and to transfer this practice across into Science & Technology.</p>
<p>Low level adjustment for disability</p> <p>\$33,067.60</p>	<p>Low level adjustment for disability equity loading provides support for students at Willow Tree 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"> • Reading, Numeracy & Evaluative Practices <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 • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in: Development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students.</p>

<p>Low level adjustment for disability</p> <p>\$33,067.60</p>	<p>After evaluation, the next steps to support our students with this funding will be: Small student groups targeting reading across 1-6, supported by other interventions (MacqLit), has seen student progress across all targeted areas. Students with the highest growth are those "bump up" students or those needing extension. A review of the COVID ISLP with staff and the new coordinator at the beginning of 2022 to provide targeted support at the right time to the right students will be a further priority.</p>
<p>Location</p> <p>\$17,436.00</p>	<p>The location funding allocation is provided to Willow Tree 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, Numeracy & Evaluative Practices • Learning Culture <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 • technology resources to increase student engagement • additional staffing for teaching principal release <p>The allocation of this funding has resulted in: Increased subject opportunities and choices for students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Supporting the school to increase collaboration and overcome isolation.</p>
<p>Literacy and numeracy</p> <p>\$6,900.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Willow Tree 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, Numeracy & Evaluative Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • targeted professional learning to improve literacy and numeracy • resources to support the quality teaching of literacy and numeracy • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in: Year 3 and 5 NAPLAN Reading above both state and SSSG Year 3 and 5 NAPLAN Numeracy above SSSG A demonstrated major lift in Reading.</p> <p>After evaluation, the next steps to support our students with this funding will be: Two collaboration days per term to be set aside for staff to work collaboratively in professional learning, embedding writing into Science & Technology and analysing student information - weeks 5 &10 of each term.</p>
<p>QTSS release</p> <p>\$10,090.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Willow Tree 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, Numeracy & Evaluative Practices

<p>QTSS release</p> <p>\$10,090.00</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in: Ongoing analysis of internal and external data sources to ensure we are targeting our teaching to literacy and numeracy needs. Year 3 and 5 NAPLAN Reading above both state and SSSG Year 3 and 5 NAPLAN Numeracy above SSSG A demonstrated major lift in Reading.</p> <p>After evaluation, the next steps to support our students with this funding will be: Two collaboration days per term to be set aside for staff to work collaboratively in professional learning, embedding writing into Science & Technology and analysing student information - weeks 5 &10 of each term.</p>
<p>COVID ILSP</p> <p>\$45,233.24</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 • providing targeted, explicit instruction for student groups in literacy with a focus on reading fluency and comprehension. <p>The allocation of this funding has resulted in: Students on targeted COVID ILSP have made gains as per PLAN2 data; Teachers adapting lessons to support COVID ILSP interventions; Year 3 and 5 NAPLAN Reading above both state and SSSG Year 3 and 5 NAPLAN Numeracy above SSSG A demonstrated major lift in Reading.</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. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	33	34	37	41
Girls	28	25	25	27

Student attendance profile

School				
Year	2018	2019	2020	2021
K	91.9	93.7	94.7	91.2
1	93.7	93.8	91.7	91.8
2	93.2	93.6	92.8	88.9
3	95.2	90.9	90.8	90.8
4	89.4	92.2	93.7	87.6
5	93.2	91.3	92.1	92.4
6	95.4	91	92.7	90.2
All Years	93.4	92.5	92.3	90.1
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)	2.38
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration and Support Staff	1.41

*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	106,793
Revenue	963,956
Appropriation	935,983
Grants and contributions	27,846
Investment income	128
Expenses	-971,852
Employee related	-878,285
Operating expenses	-93,567
Surplus / deficit for the year	-7,895
Closing Balance	98,898

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	17,819
Equity Total	85,118
Equity - Aboriginal	9,062
Equity - Socio-economic	40,597
Equity - Language	2,400
Equity - Disability	33,059
Base Total	698,841
Base - Per Capita	15,284
Base - Location	18,371
Base - Other	665,185
Other Total	28,691
Grand Total	830,469

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

Each year schools are required to seek the opinions of parents, students and teachers about the school. This year informal responses were received from parents during P&C meetings, phone calls, emails and conversations.

- * Families are generally positive regarding our communication tools and processes.
- * Willow Tree Public School is a place where families feel welcomed and enjoy participating in school life (when able to).
- * The impact of COVID has been significant and families are looking forward to returning into the school gates when able to. Staff use of varied platforms to keep them updated on their child's learning progress, activities students participate in general communication are successful.
- * The P&C has continued to be a highly active parent group and engages positively with staff, the parents and broader community work as partners to build a positive school culture (even though mostly from outside the gate this year). The P&C group, as one vehicle of parent and community voice, are regularly consulted on school decisions and provide feedback and suggestions to assist in school planning and evaluation.
- * Families would like to become more involved in celebrating student successes post COVID measures. This could include attending assemblies.

Students completed the Tell Them From Me survey and a school based forum discussion with results indicating:

- * Students have positive relationships with others at school.
- * Mostly students indicated that they demonstrated positive behaviours at school.
- * Most students indicated that they always try their hardest while at school.
- * Most students believe that the teacher instruction they receive is of a high quality.

Staff reflections and discussions indicate:

- * Lessons are differentiated to suit the needs of all students in their class.
- * Professional learning is essential to build teacher capacity.
- * Teachers embed research informed practices to build student literacy and numeracy outcomes.
- * There is a strong relationship between school, parents and the community, albeit that COVID has impacted this.

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.