2021 Annual Report

Gordon East Public School

3985

Introduction

The Annual Report for 2021 is provided to the community of Gordon East 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

Gordon East Public School

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School vision

Striving for excellence in a respectful, inclusive environment with high expectations.

At Gordon East Public School, we strive for excellence in an inclusive environment where every student maximises their potential.

Our beliefs include:

- every child has the right to an education focusing on their individual academic, social, emotional and physical needs.
- all students must receive a strong foundation in literacy and numeracy, building a deep knowledge and confidence in their ability to learn.

We aim to prepare students for a future where respect, adaptability and effective communication are fundamental skills for success.

We develop partnerships in learning to collaboratively empower all students to become confident, self-directed and resilient learners.

We promote the building of teacher capacity to engage, innovate and transform our students as they develop in a context of high expectations with a range of opportunities to succeed.

The wellbeing of all Gordon East students and staff lies at the core of our school vision. We support the development of students with positivity in a climate where every student is known, valued and cared for with a focus on student wellbeing, student academic growth and social success.

School context

Gordon East Public School is situated on spacious, picturesque grounds in Gordon. There are 308 students at Gordon East Public School, with 51% of our student body from a language background other than English.

We pride ourselves on the sense of shared purpose across the school community, enhanced by the supportive relationships between families, staff and students. We value high expectations for student learning, enabling all students to strive for and experience success. Gordon East provides a well-resourced learning environment to engage, motivate and inspire students to achieve excellence. While engaging in evidence-based academic programs, students have opportunities to participate in a variety of extra curricula activities including STEM robotics, chess club, representative sport, bands, choirs and dance groups.

Highly professional and dedicated teachers implement quality learning programs across all Key Learning Areas. Gordon East Public School has 31 staff, which includes full-time, part-time, temporary and casual employees. There is a mixture of experienced and early career teachers who have diverse backgrounds. The school maintains a safe and supportive learning environment where the core values of being safe, respectful learners underpin our student welfare ethos.

As a result of the school`s situational analysis, it has been determined that a whole school approach, including all members of the school community, is required to achieve improvement in student performance. This approach will include:

- The evaluation, development and application of strong pedagogical practices K-6
- The development and implementation of strategies that support:

- a strong professional learning community which includes evaluation of impact across teaching and non-teaching staff
- staff evaluative practices, data use and skills
- systems that identify, record and manage the needs of every student
- improved community partnerships focused on parent engagement

- Strategic collection of relevant data and the development of systems that supports the tracking of individual student performance from K-6
- Developing and embedding whole school and community practices to improve student wellbeing, engagement and attendance.

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 improve student achievement, growth and performance in literacy and numeracy through establishing a culture of high expectations and quality teaching practice; building strong foundations for academic success across all Key Learning Areas.

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.

- Literacy
- Numeracy

Resources allocated to this strategic direction

Summary of progress

In 2021, Maclit was introduced as an additional intensive support program providing students in years 3-6 a program providing additional learning support. This program commenced in term 2. Whilst it was halted during COVID mandated lock-down, students involved continued to be support with regular informal Zoom sessions. Upon the return to less stringent restrictions, the formal MacLit group recommenced.

The introduction of an Early Stage 1 mini group - focusing on phonics and phonemic as well as COVID tutorial groups were successful initiatives with both resulting in individual growth for all students participating. Home learning packages responsive to student seeds with changes to delivery such as online literacy groups resulted in greater engagement of students during lock-down. Individualised differentiated of activities were quite a challenge during home learning and will continue to be a focus in 2022.

Whilst the changes that occurred were responsive to the specific needs of students during the most recent pandemic, NAPLAN results indicate positive trends in student growth and achievement. Activities in 2022 will build upon the student successes during a tumultuous time with the aim of facilitating further improvement. This will include a focus on High Potential and Gifted Education, data analysis and tracking.

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
An increased amount of students will be achieving in the top two bands for **Reading**.	77.17% % of students achieved in the top two bands in NAPLAN **reading** indicating progress toward the lower-bound target.
An increased amount of students will be achieving in the top two bands for **Numeracy**.	77.42% of students achieved in the top two bands in NAPLAN **numeracy** indicating achievement of the lower-bound target.
There will be an uplift of 1.8% in the amount of students achieving expected **growth** in **Reading** from our base line data**.**	The percentage of students achieving expected growth in **reading** decreased to 61.11% indicating progress yet to be seen toward the lower bound target.
There will be an uplift of 0.75% in the amount of students achieving expected **growth** in **Numeracy** from our base line data**.**	The percentage of students achieving expected growth in numeracy decreased to 58.33% % indicating progress yet to be seen toward the lower bound target.

Strategic Direction 2: Quality Teaching, Quality Learning

Purpose

To develop and sustain whole school quality teaching and learning practices that ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence-informed strategies and embedded evaluative practice.

Initiatives

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

- Quality Teaching, Quality Learning
- High Expectations and Quality Learning using Collaborative Practice

Resources allocated to this strategic direction

Summary of progress

COVID made the greatest impact on this Strategic Direction. Staff commenced professional learning based on the What Works Best document, however, this was altered to accommodate the emerging needs of staff as we moved to a Home Learning environment. Some initiates in this area were delayed as a result of the pandemic, however, the focus on Quality Teaching, Quality Learning remained at the forefront.

Staff adapted well to learning remotely and found ways to continue to collaborate virtually. Lesson delivery changed and resources were adapted to providing access for all students whether they be learning remotely or onsite. Whilst, focus areas involving learning walks were postponed until 2022, staff were able to collaborate and support student learning using evidence based approaches. This was demonstrated with the adaption of the delivery of our Puzzles of Practice (POP) using a case management approach professional learning. Stage 2 continued trialing this initiative across their stage successfully. During lock-down in Semester 2 the Stage 2 team were able to adapt POP to be conducted on-line and presented professional learning to all staff K-6 online. Following this POP were trialed across the school K-6 in term 3.

In 2022, next steps will include further work to ensure Puzzles of Practice are embedded across the school. Additionally, a focus on reviewing and adapting scope & sequences as appropriate and differentiation across all Key Learning Areas will form the main focal points for activities in strategic direction.

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 staff demonstrate an understanding of the What Works Best research and its impact on student performance.	Delayed initiatives in term 2 have required this work to be postponed to 2022.
Staff demonstrate an increasing understanding of the impact of research Including: Dr Lyn Sharratt and What Works Best on school improvement and their role in ensuring every student, every teacher, every leader and every school improves every year.	100% participated in introductory professional development in Term 4 2021 as part of a delayed start in this project.
All staff demonstrate an understanding of the What Works Best research and its impact on student performance.	Delayed initiatives in term 2 have required this work to be postponed to 2022. To date 25% of staff were able to fulfill this progress measure.

Strategic Direction 3: Community Connections and Wellbeing

Purpose

To develop strong partnerships in learning and strengthened community connectedness through whole school planned approaches to wellbeing, engagement and communication.

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.

- Wellbeing and Engagement
- Community connections

Resources allocated to this strategic direction

Summary of progress

Throughout 2021, Wellbeing and Engagement was an enormous focus due to the pandemic and associated lock-downs. Student wellbeing was at the forefront of activities.

As a school we responded to parent feedback in regard to Home Learning. We took opportunity to learn from 2020 and adjusted our approach. This was met with positive feedback. As the lock-down was extended, we made changes to lesson delivery based on feedback. Communication was streamlined during enabling clear and concise information to the community. Parents focus groups on Home Learning were an extremely successful initiative, providing valuable feedback and input to our practice. Unfortunately, student leadership opportunities became limited and parent workshops were postponed. However, what we did glean from work completed in this strategic direction has provided us valuable information to guide directions in 2022.

The change that occurred was dynamic and responsive to the changing needs of the pandemic in 2021. Feedback from families provided the impieties for changes in communication during this time. As a result, communication will remain a focus for 2022 particularly, student reports and communication around student learning and progress. However, our main area of focus for 2022 will be centred around re-connecting community and student wellbeing.

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
An uplift of students attending school equivalent to or above 90% of the time.	The number of students attending greater than 90% of the time or more has decreased by 5.98%.
Collaborative development of whole school metalanguage for social skills and resilience; and systems for collecting data. Increased understanding of quality teaching practices in teaching social skills & resilience.	Document analysis of Puzzles of Practice minute taking indicates or number of learning programs include evidence of adjustments made to accommodate individual student needs.
Staff develop an understanding in the areas of: expectations for success, advocacy and sense of belonging at school for students within the Tell Them From Me Survey.	• Tell Them From Me data shows an improvement of reported positive wellbeing, including a 11% increase in advocacy at school, 1% decrease in sense of belonging and 3% increase in expectations of success. • Delay in implementing initiatives in term 3 have required this work to be postponed to 2022. To date there has been an increase of 75% staff who were able to fulfill this progress measure.
Collect, reflect and further evaluate data from the school community communication and parent involvement to inform practice.	• Tell Them From Me data shows an increasing trend in the area of Parents Feel Informed.

Funding sources	Impact achieved this year
New Arrivals Program $22,200.00	The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Gordon East Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling **The allocation of this funding has resulted in:** 100% of New Arrival Students showing personal growth in the areas of literacy and numeracy. **After evaluation, the next steps to support our students with this funding will be:** professional learning for classroom teachers to enhance teaching and learning programs through language scaffolding to ensure classroom content is accessible.
Integration funding support $89,900.00	Integration funding support (IFS) allocations support eligible students at Gordon East Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of staff to provide additional support for students who have high-level learning needs **The allocation of this funding has resulted in:** all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress, ensuring eligible students received personalised learning and support within their own classrooms. **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 reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSP reviews to ensure funding is used to specifically address each student's support needs.
Socio-economic background $1,433.60	Socio-economic background equity loading is used to meet the additional learning needs of students at Gordon East Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading**

Socio-economic background $1,433.60	**include:** • providing students of families experiencing financial difficulty support for educational materials, uniforms, equipment and other items. **The allocation of this funding has resulted in:** equitably of access to education resources and extra-curricular activities. **After evaluation, the next steps to support our students with this funding will be:** continue to resource equitable access to education resources that support our trajectory towards achieving targets for students in this equity cohort.
English language proficiency $134,317.27	English language proficiency equity loading provides support for students at all four phases of English language learning at Gordon East Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to support delivery of targeted initiatives • withdrawal lessons for small group (developing) and individual (emerging) support **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. **After evaluation, the next steps to support our students with this funding will be:** Ongoing professional learning: - to identify the language and cultural demands across the curriculum.
Low level adjustment for disability $64,625.42	Low level adjustment for disability equity loading provides support for students at Gordon East Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • providing support for targeted students within the classroom through the employment of School Learning and Support Officers **The allocation of this funding has resulted in:** The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. **After evaluation, the next steps to support our students with this funding will be:** to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.
Literacy and numeracy $15,994.21	The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Gordon East 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:**

Literacy and numeracy $15,994.21	• Other funded activities **Overview of activities partially or fully funded with this initiative funding include:** • employment of an additional Learning and Support intervention teacher **The allocation of this funding has resulted in:** the provision of a 3-6 targeted reading small group tuition - MacLit that sits alongside MiniLit (Stage 1). **After evaluation, the next steps to support our students with this funding will be:** engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs.
QTSS release $58,861.95	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Gordon East Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this initiative funding include:** • assistant principals provided with additional release time to support classroom programs **The allocation of this funding has resulted in:** improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers continue to embed evidence-based, high impact teaching strategies within their classroom practice. **After evaluation, the next steps to support our students with this funding will be:** employing staff to enable Executive to collaborate with and support teams in curriculum implementation.
Literacy and numeracy intervention $22,423.60	The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Gordon East Public School who may be at risk of not meeting minimum standards. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this initiative funding include:** • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy **The allocation of this funding has resulted in:** increased personalized learning plans for students with specific learning needs. **After evaluation, the next steps to support our students with this funding will be:** engagement of additional teaching staff to extend intensive small group reading intervention programs.
COVID ILSP $11,212.00	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.

COVID ILSP $11,212.00	**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition **The allocation of this funding has resulted in:** the majority of the students in the program achieving significant progress towards their personal learning goals **After evaluation, the next steps to support our students with this funding will be:** continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	175	177	170	160
Girls	151	137	151	148

Student attendance profile

School				
Year	2018	2019	2020	2021
K	96.9	93.9	97.2	93.5
1	95.7	97.3	97.7	95.2
2	95	94.4	96.9	96.2
3	95.9	95.8	96.2	96.4
4	95.3	95.8	97.7	94.8
5	96	95.3	95.9	95.8
6	96.4	95.4	96	94.3
All Years	95.9	95.5	96.8	95.2
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.53
Literacy and Numeracy Intervention	0.2
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.6
Teacher ESL	0.8
School Administration and Support Staff	2.82

*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	327,115
Revenue	3,068,944
Appropriation	2,763,889
Sale of Goods and Services	4,342
Grants and contributions	284,889
Investment income	136
Other revenue	15,688
Expenses	-3,145,463
Employee related	-2,670,548
Operating expenses	-474,915
Surplus / deficit for the year	-76,519
Closing Balance	250,596

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	89,900
Equity Total	200,376
Equity - Aboriginal	0
Equity - Socio-economic	1,434
Equity - Language	134,317
Equity - Disability	64,625
Base Total	2,268,631
Base - Per Capita	79,132
Base - Location	0
Base - Other	2,189,499
Other Total	142,195
Grand Total	2,701,103

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.

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Parent/caregiver, student, teacher satisfaction

Tell them Me Surveys over the last two years indicate:

- positive growth in the area of advocacy at school,
- minimal movement in the area for expectations for success, and
- a positive trend in the area of sense of belonging.

Our results display above state levels in overall averages across all three areas.

Feedback from students indicated the positive impact that our school environment and the opportunities that it provides enhances engagement in learning and places a positive impact on wellbeing. Next steps will centre around student advocacy and developing an increased sense of belonging.

Feedback from staff indicated a need for minimising change in order to provide increased ability to support student learning and continuing to provide opportunities for collaborative practice. Next steps will focus on student wellbeing and embedding student centred collaborative initiatives in day-to-day practice.

Feedback from parents indicated, that whilst families were happy with general communication from the school, the area of communicating student performance through student reports could be improved. Next steps will focus on providing greater clarity and information about student progress and specific learning goals through student reporting.

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.