

# 2021 Annual Report

## Queanbeyan West Public School



4127

# Introduction

The Annual Report for 2021 is provided to the community of Queanbeyan West Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

## School contact details

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6297 2020

## School vision

Committed to providing a safe, supportive learning environment that promotes strong connections and positive relationships. We foster lifelong learners through high expectations where students strive to achieve their personal best.

## School context

Queanbeyan West Public School currently caters for the social, emotional and learning needs of approximately 500 students in 19 mainstream and 4 supported learning classes. The school is made up of 11% Aboriginal and Torres Strait Islander (ATSI) and 27% Language Background other than English (LBOTE) students and has a reputation for excellence in the local area.

We promote and advance the intellectual, social, physical and moral development of all students to become responsible, contributing citizens. We work in partnership with our community to ensure a safe and happy environment. Our Positive Behaviour for Learning values; Responsibility, Safety and Respect underpin all aspects of school life and is the heart of our students' success in learning.

Queanbeyan West Public School provides students with an innovative and comprehensive curriculum and also provides additional opportunities through extra-curricular learning experiences. Some significant programs include: Creative Arts opportunities such as dance, choir and music, including a specialist Musicorp teacher providing regular lessons, The Music Bus catering for all students as part of an enrichment group; Environmental programs which deepen students' understanding of environmental issues and sustainability; Academic support and remediation programs in literacy and numeracy, including entry into competitions such as the NSW Spelling Bee, Public Speaking, Debating and Tournament of Minds; Sporting teams and opportunities for individual and team sports at school and representative level; Personal Development and Health programs such as Peer Support and Positive Behaviour for Learning which focuses on student wellbeing, health and safety; and Technology upgrades within classrooms and the inclusion of Robotics Clubs. These programs inspire all students to strive to achieve *"nothing but the best"*.

In 2019 a review of strengths, opportunities and areas for development across the school took place, and in late 2020 and early 2021 a comprehensive process was undertaken to review current practices and collect evidence, including forums and survey data from staff, students and parents/carers to form our situational analysis. In response, three Strategic Directions were identified as a basis for a shared commitment to future developments across the school.

The Strategic Directions for 2021-2024 show how Queanbeyan West Public School will move forward with a collaborative, considered and consistent approach to delivering the curriculum and excellence in teaching and learning. It provides staff with the expertise to competently implement evidence-based teaching practices through data analysis as we prepare students for a future defined by technology, creativity and critical thinking. The Strategic Directions show the school's commitment to academic, social and emotional progress. They also maintain our commitment to an inclusive and equitable whole school learning environment that encourages and supports positive relationships, personal responsibility and partnerships with community.

## Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

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

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

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

### Self-assessment using the School Excellence Framework

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

## Strategic Direction 1: Student growth and attainment

### Purpose

*To improve student learning outcomes in reading and numeracy through development of sustainable whole school processes for collecting and analysing data. This is in order to ensure that the implementation of quality teaching and learning programs occurs and these programs are underpinned by evidence-informed strategies.*

### Initiatives

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

- Data Collection and Analysis
- High Quality Teaching and Learning Programs and Explicit Teaching

### Resources allocated to this strategic direction

**Professional learning:** \$23,832.63

**Per capita:** \$48,000.00

**6300:** \$7,300.00

**6101:** \$18,000.00

**School support allocation (principal support):** \$26,957.40

**QTSS release:** \$98,327.49

**Low level adjustment for disability:** \$134,541.60

**Literacy and numeracy:** \$17,848.11

**Literacy and numeracy intervention:** \$70,634.34

**Socio-economic background:** \$67,000.00

### Summary of progress

#### Data Collection and Analysis

During 2021 data was collected regarding types of assessment tasks that took place across the school. Information showed that assessment points through the year were in place across all grade groups and further consolidation was needed in regards to alignment of assessments and types of data collected. The assessments noted in this data collection and analysis were largely summative and a larger focus on formative assessments was needed. A chosen group of staff engaged in Leading Evaluation, Evidence and Data (LEED) training which developed a situational analysis and established a baseline of staff perceptions in relation to a variety of topics including the 'What Works Best 2020' themes, evaluative practice and school leadership. This training focused on making decisions based on data analysis and triangulation of sources which pin pointed exact areas of need for student cohorts. Throughout the year, executive staff worked within stage groups to develop teacher capacity and ensure effective strategies and processes around reliable formative and summative assessment tasks were used to analyse student progress, evaluate growth over time, report student achievement and guide future teaching programs. Consistent teacher judgement was a focus through moderation processes and helped to guide collaborative planning sessions and ensure learning tasks across stages were relevant, consistent and targeted towards student growth.

The next steps in this initiative, is to continue to collect and record data with a larger focus on triangulation of sources and review record keeping processes to track students across the school. Further professional learning regarding data analysis is also needed across the school and continuation of the LEED training for 2022 shall take place.

#### High Quality Teaching and Learning Programs and Explicit Teaching

Throughout the year feedback was given to classroom teachers regarding their teaching and learning programs and registration by executive staff. Some stage groups experimented with online programming through cooperative planning which was accessible by all stage and executive members to give immediate feedback and refine practices. The online programming was successful by users and showed evidence of explicit teaching practices to ensure high quality teaching and learning programs were implemented. These programs outlined student strengths and areas of improvement to ensure teachers catered for all learners within the classroom. Explicit teaching was another focus and feedback was given and sought after by some teaching staff in collaborative practice structures. These structures included demonstration and observations by executive staff in varying Key Learning Areas which had pleasing results in regards to adjustments being trialled and embedded. The history, science and geography scope and sequence was adjusted during the year and looked closely at embedding Aboriginal perspectives and other significant events acknowledged by the school into programming. During the year, due to home learning, staff pivoted from their way of working to ensure all tasks were consistent across the stage and assisted with a new outlook to embed technology into

lessons in a more meaningful way. Executive staff engaged in professional learning around the 'English block' which involved an information and learning session as well as viewing another school in practice. This was in order to assist executive staff engage their teams in a higher level of practice and lesson structure. The purchase of additional teaching resources and furniture upgraded the physical spaces of classrooms to ensure that future directions would be able to be embedded into the lesson structure.

The next steps in this initiative are to develop knowledge and understanding of pedagogy and practice around effective guided reading strategies, to improve and refine students knowledge, skills and confidence in reading and ensure consistent practices are embedded across the school. Executive staff will also teach the 'Maths Burst' program for consistency of delivery and assist teacher development through the gradual release of responsibility model using demonstration lessons and feedback.

### 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
% of students achieving top 2 bands in reading increases by 5% from the baseline data.	The percentage of students achieving in the top two bands in NAPLAN reading has decreased by 2.69% from baseline data, however increased by 1.78% from 2019 to 2021. Progress is being made towards the lower-bound target.
% of students achieving top 2 bands in numeracy increases by 6% from the baseline data.	The percentage of students achieving in the top two bands in NAPLAN numeracy has decreased by 3.94% from baseline data, however increased by 2.26% from 2019 to 2021. Progress is being made towards the lower-bound target.
% of students achieving expected growth in reading increases by 2.1% from the baseline data	The percentage of students achieving expected growth in NAPLAN reading has increased 13.98% from baseline data and increased by 22.07% from 2019 to 2021. Progress exceeded the lower-bound target by 6.91% .
% of students achieving expected growth in numeracy increases by 3.7% from the baseline data	The percentage of students achieving expected growth in NAPLAN numeracy has decreased by 8.5% from baseline data and decreased by 12.06% from 2019 to 2021. Progress is yet to be seen towards the lower-bound target.
Aboriginal and Torres Strait Islander student targets reflect State Priorities by increasing students in top three bands from baseline data in reading.	The percentage of Aboriginal students achieving in the top three bands in NAPLAN reading has decreased by 0.9% from 2019 to 2021. Progress is yet to be seen towards the lower-bound target.
Aboriginal and Torres Strait Islander student targets reflect State Priorities by increasing students in top three bands from the baseline data in numeracy.	The percentage of Aboriginal students achieving in the top three bands in NAPLAN numeracy has increased by 0.8% from 2019 to 2021. Progress is being made towards the lower-bound target.
All teachers beginning to use learning data to inform practice evidenced by Teaching and Learning Programs.	Discussions and analysis of Teaching and Learning Programs by executive staff indicates that all teachers use learning data to determine next steps in learning programs. Progress towards the target was achieved.
All teachers are identifying and learning about evidence-based practices and beginning to use these in their classrooms.	Observations and analysis of Teaching and Learning Programs by executive staff indicates that evidence-based practices are being identified, discussed and implemented in to learning programs. Progress towards the target was achieved.

### Purpose

*To improve student outcomes through whole school, future-focused, collaborative practices where staff will engage in professional learning that is targeted to Departmental and school priorities, and student and staff need. This is in order to develop high quality teaching and 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.

- Collaborative Practice
- Professional Learning

### Resources allocated to this strategic direction

**Professional learning:** \$16,231.62

### Summary of progress

#### Collaborative Practice

All staff engaged in stage meetings focused on collaboration which built collective efficacy across the school. Staff partook in conversations that reflected on own practice through discussion of lessons taught, strategies utilised and identified ways to improve the teaching and learning cycle in order to move students forward in their learning outcomes. Moderation sessions took place in upper primary to ensure Departmental standards were met and reporting to parents was accurate. Structures were put in place to maximise collaboration opportunities and executive staff were utilised to build reflection through observation, demonstration and feedback cycles for those staff interested.

The next step in this initiative is to continue to build trust for more teachers to engage in observation and feedback sessions which promote open classrooms and enhance student outcomes through varying perspectives of implementation and achievement.

#### Professional Learning

In 2021 there was a strong focus on evaluation of teacher and student need in regards to reading, numeracy and well-being through collection of data and engagement of external validation processes which informed the next steps of the school plan. Teachers were engaged in targeted ongoing professional dialogue throughout the year focusing on student well-being and academic need and some staff began the journey of engagement in lesson observations to improve practice. Learning Sprints was supposed to be a focus for 2021 to enhance observations and feedback, however had to be moved due to Covid-19 restrictions. Executive staff engaged in targeted professional learning through the 3 Rivers 4 Learning project which focused on engagement with current research and sharing insights to create a shared outlook and collegiality in school practices. The executive staff also engaged in observation of whole school processes for explicit teaching and determining next steps for the Queanbeyan West context. Face-to-face professional learning was restricted due to Covid-19 and the Public Health Order, however over the course of the year many staff participated in online learning to meet their Performance Development Plans (PDPs) or general interests to cater for student learning need. Such professional learning included engagement in the Primary English Teacher Association (PETTA) conference, use of Microsoft Teams in order to connect with staff, students and families during lock down and the Departments' online hub resources and suite of professional learning.

The next steps in this initiative are to continue alignment of professional learning to Performance Development Plans and student need, provide specific professional learning to all staff regarding lesson structure which targets modelled, guided and independent practices, for a K-6 approach across the 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

100% of teachers are engaged in collaborative sessions.	Attendance and discussion involvement at stage meetings indicates that 100% of teachers have engaged in collaborative sessions within their stage cohort. Progress towards the target was achieved.
100% of teachers embed professional learning into their teaching and learning programs.	Discussions and analysis of teaching and learning programs by executive indicate that 100% of teachers have implemented Professional Learning into their learning programs. Progress towards the target was achieved.
100% of teachers are engaged in at least two observation and feedback cycles per year.	Data collection by executive staff indicate that 100% of teachers engaged in the Performance Development Framework. Progress towards the target was achieved.
Baseline data for TTFM Student Learning teacher data (Collaboration, Leadership, Learning Culture, Data informs Practice, Teaching Strategies, Technology, Inclusive School and Parent Involvement) is collected.	Data collection of surveys indicates that student, teacher and parent baseline data was established in order to compare in future years. Along with mandatory 'Tell Them From Me' surveys, 'Leading Evidence, Evaluation and Data' and 'People Matters Employee Survey' data was collected and it provides further insight into understanding staff and teacher's understanding of best practices. Progress towards the target was achieved.

### Strategic Direction 3: Positive School Culture

#### Purpose

*To ensure that all members of our school community are respected, valued and empowered to succeed through a whole school planned approach to support well-being and engagement.*

#### 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.

- Connecting to Community
- Well-being

#### Resources allocated to this strategic direction

**Socio-economic background:** \$33,200.00

**Professional learning:** \$4,518.80

**6101:** \$176,789.00

**Per capita:** \$44,000.00

**P&C Breakfast Club Grant:** \$10,000.00

#### Summary of progress

##### Connecting to Community

Throughout the year, teachers enhanced reporting and connecting to community by engaging in a targeted approach to creating student learning and well-being goals created with student and parent/carer input. These goals were created and sent home to strengthen school-to-home practices. The goals were reviewed and updated throughout the year to ensure students were continually working upon their goals and progress was being made. Throughout the year, varying surveys were distributed to gather parent/ carer feedback in regards to changes to processes and reviewing programs. Due to Covid-19 and Public Health Orders there was limited chance for parents to partake in school events on site, however the school undertook varying ways of working in regards to connecting with community. This was made possible through the use of technology and additional resources were purchased to ensure events were recorded and/ or live-streamed for parent and carer engagement to take place. During the home learning period, teachers were online every day to connect with students either through discussions and/or live lessons. Attempts were also made to call every child once a week to answer any questions and explain any Learning from Home work. Due to Learning from Home we saw a significant increase in the use of our school communication tool, School Stream, and increased Facebook traffic due to regular updated posts. This increase was maintained throughout the remainder of 2021 and the school moved to online forms which resulted in a quicker response time for permission note returns. The Community Playgroup 'Stay and Play' continued in 2021 and once again provided a way for families with young children to become familiar with school facilities and connect with other school families enhancing community involvement.

The next steps in this initiative is to increase parent and carer participation in feedback sessions through use of surveys and forums to ensure the whole community has a voice. There will be a continued focus on Personalised Learning Plans and goal setting practices with attempts to engage more parents and carers. The Community Playgroup shall continue and hopefully return onsite. We are also hoping that in 2022 the new school hall build will be completed in order to host larger scale events once community are permitted back on site.

##### Well-being

The school was externally validated in 2021 and was assessed as 'Sustaining and Growing' in the area of well-being. Throughout the year, the school upgraded their attendance monitoring system by creating a new flowchart of procedures and increasing communication to parents using email to report daily absences. This resulted in a greater and quicker response rate to justify absences and earlier notifications being made. During the year, the school created specific social skills programs, such as a building program and varied targeted lessons using student voice to assist in implementation for identified students to reengage. Through the use of the care continuum and engagement of personnel such as the Department's Behaviour Specialist - Student Support & Specialist Programs, programs were reviewed and adjusted to meet the needs of students and a greater connection was formed between students and their chosen staff facilitator. Executive staff took up the role of Learning Support Teacher for their stage group and provided well-being and academic support to identified students. Through modifying this staffing allocation, the school saw an increase in the number of

students being supported through the use of individualised programming, team teaching between the executive member and classroom teacher and professional learning opportunities in order to target student need. 2021 saw the continuation of Positive Behaviour for Learning (PBL) in which reviews of K-6 lessons took place to ensure a consistent approach was embedded across the school. A review of positive reinforcement systems also took place by staff and parent/ carers and a change to systems was implemented. At the end of the year a final review took place in order to modify these systems to address issues discovered and these modifications will be incorporated into the 2022 plan. Staff took part in professional learning in regards to policies and procedures and were provided with data in order to put proactive measures in place to support a whole school culture of well-being. Funding was also spent throughout the year to upgrade facilities to ensure that classrooms, corridors and outdoor areas are warm and inviting places to learn. The upgrades included painting, carpeting, new furniture, new wet areas in Kindergarten, playground markings for games and the purchase of technology.

The next steps in this initiative is to continue implementing procedures and promote attendance through communication channels in order to further increase attendance rates. A strengthened approach in K-6 well-being practices is needed and the school shall implement the 'Life Skills' program across the school to focus on a positive sense of well-being for all students. All staff are to complete 'Classroom Management Fundamentals' eLearning to develop and refine classroom management and well-being strategies to maximise the behaviours which enhance learning. The school shall implement the adjusted positive reinforcement systems and continue data analysis to target interventions for increased responsiveness to student need. The school will also continue in the upgrades to enhance sense of belonging for students, staff and community by rethinking the library space for expanded purposes including a refurbishment, relocating the staff room to increase office spaces and meeting areas for complex case meetings and collaborative planning, and continue garden upgrades and external murals to ensure Queanbeyan West is an inviting learning space for all of our community.

### 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
Well being as measured by the Tell them for me survey increases by 3% from baseline data.	The proportion of students reporting a positive sense of well being (Expectations for Success, Advocacy, and Sense of Belonging at School) through 'Tell Them From Me' data has decreased by 2.4% from 2019 to 2021. Progress is yet to be seen towards the target.
Proportion of students attending >90% of the time increases by 6.01% from baseline data.	The proportion of students attending greater than 90% of the time or more has increased by 6.44% from 2019 to 2021. Progress is being made towards the lower-bound target.
Student referral baseline data collected	Data collection from internal sources such as Sentral and Positive Behaviour for Learning data indicates that baseline data was established in order to compare for future years. Progress is being made towards the target.
Communication engagement baseline data collected.	Data collection from the 'Tell them from Me' survey indicates that parent communication baseline data was established in order to compare in future years. Data on school visits for events and assemblies was not collected due to limitations in onsite visits due to the Public Health Order in relation to Covid-19. Progress is being made towards the target.
TTFM Well-being parent and carer data (parents feel welcomed, parents are informed, inclusive school, safety at school, school supports positive behaviour, school supports learning and parents support learning at home) is at or above the NSW Government norm.	Data collection from the 'Tell them from Me' survey indicates that the school is working towards NSW Government norms. Baseline data was established in order to compare in future years. Progress is yet to be seen towards the target.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$38,097.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Queanbeyan West Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Additional staffing to assist students with additional learning needs</li> <li>• Staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• Intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> 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 receive personalised learning and support within their own classrooms.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To formally incorporate integration funding decision making into the Learning and Support Team (LST) meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs. All staff to have a deep understanding of the Learning &amp; Support policy. Learning and Support Team to review and monitor progress of action plans written by staff, to target identified areas. Continuation of employment of Student Learning Support Officers and to continue professional learning for identified student need.</p>
<p>Socio-economic background</p> <p>\$112,245.21</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Queanbeyan West Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Quality Teaching and Learning Programs and Explicit Teaching</li> <li>• Connecting to Community</li> <li>• Well-being</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Additional staffing to implement programs to support identified students with additional needs</li> <li>• Equitable access to specialist resources</li> <li>• Providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Funding from the following areas was combined to employ additional staff; School Support Allocation (principal support), QTSS Release, Low Level Adjustment for Disability - Staffing, Literacy and Numeracy, Literacy and Numeracy Intervention and Socio-economic Background - Flexible. The allocation of this funding has resulted in: Equity of students with students being provided with the resources needed. Staff being supported to address differing social and emotional and learning needs across classes through observation, feedback and demonstration</p>

<p>Socio-economic background</p> <p>\$112,245.21</p>	<p>lessons. Targeted intervention for students at a stage level which improved student outcomes.</p> <p>Year 3 NAPLAN Reading results improving by 12.4 since 2019 which is closing the gap between school and state results.</p> <p>Year 5 NAPLAN Reading results improving by 17.8 since 2019 which is closing the gap between school and state results.</p> <p>Year 5 Numeracy NAPLAN results improving by 33 since 2019 which is closing the gap between school and state results.</p> <p>Year 5 demonstrated a lift in Writing from a raw score 392 in 2019 to 413 in 2021</p> <p>Year 5 demonstrated results 16.3% above State in expected growth for writing.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Continue to provide financial support to students in need. Continue to engage Assistant Principals as off-class literacy and numeracy mentors to support our trajectory towards achieving targets. Regular reviewing of actions to monitor impact of support given to staff and students.</p>
<p>Aboriginal background</p> <p>\$56,599.22</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Queanbeyan West 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Employment of specialist additional staff (Aboriginal Education Worker) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>All students have a Personalised Learning Pathway (PLP) with most Aboriginal families engaging in the PLP process. Tell Them From Me data indicated 73% of Aboriginal students feel good about their culture at school and 64% believe that teachers understand their culture.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Continuation of the school Aboriginal Education Group and embedding cultural awareness activities into the curriculum. Refinement of Aboriginal Education Worker (AEW) role ensuring consistent understanding across the school and community. Professional Learning of AEW to deliver differentiated and personalised support to Aboriginal students with a focus on reading and numeracy.</p>
<p>English language proficiency</p> <p>\$46,659.98</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Queanbeyan West Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>• Additional staffing to implement Individual Educational Plans for all EAL/D students</li> <li>• Additional staffing intensive support for students identified in beginning</li> </ul>

<p>English language proficiency</p> <p>\$46,659.98</p>	<p>and emerging phase</p> <ul style="list-style-type: none"> <li>• Additional teacher time to provide targeted support for English as an Additional Dialect/Language (EAL/D) students and for development of programs</li> <li>• Engagement of an EAL/D specialist teacher to offer advice and support in regards to EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms</li> </ul> <p><b>The allocation of this funding has resulted in:</b> English Language Proficiency Funding was combined with Refugee Student Support Funding. The allocation of this funding has resulted in: EAL/D teacher works collaboratively with the classroom teachers to support teaching and learning programs to participate and achieve equitable educational outcomes. Achievements of all EAL/D students' are measured against the EAL/D phases. 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><b>After evaluation, the next steps to support our students with this funding will be:</b> Professional learning for all staff, where the EAL/D teacher guides staff through the EAL/D learning progressions and how to incorporate strategies into programming to support identified students.</p>
<p>Low level adjustment for disability</p> <p>\$214,928.65</p>	<p>Low level adjustment for disability equity loading provides support for students at Queanbeyan West Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Quality Teaching and Learning Programs and Explicit Teaching</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Executive staff off class to collaborate with classroom teachers to build capability in meeting the literacy and numeracy needs of students through collaborative and co-teaching</li> <li>• Executive staff undertaking the Learning and Support Teacher role to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• Targeted students are provided with an evidence-based intervention such as social skills program to increase learning outcomes</li> <li>• Providing support for targeted students within the classroom through the employment of School Learning and Support Officers (SLSOs)</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Funding from the following areas was combined to employ additional staff; School Support Allocation (principal support), QTSS Release, Low Level Adjustment for Disability - Staffing, Literacy and Numeracy, Literacy and Numeracy Intervention and Socio-economic Background - Flexible. The allocation of this funding has resulted in: An increase of students achieving at or above expected growth in NAPLAN results. The school's value-add results have also improved. 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. Consistency of behavioural expectations across the stages. Increase in staff knowledge and understanding of student engagement through lesson observations and demonstrations.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To further expand the impact of the learning support team, the school will continue to provide additional support for identified students through the employment of trained SLSOs.</p>

<p>Professional learning</p> <p>\$44,583.05</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 Queanbeyan West Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Collection and Analysis</li> <li>• High Quality Teaching and Learning Programs and Explicit Teaching</li> <li>• Professional Learning</li> <li>• Connecting to Community</li> <li>• Well-being</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Releasing staff to engage in professional learning activities</li> <li>• Baseline data collected regarding explicit teaching of reading and numeracy understanding</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Increased capacity of all teachers to embed effective practices in their teaching and learning programs. Increased teacher confidence and understanding of curriculum and scaffolded approaches to teaching. Teachers using formative assessment data to drive learning programs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Embedding observation and feedback cycles across all stages. Continued personalised and targeted professional learning in the form of co-teaching. Continued release for staff to engage in professional learning to target student learning needs. Strengthen formative assessment processes and engagement of explicit teaching practice to embed a school-wide approach.</p>
<p>Beginning teacher support</p> <p>\$29,690.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Queanbeyan West Public School during their induction period.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Additional RFF provided in line with DoE Policy requirements</li> <li>• Time allocated with chosen mentor</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Increased teacher confidence and capacity to be responsive to student learning needs taking into account formative assessment practices. Completion of accreditation. Increased understanding of policy requirements.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Increase observation, team teaching and demonstration lessons for beginning teachers. Continue additional release with a mentor in line with DoE policy.</p>
<p>School support allocation (principal support)</p> <p>\$26,957.40</p>	<p>School support allocation funding is provided to support the principal at Queanbeyan West Public School with administrative duties and reduce the administrative workload.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Quality Teaching and Learning Programs and Explicit Teaching</li> </ul>

<p>School support allocation (principal support)</p> <p>\$26,957.40</p>	<p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Assistant Principals provided with additional release time to support classroom programs</li> <li>• Intensive learning and behaviour support for students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Funding from the following areas was combined to employ additional staff; School Support Allocation (principal support), QTSS Release, Low Level Adjustment for Disability - Staffing, Literacy and Numeracy, Literacy and Numeracy Intervention and Socio-economic Background - Flexible. The allocation of this funding has resulted in: Improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and are beginning a stronger focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice. 97% of teachers reported lessons differentiated according to students' needs 77% of teachers provided students with the opportunity to use self-assessment against learning intentions and success criteria.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Executive staff to lead improvement in an area where teachers need support, such as literacy or numeracy. Employment of Business Manager to ensure Health &amp; Safety procedures are reviewed and adjusted and to assist in management of building upgrades.</p>
<p>Literacy and numeracy</p> <p>\$17,848.11</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Queanbeyan West Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Quality Teaching and Learning Programs and Explicit Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Online program subscriptions to support literacy and numeracy</li> <li>• Staff training and support in literacy and numeracy</li> <li>• Literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• Purchasing of literacy resources such as quality picture books for guided and shared instruction</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Funding from the following areas was combined to employ additional staff; School Support Allocation (principal support), QTSS Release, Low Level Adjustment for Disability - Staffing, Literacy and Numeracy, Literacy and Numeracy Intervention and Socio-economic Background - Flexible. The allocation of this funding has resulted in: An understanding of whole school literacy and numeracy knowledge to inform future PL. School upgrade in resources accessible for students to increase engagement. Equity of reading and numeracy resources for all students to access K-6. Executive staff trained in explicit teaching of English (with a focus on Modelled, Guided and Independent Reading).</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Professional Learning sessions for staff in regards to whole school approach in reading and numeracy. Teacher release to present home reading workshops for Early Stage 1/ Stage 1 parents to increase participation in the home reading program and encourage high parent expectations.</p>
<p>QTSS release</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to</p>

<p>\$98,327.49</p>	<p>improve teacher quality and enhance professional practice at Queanbeyan West Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Quality Teaching and Learning Programs and Explicit Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Assistant principals provided with additional release time to support classroom programs</li> <li>• Assistant principals provided with additional release time to provide intensive learning and behaviour support for students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Funding from the following areas was combined to employ additional staff; School Support Allocation (principal support), QTSS Release, Low Level Adjustment for Disability - Staffing, Literacy and Numeracy, Literacy and Numeracy Intervention and Socio-economic Background - Flexible. The allocation of this funding has resulted in: Improved staff confidence and teaching practice. Teachers beginning to use learning intentions, success criteria and have a stronger focus on formative assessment. Teachers are experimenting with online programming and embedding evidence-based, high impact teaching strategies within their classroom practice. Teachers reported that they have high expectations (4.32/5) and communicate these expectations (4.66/5). Teachers reported that they have a positive classroom environment (4.59/5) and use proactive relationship strategies (4.56/5). Teachers link new to prior learning (4.28/5) with a logical sequence of learning (4.28/5) and regularly collect and use data (4.16/5) giving detailed feedback (4.03/5).</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Employing a specialist to lead improvement in an area where teachers need support, such as tailoring the English block to ensure modelled, guided and independent practices are utilised in a structured manner across the whole school. Continue with collaboration meetings and team teaching practices within the classroom by executive staff.</p>
<p>Literacy and numeracy intervention</p> <p>\$70,634.34</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Queanbeyan West Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Quality Teaching and Learning Programs and Explicit Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Executive staff off class to provide intensive learning support for students requiring additional support, focusing on building teacher capacity in literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Funding from the following areas was combined to employ additional staff; School Support Allocation (principal support), QTSS Release, Low Level Adjustment for Disability - Staffing, Literacy and Numeracy, Literacy and Numeracy Intervention and Socio-economic Background - Flexible. The allocation of this funding has resulted in: Differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage. This intensive approach has resulted in improved engagement in learning. Evidence can be seen in a combination of reading assessment, writing samples, teacher observation and NAPLAN data. Students NAPLAN % correct in the area of evaluating responses</p>

<p>Literacy and numeracy intervention</p> <p>\$70,634.34</p>	<p>(+23%), comprehension (+1%), additive thinking (+7%) and number sense and place value (+11%) increased.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs.</p>
<p>COVID ILSP</p> <p>\$162,741.35</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of teachers to deliver small group tuition</li> <li>• Engagement of professional learning for COVID teachers</li> </ul> <p><b>The allocation of this funding has resulted in:</b> All students showed progress in literacy progression data under phonological awareness, phonemic awareness and understanding texts outcomes. Positive teacher and student feedback was noted with students transferring knowledge from the program into classroom lessons.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. Increased engagement with classroom teachers and with parents would also be beneficial, particularly in engagement with homework.</p>
<p>Refugee Student Support</p> <p>\$2,289.15</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Intensive English language and learning support to increase educational outcomes for students</li> <li>• Additional staffing to map individual students against the EAL/D progressions</li> </ul> <p><b>The allocation of this funding has resulted in:</b> English Language Proficiency Funding was combined with Refugee Student Support Funding. The allocation of this funding has resulted in: EAL/D teacher working collaboratively with the classroom teachers to support teaching and learning programs to participate and achieve equitable educational outcomes. Achievements of all EAL/D students' are measured against the EAL/D phases. 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><b>After evaluation, the next steps to support our students with this funding will be:</b> Professional learning for all staff, where the EAL/D teacher guides staff through the EAL/D learning progressions and how to incorporate strategies into programming to support identified students. To sustain relationships with culturally and linguistically diverse parents. Professional learning for all</p>

Refugee Student Support \$2,289.15	staff on the use of translating and interpreting services, and school resources will be created to guide this process.
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## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	251	249	266	266
Girls	219	210	215	235

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.7	90.4	93.1	90.8
1	92.2	90.1	92.7	93.4
2	93	90	95.1	91.4
3	93.6	91.2	93	92.5
4	93.6	91.2	93.8	91.1
5	90.4	90.2	93.8	89.2
6	93.8	90.8	93.9	90.2
All Years	92.9	90.5	93.6	91.3
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

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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)	5
Classroom Teacher(s)	22.25
Literacy and Numeracy Intervention	0.63
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
School Administration and Support Staff	7.48

\*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 <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	618,843
<b>Revenue</b>	5,756,872
Appropriation	5,516,283
Sale of Goods and Services	64,353
Grants and contributions	174,179
Investment income	158
Other revenue	1,900
<b>Expenses</b>	-5,802,373
Employee related	-5,035,237
Operating expenses	-767,136
<b>Surplus / deficit for the year</b>	-45,501
<b>Closing Balance</b>	573,341

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

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	40,386
<b>Equity Total</b>	430,433
Equity - Aboriginal	56,599
Equity - Socio-economic	112,245
Equity - Language	46,660
Equity - Disability	214,929
<b>Base Total</b>	4,220,722
Base - Per Capita	124,087
Base - Location	0
Base - Other	4,096,635
<b>Other Total</b>	472,635
<b>Grand Total</b>	5,164,176

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of students, parents and staff. Throughout the year, communication and consultation took place with community regarding the school's direction and achievements. This was completed through surveys, monthly Parents & Citizen Principal reports, monthly Aboriginal Education Consultative Group school reports, fortnightly newsletter distribution and social media posts. This year our school sought the opinions of students, parents and staff using the 'Tell Them from Me' online surveys.

From the findings it was noted that those parents and carers participating in the survey indicated that regular parent involvement took place and majority felt welcomed and comfortable talking to their child's teacher. Students' noted that they value schooling outcomes, are engaged with their learning and majority are socially engaged with their peers. Staff findings indicated that they have high expectations for student learning and collaborate with others to assist in meeting student needs. Staff also indicated that they establish clear expectations and create safe environments for students.

The next steps identified for all stakeholder groups (parents and carers, students and staff) indicate that further analysis of, and sharing of, data is needed to compare trends from each stakeholder group to show consistency and areas of improvement. Other areas include; further promotion of parent/carer feedback to ensure data is captured from whole community; parent/ carer workshops to create opportunities for parents and carers to assist school work at home; promotion of extra-curricular activities available to students and more feedback given to teachers in regards to their teaching practice during observation cycles.

A comprehensive list of all findings can be accessed by contacting the school for all results of reviews.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.