2021 Annual Report

Snowy Valleys School

5674

Introduction

The Annual Report for 2021 is provided to the community of Snowy Valleys 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

Snowy Valleys School
92 Capper Street
Tumut, 2720
https://snowyvalleys-s.schools.nsw.gov.au
snowyvalleys-s.school@det.nsw.edu.au
6947 2164

School vision

At Snowy Valleys School every student is known, valued and cared for. Our vision is to create a school environment of respect, inclusion and support for students to develop skills and strategies to meet the challenges and expectations of learning, employment and post school life.

School context

Snowy Valleys School is located in the rural town of Tumut and is part of the Gundagai network of schools. The school caters for students from kindergarten to Year 12 with the students attending from the Snowy Valleys council area as well as surrounding districts. Students come from a range of socio-economic backgrounds. The students present with a diverse range of disabilities with moderate to severe intellectual disability, autism and/or complex behaviours and physical disability, requiring individualised planning developed in consultation with students, parents, NDIS providers and other support staff. These individualised teams work collaboratively to create a positive school culture with high expectations.

The school provides an enthusiastic and specialised educational environment in which all students access quality educational programs within a varied and balanced curriculum. As well as assisting parents and carers with the planning process of developing personalised learning plans, programs are developed to support students emotional and social wellbeing and making successful transitions throughout their schooling and beyond.

Through the Situational Analysis, we have identified the need to ensure that students improve in reading, communication and numeracy. Teachers will be supported by quality professional learning which leads to collaborative programming, effective feedback and a range of assessment methods to ensure availability and accessibility of quality teaching practices.

The whole school community, including the local Aboriginal Education Consultative Group, students, staff, parents and local learning community was consulted through the Situational Analysis process.

The school will strive to ensure a better understanding of assessment using Students with additional needs (SWANS) and PLAN2 giving teachers and parents support in identifying targets specifically in reading and numeracy and refining the use of additional internal data sources.

Snowy Valleys School is committed to ensuring that parents and carers are important stakeholders in all educational opportunities presented to their children.

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

Strategic Direction 1: Student growth and attainment

Purpose

To maximise teaching and learning engagement of each student with appropriate adjustments and be responsive to identified needs in reading, communication and numeracy by using evidence based teaching methods.

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.

- Personalised Learning
- HIghly effective teaching practices

Resources allocated to this strategic direction

Socio-economic background: $41,211.80
Aboriginal background: $2,400.00
Location: $1,000.00
Professional learning: $2,300.00
SSP supplementary funding: $136,742.00
SSP quality teaching support: $20,184.92

Summary of progress

Personalised Learning

In 2021 staff were engaged in professional learning delivered through What Works Best in Practice and the support resources. All staff spent scheduled time in staff meetings looking closely at the elements of What Works Best in Practice and engaged in self reflection of their own practices. As a result, staff feedback has identified an increase in confidence in identifying strong teaching practice and an increased confidence in self assessment and analysis which is reflected in the Professional Development Plans (PDP) cycle for staff. Evaluation of impact has identified increased staff capacity in explicit teaching, the use of assessment data to inform programming for individual needs of students, strengthening of teaching and learning programs and assessment data collection. This strategy has been supported by the employment of an educational paraprofessional and learning support teacher that has enabled collaboration between teaching staff to discuss, analyse and action student assessment data. Student data has been collected through internal (Minilit and Spellit) and external (Check-in assessments) methods with each student tracked against the Literacy and Numeracy progressions. This has allowed for an increased focus of identifying where to next for every student and provides parents with a strong understanding of the learning goals of their child.

In 2022, in this initiative, we will continue to engage in professional learning opportunities and collaborative practice to confidently, effectively and regularly use the progressions and complementary internal and external assessment data sources to provide highly specific and targeted learning goals for every student.

Highly effective teaching practices

In 2021 teachers and School Learning Support Officers (SLSOs) targeted specific areas for improvement in each classroom, guided by the Explicit Teaching in What Works Best in Practice. Staff used Term 3 and 4 to engage in professional learning in Explicit Teaching and evaluate their own practice against the elements of Explicit Teaching. Numeracy was focused on by providing time to engage in online numeracy PL and reporting learning back to staff, the development of a Mathematics Scope and Sequence, use of PLAN2 and SWANs data to track and monitor individual student achievement and develop programming more targeted to individual student needs. Teaching staff have worked collaboratively with SLSOs to review and strengthen individual learning plans and to make a clear link and alignment of teaching and learning programs to support individual learning plans.

Staffing availability and limited access to additional staff limited the ability to focus on literacy as planned. Staff feedback identified a need to refocus on literacy to incorporate the increased capacity of explicit teaching strategies to meet the individual needs of the students. Whole school practice in building capacity of new staff knowledge to best support literacy and numeracy learning in students with additional needs was identified as a priority area.

In 2022, the school will refocus on literacy to build on the emphasis on professional learning to improve explicit teaching practice utilising What Works Best In Practice. Additionally, there will be an ongoing focus to support new staff to ensure consistency in staff capacity and understanding of explicit teaching. Teachers will continue to create individual student plans and use these to provide direction for teachers in the teaching and learning cycle.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
The school will be maintaining Delivering in the theme of Explicit teaching and displaying some characteristics of Sustaining and Growing.	Self-assessment against the School Excellence Framework shows the school currently performing at Delivering and showing some characteristics of Sustaining and Growing in the theme of Explicit teaching.
100% of staff accessing Plan2 plotting students utilising the progressions.	Most staff engaged in the utilisation of plotting students on Plan2 and as such achieved progress toward this progress measure.
The school has developed a consistent school wide PLP for every student utilising Sentral containing explicit teaching strategies.	100% of students have a PLP developed using the platform of Sentral and in collaboration with parents/carers.

Strategic Direction 2: Building teaching capacity through collaborative practice

Purpose

Our purpose is to ensure collaboration is developed and embedded through effective observations and feedback, evidence informed practices, knowledge, problem solving and student data to improve teacher 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.

- Data informed practice
- Collaborative practice and feedback

Resources allocated to this strategic direction

SSP quality teaching support: $6,054.35
Professional learning: $6,000.00
Literacy and numeracy: $1,200.00
QTSS release: $6,000.00

Summary of progress

Data Informed practice

Throughout 2021 the school has embedded data collecting processes that include information regarding academic performance and wellbeing to inform effective teaching practice across the whole school. All staff have engaged with What Works Best - Use of Data to Inform Practice and built a collective understanding of the importance of gathering data and the impact that this data can have on their own teaching and learning program. All staff were engaged and brought into this process through staff meetings, readings and videos which highlight important aspects of data informed practice and its use in a Special Education setting. As a result, teachers have identified improvement in collection of individual student evidence which has been collected, analysed and available in every classroom as evidence to inform. The school has developed and implemented a termly Assessment Schedule that is used by all teachers to collect student achievement data, this schedule is supported by Learning and Support team. Assessment data is collected and analysed and used to support students future learning and used by teachers to reflect on their teaching effectiveness. School funding was used to employ an Educational Paraprofessional who supported the delivery of the Assessment Schedule and was an additional member of the school learning support team. Teaching staff feedback has identified increased teacher confidence in data use to analyse to indicate where students are achieving and plotting on PLAN2 and to use this information to plan.

In 2022, in this initiative, we will continue to focus on the embedding of data informed teaching practice and to further develop confidence in identifying quality data and consistency in how it is used.

Collaborative practice and feedback

In 2021 the school developed a culture of open classrooms and sharing of practice that enabled structured opportunities for all staff to give and receive feedback and to discuss effectiveness of strategies and impact on student response, engagement and learning. Through the discussion of 'What works best' staff willingly shared information about their practice and the effectiveness of strategies that they were using in the classroom. Staff feedback identifies an increased awareness of other possible classroom strategies that peers successfully use in other classrooms. These new strategies were then used by the classroom teacher with a high rate of success. The result has been improved student engagement, more effective teaching and learning programs and staff becoming more collaborative, including sharing of teaching and learning ideas, and behaviour management strategies. Staff evaluation has identified staff acting on feedback when given and seeking support from colleagues when they have management issues in their classrooms.

All staff developed individual Professional Development Plans, developed through identified priorities from peer feedback and the ATSIL Teacher Self-Assessment Tool and were then aligned to teaching standards. For early career teachers a structured and formal plan was implemented for mentoring staff to engage regularly through observation of teaching and giving formal and informal feedback. Funding was utilised to provide relief staff to release staff from classrooms. Due to disruption and limited availability, the planned observation of teaching and professional learning opportunities were limited and did not deliver the number of opportunities intended. This also impacted the school's capacity to develop formal plans for every teacher to engage in a regular observation and feedback cycle.

In 2022, in this initiative the school will further develop opportunities to share and observe practice and look to establish

a regular sequence for all teaching staff. to implement the above on a more regular basis.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
The school will be maintaining Delivering in the theme of 'Data use in teaching' in the element of 'Data skills and use' and displaying some characteristics of Sustaining and Growing.	Self Assessment against the School Excellence Framework shows the school currently delivering in the theme of 'Data use in teaching' in the element of 'Data skills and use' and displaying some characteristics of Sustaining and Growing
Professional Development and Performance goals are identified through observation and feedback and are aligned to Strategic Improvement Plan and Australian Teacher Standards	Observation and document analysis indicates an increase of 80% of staff have actively collaborated with colleagues to reflect and improve upon teaching practice.
All teaching staff self evaluate as maintaining proficient in Standard 2.5 *Support colleagues to implement effective teaching strategies to improve students' literacy and numeracy achievement*	Analysis of learning programs indicate 90% of learning programs include evidence of adjustments made to accommodate individual student needs in literacy and numeracy.

Strategic Direction 3: Wellbeing and effective partnerships

Purpose

To ensure that every student is supported to successfully develop skills and strategies to engage to their full potential within their community, through strong partnerships with all stakeholders.

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.

- Supporting students to reach their potential

Resources allocated to this strategic direction

SSP supplementary funding: $73,561.00
Location: $2,000.00
Socio-economic background: $20,559.14
SSP quality teaching support: $7,744.02
Per capita: $16,000.00

Summary of progress

Supporting students to reach their potential

In 2021, all students were supported by a Personalised Learning Plan (PLP) that included teaching and learning, wellbeing, transition and health care requirements. PLPs were informed and developed in consultation with parents/carers, service providers and other external health services. This process ensured all secondary students have a Personalised Learning Plan that includes a detailed Transition to Work Plan. Funding was utilised to include a wellbeing teacher one day per week and an additional half day added to the allocated half day Transition to Work position. Other allocated funding supported the many wellbeing and personal development programs the school implements including the Positive Behaviour for Learning program. As a result, students are engaging in these programs resulting in students that completed Year 12 are either employed full time/part time in paid employment or are accessing the many programs available through external providers and their NDIS packages or a combination of these.

The school strengthened communication with parents/carers throughout the year. Strategies included video conferencing and meetings and mobile phone contact. While this helped in overcoming the challenges of access and distance, it was hindered by technology access and mobile coverage. To overcome this the inclusion of a wellbeing teacher to the school supported parents with their interactions with external providers and has provided much needed support to identify the most appropriate supports for the child. School led engagement was improved by having the Wellbeing and Transition to Work staff available to facilitate meetings at the point of need and allow for flow of information between the school, students, parents and the external providers. This collaboration saw a strengthening of information sharing and impacted on the delivery of support to the learning and wellbeing of all students.

In 2022, in this strategic direction, the school will embed the wellbeing teacher in school practice to maintain communication and link to other services. Communication strategies will continue to be investigated and discussed with the P&C and community to look for ways to improve its effectiveness.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
The school will be maintaining Delivering in the theme of 'Individual Learning Needs' in the element of Wellbeing and displaying many characteristics of Sustaining and Growing.	Self-assessment against the School Excellence Framework shows the school currently performing at Delivering and showing some characteristics of Sustaining and Growing in the theme of Individual Learning Needs.
The increase the proportion of students	The school has been following up any unexplained absences of students

attending >90% of the time from the 2020 figure.	through actively contacting parents/carers by non-attendance letters or telephone calls.
80% students completing schooling have a resume detailing work experience, training, skills and strengths	Most students in Year 12 received documentation including a resume that identifies their work experience, training, skills and strengths.

Funding sources	Impact achieved this year
Socio-economic background $61,770.94	Socio-economic background equity loading is used to meet the additional learning needs of students at Snowy Valleys 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:** • Personalised Learning • Supporting students to reach their potential **Overview of activities partially or fully funded with this equity loading include:** • additional staffing to implement [program/initiative] to support identified students with additional needs • professional development of staff through [program] to support student learning • employment of additional staff to support Transition to Work and Stephanie Alexander Kitchen Garden Program implementation. • providing students without economic support for educational materials, uniform, equipment and other items • professional development of staff through PLAN 2 to support student learning and assessment • staff release to increase community engagement with local preschools. • equitable access to specialist resources such as the occupational therapist. **The allocation of this funding has resulted in:** All students showing an increase in achieving some or all of their Personalised Learning Plan goals. All staff now engaged with PLAN2 and plotting students against the progressions. There is a high level of student engagement in all wellbeing programs delivered at the school. **After evaluation, the next steps to support our students with this funding will be:** Engaging an occupational therapist working in collaboration with the classroom teacher as to how best address areas of specific student need. eg sensory processing to support self-regulation. All students to be assessed in Literacy, Numeracy and Communication using the SWANS assessments twice yearly. Engaging with the Complex Learners assessment (Inclusive Education Strategy)using literacy and numeracy precursors , once released. Further professional learning on data informed practice.
Aboriginal background $2,400.00	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Snowy Valleys 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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Personalised Learning **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency

Aboriginal background $2,400.00	**The allocation of this funding has resulted in:** Extra support given to identified students in literacy, numeracy and communication. leading to an an increase in their knowledge and performance when assessed using SWANS. **After evaluation, the next steps to support our students with this funding will be:** Continue to provide the extra support 2022 for these identified students.
Location $4,700.00	The location funding allocation is provided to Snowy Valleys School to address school needs associated with remoteness and/or isolation. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Personalised Learning • Supporting students to reach their potential • Other funded activities **Overview of activities partially or fully funded with this operational funding include:** • incursion expenses • technology resources to increase student engagement **The allocation of this funding has resulted in:** All students able to access all school programs equitably, that is the extra costs associated with some programs. Access to travel for excursions is paid for by the school and the P&C. All students have equitable access to technology within the school. **After evaluation, the next steps to support our students with this funding will be:** Continue to provide funding so all students are able to equitable access funded programs including technology.
Literacy and numeracy $1,200.00	The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Snowy Valleys 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:** • Data informed practice **Overview of activities partially or fully funded with this initiative funding include:** • purchasing of literacy resources such as quality picture books for guided and shared instruction **The allocation of this funding has resulted in:** Resources to support literacy across the whole school. **After evaluation, the next steps to support our students with this funding will be:** The school will no longer receive these funds from the beginning of 2022.
QTSS release $6,000.00	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Snowy Valleys School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data informed practice **Overview of activities partially or fully funded with this initiative funding include:** • staffing release to align professional learning to the Strategic

QTSS release $6,000.00	Improvement Plan and develop the capacity of staff • assistant principals provided with additional release time to support classroom programs **The allocation of this funding has resulted in:** Implementation of an assessment schedule driven by the learning support coordinator. Awareness of staff of what quality data is and how it is utilised to support student learning. Ongoing discussion and review of teaching programs - linking priority goals and data from identified assessments to inform teaching and learning activities and programs. **After evaluation, the next steps to support our students with this funding will be:** Continue to look at Progressions and SWANS link together. Continued involvement with the Assessments for Complex Learners trial. Development of a scope and sequence for literacy across the school.
COVID ILSP $22,616.00	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. **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 • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] **The allocation of this funding has resulted in:** Students have shown an increase in achieving their literacy goals. All students show improvement and growth in literacy as can be seen in the data in PLAN 2 **After evaluation, the next steps to support our students with this funding will be:** How to align SWANS and PLAN2 so they are linking and providing where to next information for students. Continue to provide small group tuition in literacy for all identified students through out the school..

Student information

Student enrolment profile

Students	Enrolments			
	2018	**2019**	**2020**	**2021**
Boys	18	17	17	19
Girls	8	6	9	6

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)	2
Classroom Teacher(s)	3.75
Teacher Librarian	0.2
School Administration and Support Staff	6.64
Other Positions	0.1

*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	265,469
Revenue	1,962,738
Appropriation	1,931,600
Sale of Goods and Services	671
Grants and contributions	28,904
Investment income	164
Other revenue	1,400
Expenses	-1,832,206
Employee related	-1,641,433
Operating expenses	-190,773
Surplus / deficit for the year	130,532
Closing Balance	396,002

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

Financial summary - Equity loadings

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

	2021 **SBAR Adjustments** ($)
Targeted Total	0
Equity Total	64,268
Equity - Aboriginal	2,497
Equity - Socio-economic	61,771
Equity - Language	0
Equity - Disability	0
Base Total	1,508,519
Base - Per Capita	16,492
Base - Location	1,798
Base - Other	1,490,229
Other Total	264,193
Grand Total	1,836,981

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.

Parent/caregiver, student, teacher satisfaction

In 2021 the school sought the opinions of parents, students and teachers in a variety of ways. These included surveys, meetings and direct feedback from staff, parents and students.

Parents

In 2021 the school has focused on increasing communication with the school community. Improvement to school communication was identified by parent/carers in the 2020 survey as an area that needed to be improved. The school has worked with community to increase the usage of social media platforms to keep informed of school activity and information. The school community has indicated and a significant increase in the engagement for this platform and the information available. The school has also focused on improving the distribution and availability of the fortnightly newsletters by making this available in electronic format.

Through informal and direct feedback parents also strongly agree that students are the school's main concern and that they collaborate with teachers to develop their child's priorities for personalised learning. Parents also feel confident and able to contact the school to discuss concerns relating to their child.

Parent participation, engagement and opportunity to school activities is usually regular and positive. The impact of COVID-19 significantly restricted the types of activities parents and the community could participate in and attend. While parent and community engagement is a major part of school culture and focus and therefore had a major impact, parent feedback indicates that the school supports learning and positive behaviour and promotes a safe and inclusive environment.

Student

Through student feedback, observation and evaluation, a significant proportion of students demonstrate a strong sense of belonging and motivation to do their best in a safe and supportive learning environment. Students engagement is high in class, playground, community, transition and external learning opportunities. Evaluation identifies the impact of teaching and support staff in the responsiveness to the learning needs and explicit expectations for participation, opportunity and behaviour, both in the classroom, playground and if relevant, the work place.

The students engage readily and regularly in the school strategy of Positive Behaviour for Learning. Students can talk about and explain the school's 3 values and participate in inclusive activities.

Teacher

Across the staff, the PDP process is used to identify and articulate individual areas that staff receive support in, focus on, develop, lead or engage in professional learning. Teaching staff reported that professional learning opportunities were relevant to their need throughout the year, particularly in the school focus on reading development and individual student assessment. Collectively, reading comprehension and numeracy assessment strategies were identified as areas of future focus area for professional development for teaching staff. Staff feedback identified a desire to be given further opportunities to collaboratively work in professional learning teams within the school.

The school leadership team reported an increased understanding of the School Excellence Framework and how this will support school direction and teaching and learning programs.

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.