

# 2022 Annual Report

## Bigga Public School



1223

# Introduction

The Annual Report for 2022 is provided to the community of Bigga 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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Bigga Public School

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## School vision

Our aim is that all students will have equal opportunities to reach their full potential within an environment of high expectations and learning opportunities, addressing the individual growth and development of the cognitive, emotional, social, physical and spiritual wellbeing of all school members. Each child will be supported by the school, the parents and the community, to produce confident and self-regulated students who are learning to actively contribute to the community and society in which they live and have a life-long appreciation of learning.

## School context

Bigga Public School is a small, isolated school in the South West tablelands of NSW. It is very well resourced and provides quality educational programs. It has a dedicated and professional staff, committed to developing the success of every student in the school. The school is staffed by a teaching principal with the support of a part time teacher. It has a part time School Administration Manager, 1 part time School Learning Support Officer (SLSO) and a general assistant, who provide efficient and valued support. Our school places great emphasis upon providing opportunities for all students to grow to their full potential both in and out of the classroom. As a small school it provides ample opportunities for close and positive working relationships to develop between staff and students. These relationships are highly advantageous to the students in developing their individual abilities and achieving to their highest expectations. The school is committed to providing social and cultural opportunities to help overcome the isolation which can exist when living in a small rural community. In seeking to meet these needs we take the opportunity to work with the neighbouring local small schools network on a regular basis through our Shared Learning Days. Bigga is a proud and productive small school that has a tradition of supplying a quality education for all children and maintaining a strong relationship with the community.

The high level areas for improvement as identified through the consultative Situational Analysis are Student Growth and Attainment, Social and Emotional Learning and Educational Leadership. These priorities will be funded through a range of equity funding including Low Level Adjustment for Disability, Location Allowance, Professional Learning Allowance, Principal Support Allowance, Literacy and Numeracy Allowance and Quality Teaching Successful Students Allowance.

## 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>

## Strategic Direction 1: Student growth and attainment

### Purpose

Every student, every teacher and every leader improves every year.

Every student is engaged and challenged to continue to learn.

Every student has a strong foundation in Literacy and Numeracy, deep content knowledge and confidence in their ability to learn.

### 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.

- Effective Classroom Practice

### Resources allocated to this strategic direction

**Professional learning:** \$5,380.00

**Literacy and numeracy:** \$1,396.00

### Summary of progress

Evidence of activity:

- During 2022 we have further developed our assessment schedule using internal and external data gathered using the check-in and school based assessments to create evidenced based learning.
- Targeted Professional Learning for the introduction of the new K-2 English and Mathematics syllabus' has been planned and partially completed, inhibited by lack of staffing to release classroom teachers. There has been a focus on the development and understanding of vocabulary through the use of evidenced based pedagogy implemented by classroom teachers. Explicit teaching and learning of Additive and Multiplicative strategies K-6 resulted increased and improved application of strategies in a variety of contexts across all Key Learning Areas..
- Current student Individual Learning Programs have been periodically reviewed and the necessary adjustments made to inform and plan for student learning throughout the year . Student data indicates steady growth at age appropriate levels as measured through our internal and external assessment.

Next steps 2023

In 2023 we will further embed and refine our assessment practices to improve our individual, explicit teaching programs. We will plan for a continuation of the Professional Learning which we began throughout 2022. This will be completed and embedded in classroom practice.

Further Professional Learning will be undertaken in multiplicative strategies which reflects a state wide and network need to further refine and embed these practices.

### 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
Improvement in the percentage of students achieving in the top 2 bands to be above the networks lower bound target in reading of 47. 3%	While Bigga Public School did not have students sitting NAPLAN, the school has measured through check-in and internal data that we are progressing towards the system negotiated targets.
Improvement in the percentage of students achieving in the top 2 bands to be above the Network lower bound target Numeracy 34.6%..	While Bigga Public School did not have students sitting NAPLAN, the school has measured through check-in and internal data that we are progressing towards the system negotiated targets.
As NAPLAN was not conducted in 2020	• Student achievement data is unavailable for this progress measure in

there is no expected growth data.	2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and carers throughout the year.
As NAPLAN was not conducted in 2020 there is no expected growth data.	<ul style="list-style-type: none"> <li>• Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and carers throughout the year.</li> </ul>

## Strategic Direction 2: Social and Emotional Learning

### Purpose

At Bigga Public School the school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement through the school community. There is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

### 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.

- Connect, Succeed and Thrive

### Resources allocated to this strategic direction

**Socio-economic background:** \$888.00

**Low level adjustment for disability:** \$13,408.00

### Summary of progress

Families and the school share responsibility for student learning and wellbeing. They work together to create positive attitudes to learning, develop shared understandings of how children learn, learning programs, and build on family capacity to support learning at home. The wellbeing of all students is explicitly supported by all staff. This has resulted in improvements in student engagement and individual wellbeing to support learning. In order to measure our effectiveness within this strategic direction we will undertake further evaluative practices in line with the descriptors within The School Excellence Framework.

Our students inform us that they feel strongly connected to the school and feel happy and secure within school hours. Students and parents are surveyed to create a baseline for this study.

We have maintained consistently strong attendance data over the year which indicates that students and families feel happy with the school and see it as a safe and supportive learning environment.

Parents report they feel connected to our school through digital and physical communication.

We have been able to hold Kindy Start for our new enrollments for 2023 and we welcome new members of our school community in other grades next year.

Staff have completed professional learning on the new Inclusive Engaging Respectful Schools policy and this will frame our plans for 2023.

### 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
Improvement in the percentage of students attending more than 90% of the time to the lower bound (70%).	There has been some improvement in student attendance, though this was affected by student international travel post COVID to visit family members as well as COVID/flu like illness.
Increase the % of students demonstrating positive wellbeing (sense of belonging, expectations for success and advocacy at school) to a minimum of 65% (towards the lower bound of the system negotiated target)	100% of students expressed a sense of belonging and advocacy at school. All students felt teachers had high expectations for their learning.
The school will demonstrate the building descriptors from the	The school shows effective two-way communication between families and school using a range of strategies to regularly seek and share information

<p>Strengthening Family and Community Engagement matrix.</p>	<p>about students' achievements and learning needs, school policies, practices and community initiatives.</p> <p>We have self assessed school practices against the dimensions of the Strengthening Family and Community Engagement Matrix, identifying Developing descriptors and highlighting areas of strength and weakness. In 2023 the school will continue to work with the community and use the identified data to continue to improve school practice against the matrix.</p>
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## Strategic Direction 3: Educational Leadership

### Purpose

The team at Bigga Public School will model instructional leadership and support a culture of high expectations resulting in sustained and measurable improvement.

### 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.

- Professional standards and practices

### Resources allocated to this strategic direction

**Location:** \$11,312.00

**QTSS release:** \$1,722.00

**Per capita:** \$2,526.00

### Summary of progress

As a Professional Learning Community there is a focus on distributed instructional leadership, collective efficacy, consistent teacher judgement to sustain a culture of effective, evidence based teaching and ongoing improvement so that every student attains measurable learning.

The Quality Teacher Framework is incorporated in all teaching and learning programs to ensure that quality education is being provided throughout the school and as a means of providing staff with a platform for critical reflection and analysis of current teaching practice and used to guide planning of classroom and assessment. Staff work strongly with the CESE What Works Best documents to develop inclusive, engaging teaching and learning programs that reflect best practice.

### 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 PLC will move from Developing Practice in the Key Practices for Instructional Collaboration Matrix.	The school is working towards the progress measure, with teachers working collaboratively to build their collective efficacy. The Professional Learning Community are working with our Literacy and Numeracy Strategy Advisor around collecting data that identifies student progress. We have completed Professional Learning in the use of tracking and monitoring student progress in order to inform the allocation of additional COVID learning support funding and inform further teaching and learning. We have aligned school plans across the network and within our Professional Learning Community where there has been a combined focus on developing teachers classroom strategies in vocabulary in order to move towards meeting the network target in reading.
The school (as a member of the PLC) will demonstrate emerging descriptors in high impact Professional Learning to deliver embedded, ongoing school improvement of teaching practice and student results aligned to the Strategic Improvement Plan.	The school is moving towards the progress measure, with teachers collecting and using assessment data in order to monitor achievement and identified gaps in learning to inform planning for particular student groups and individual students. There is shared responsibility for ongoing professional learning and growth in teaching practice and we are developing shared consistency of teacher judgement in assessment tasks.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$888.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bigga 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>• Connect, Succeed and Thrive</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>• professional development of staff to support student learning</li> <li>• employment of external providers to support students with additional learning needs</li> <li>• employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage of learning.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Student results in departmental and school assessments have improved. Individual student growth at or above targets set.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continue to engage a staff member to support and monitor our trajectory towards achieving targets.</p>
<p>Low level adjustment for disability</p> <p>\$13,408.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Bigga 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>• Connect, Succeed and Thrive</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>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• targeted students are provided with an evidence-based intervention to increase learning outcomes</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 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.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Location</p> <p>\$11,312.00</p>	<p>The location funding allocation is provided to Bigga Public School to address school needs associated with remoteness and/or isolation.</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>• Professional standards and practices</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p>

<p>Location</p> <p>\$11,312.00</p>	<ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> <li>• incursion expenses</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> increased subject opportunities and choices for students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> developing and delivering professional learning open to other schools, supporting the school to increase collaboration and overcome isolation.</p>
<p>Professional learning</p> <p>\$5,380.00</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 Bigga 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>• Effective Classroom Practice</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>• engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> increased capacity of all teachers to embed effective practices in the explicit teaching of writing, resulting in improved internal student results.</p> <p><b>After evaluation, the next steps to support our students will be:</b> personalised and targeted professional learning in the form of mentoring and co-teaching.</p>
<p>Literacy and numeracy</p> <p>\$1,396.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Bigga 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>• Effective Classroom Practice</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>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> an increase in reading levels for all students K-6 an increase in staff capacity to deliver differentiated literacy and numeracy lessons</p> <p><b>After evaluation, the next steps to support our students will be:</b> teacher release work on the new K-2 English and Math syllabus documents increase in tracking on PLAN3</p>
<p>QTSS release</p> <p>\$1,722.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bigga 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>• Professional standards and practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p>

<p>QTSS release</p> <p>\$1,722.00</p>	<ul style="list-style-type: none"> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice. 100% of teachers reported lessons differentiated according to students' needs 100% 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 will be:</b> employing a specialist to lead improvement in an area where teachers need support, such as literacy or numeracy.</p>
<p>COVID ILSP</p> <p>\$9,968.00</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 2022.</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/educators to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> the majority of the students in the program achieving significant progress towards their personal learning goals All students made progress in targeted areas in PLAN2</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	6	7	8	7
Girls	2	1	2	3

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	83.3	95.6	90.3	78.9
1	90.8	95.2	93.5	95.1
2		92.6		74.8
3	92.2	91.5	82.3	
4		98.9	93.5	94.7
5			92.1	34.6
6	90.6			83.9
All Years	90.3	95.9	91.5	80.5
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2		92.0		87.8
3	93.0	92.1	92.7	
4		92.0	92.5	87.4
5			92.1	87.2
6	92.1			86.3
All Years	92.8	92.1	92.5	87.3

## 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## 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
Classroom Teacher(s)	0.14
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.98

\*Full Time Equivalent

## Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

## 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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
<b>Opening Balance</b>	58,099
<b>Revenue</b>	398,070
Appropriation	392,500
Grants and contributions	5,149
Investment income	420
<b>Expenses</b>	-398,512
Employee related	-346,115
Operating expenses	-52,397
<b>Surplus / deficit for the year</b>	-443
<b>Closing Balance</b>	57,657

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.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	14,298
Equity - Aboriginal	0
Equity - Socio-economic	890
Equity - Language	0
Equity - Disability	13,409
<b>Base Total</b>	328,110
Base - Per Capita	2,527
Base - Location	11,312
Base - Other	314,271
<b>Other Total</b>	25,888
<b>Grand Total</b>	368,296

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

Parent surveys were conducted and show 100% of parents are satisfied with communication about their child's learning and felt they understood their child's progress. 20% of families would like to see an increase of focus on wellbeing in and out of the classroom

Student surveys were conducted and show that all students felt connected to their school and felt safe and welcome. 100% of students felt their teachers cared for their learning and that they could talk to at least one staff member if they had an issue.

Staff surveys were conducted and show that 100% of staff felt supported in their work, however 100% would like more support with upcoming changes.

# 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.