

2022 Annual Report

Cattai Public School



1535

Introduction

The Annual Report for 2022 is provided to the community of Cattai 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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School vision

To ensure all students every year attain 1 years worth of progress for 1 year's worth of teaching and learning.

School context

Cattai PS is a small school based on Darug land in a rural setting. It is comprised of 3 cross stage composite classes. Students enrolled at the school are from a range of abilities and learning needs. Cattai PS is a visible learning school and is part of the Visible Learning Plus Program. The school is an active participant in a range of learning communities including: the Hawkesbury Small Schools Network and the MMWaC community of schools network (Maroota, Macdonald Valley, Wisemans Ferry and Cattai). The school also regularly participates in the Hawkesbury Dance Festival and the Hawkesbury Music Festival. Cattai Public School places and high priority on personalising learning to each individual students needs.

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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To ensure all students every year gain a year's worth of progress for a year's worth of teaching and learning.

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.

- Targeted Learning Support
- Personalised Learning

Resources allocated to this strategic direction

Low level adjustment for disability: \$33,066.00

Socio-economic background: \$10,899.00

Per capita: \$15,918.84

Location: \$1,485.97

AP Curriculum & Instruction: \$30,114.20

Summary of progress

In 2022, Cattai PS still had significant growth across our VL assessment progress and achievement scores. This was despite 3 separate floods throughout the year and students taking time off with COVID. Many students missed 5-7 weeks of schooling due to these factors.

Some highlights of progress were:

-Phonics has now been embedded into a school wide VL Spelling Assessment.

-VL Phonics Assessment has now replaced the PM Benchmark system to track reading progress across student in K-2 (and beyond if needed).

-A system was developed to create and save writing samples linked to our VL writing assessment.

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
Visible Learning School Targets <ul style="list-style-type: none">• 70% of students score 1 Years worth of progress in English and Mathematics across the school generated Visible Learning Assessments.	37% of students scored 1 years worth of progress in Writing. 79% of students scored 1 years worth of progress in Spelling. 87% of students scored 1 years worth of progress in Reading. 96% of students scored 1 years worth of progress in Speaking and Listening. 93% of students scored 1 years worth of progress in Numeracy.
NAPLAN Growth <ul style="list-style-type: none">• % of students achieving expected growth in reading to increase by 10% from the lower bound target.• % of students achieving expected growth in numeracy by 10% from the lower bound target.	<ul style="list-style-type: none">• Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
NAPLAN Growth	<ul style="list-style-type: none">• Student achievement data is unavailable for this progress measure in

<ul style="list-style-type: none"> • % of students achieving expected growth in numeracy by 20% from the lower bound target. 	2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
NAPLAN Top 2 Bands <ul style="list-style-type: none"> • % of students in the top two bands in reading to increase by 5% from the lower bound target. 	<ul style="list-style-type: none"> • 18.75% of students in the top two bands in reading to increase by 5% from the lower bound target. • 18.75% of students in the top two bands indicating positive trend data towards the lower bound target.
NAPLAN Top 2 Bands <ul style="list-style-type: none"> • % of students in the top two bands in numeracy to increase by 4% from the lower bound target. 	<ul style="list-style-type: none"> • 6.39% of students in the top two bands in numeracy indicating progress yet to be seen towards the lower bound target.
Attendance <ul style="list-style-type: none"> • % of students attending 90% of the time to increase from the lower bound target by 10%. 	<ul style="list-style-type: none"> • 21% of students attending 90% of the time. (Note: this data has been severely impacted by 3x floods and COVID).

Strategic Direction 2: Community engagement and empowerment

Purpose

To engage and empower the whole school community on how student's learn and implement effective strategies to support them along their learning journey.

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.

- Visible Learning School Impact Program
- Community engagement strategies

Resources allocated to this strategic direction

Professional learning: \$8,600.00

QTSS release: \$11,836.86

Summary of progress

Strategic Direction 2 largely involves bringing the parents and carers onboard with the student learning. The SD was the most impacted by COVID and floods. Many of these initiatives we will look at rolling over and revamping for 2023. We were still able to achieve progress in many of our planned activities, our most notable achievements were:

- Whole school involvement in the Visible Learning School Capability Assessment Report.
- Whole school involvement in 2 visible learning twilight sessions.
- Daily reading out of learning dispositions from school leaders over the school sound system.
- Running of parent workshop for the schools implementation of Learning Dispositions and VL Data Sheets. This workshop is to be hands-on in nature and engaging for the parents.
- Running of parent workshop for the schools implementation of Visible Learning in Reading including a big focus on phonics. This workshop is to be hands-on in nature and engaging for the parents.

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
• 25% participation and engagement from the wider school community in the student's learning journeys.	<ul style="list-style-type: none">- Around 42 % of Cattai PS families attended the parent workshop for the schools implementation of Learning Dispositions and VL Data Sheets.- Around 44 % of Cattai PS families attended the parent workshop for the implementation of Visible Learning in Reading that included a big focus on phonics.- 100% of parents surveyed found the parent information session for Phonics to be highly useful and informative.
• Cattai shows progress along the 4 key strands of Visible Learning School Capability Assessment Report. In particular, 'The Visible Learner' domain.	<ul style="list-style-type: none">- All 5 Visible Learning Assessments tracked growth throughout the year. Data sheets were sent home to parents every term keeping parents informed of both their child's achievement but also their progress.- Of the 16 areas measured in the School Capability Assessment, the school showed growth in 14 areas.- In the visible learner domain, which was the focus for the year, the school showed growth in all 4 areas. The shared understanding area in particular

<ul style="list-style-type: none"> • Cattai shows progress along the 4 key strands of Visible Learning School Capability Assessment Report. In particular, 'The Visible Learner' domain. 	<p>moved from the green section in the blue section which is the highest section for this assessment.</p> <ul style="list-style-type: none"> - 100% of parents can see the benefits of Cattai Public School being a Visible Learning School.
<ul style="list-style-type: none"> • Collect data from the Tell Them From Me survey. 	<ul style="list-style-type: none"> - Due to disruptions throughout the year the school was not involved in the Tell Them From Me survey.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$65,639.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Cattai Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • SLSO worked on IEP with students that drew IFS funding. <p>The allocation of this funding has resulted in the following impact: Students with IFS funding received support.</p> <p>After evaluation, the next steps to support our students will be: Continue to monitor and revise IEPs as needed as an ongoing process.</p>
<p>Socio-economic background</p> <p>\$10,899.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Cattai Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Targeted Learning Support <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support off class Principal to run LST program. <p>The allocation of this funding has resulted in the following impact: Students were able to receive targeted learning support from the principal. This was however, highly impacted by 3 separate floods and Principal time needing to go to flood recovery.</p> <p>After evaluation, the next steps to support our students will be: During flood recovery lots of future proofing to reduce the impact moving forward. This way moving into 2023 Principal LST time would be less impacted.</p>
<p>Aboriginal background</p> <p>\$718.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Cattai 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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (LaST) to support Aboriginal students • MMWaC Connecting to Country Day. • Staff to participate in a Staff Development Day 'Aboriginal Cultural Awareness' at Brewongle EEC. • - Staff consults with AECG when innovating and developing systems to help celebrate Aboriginal culture.

<p>Aboriginal background</p> <p>\$718.00</p>	<p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - 100% of our aboriginal students although not meeting achievement benchmarks in reading had more than a years worth of growth for a years worth of teaching and learning. - 100% of our Aboriginal students had more than a years worth of growth for a years worth of teaching and learning in numeracy. - 50% of our Aboriginal students met achievement scores in numeracy. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Continue to run specialised LaST support for our aboriginal students. - Both the MMWaC Connecting to culture and Staff Development Day 'Aboriginal Cultural Awareness' at Longneck EEC had to be cancelled due to the floods and not being able to re-book another time throughout the year.
<p>Low level adjustment for disability</p> <p>\$33,066.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Cattai Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Targeted Learning Support <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • VL Data sheets sent home to parents every term. • LaST targets learning support based on data from the VL assessments. <p>The allocation of this funding has resulted in the following impact:</p> <p>37% of students scored 1 years worth of progress in Writing. 79% of students scored 1 years worth of progress in Spelling. 87% of students scored 1 years worth of progress in Reading. 96% of students scored 1 years worth of progress in Speaking and Listening. 93% of students scored 1 years worth of progress in Numeracy.</p> <p>After evaluation, the next steps to support our students will be: Continue this level of learning support in the future but adjust it to the new English and Mathematics Syllabus.</p>
<p>Location</p> <p>\$1,485.97</p>	<p>The location funding allocation is provided to Cattai Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Targeted Learning Support <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • additional staffing for Principal release. <p>The allocation of this funding has resulted in the following impact:</p> <p>37% of students scored 1 years worth of progress in Writing. 79% of students scored 1 years worth of progress in Spelling. 87% of students scored 1 years worth of progress in Reading. 96% of students scored 1 years worth of progress in Speaking and Listening. 93% of students scored 1 years worth of progress in Numeracy.</p> <p>After evaluation, the next steps to support our students will be: Continue to run this program in 2023 with modifications for the new syllabus content in Mathematics and English.</p>
<p>Professional learning</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</p>

<p>\$8,600.00</p>	<p>Professional Learning for Teachers and School Staff Policy at Cattai Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Visible Learning School Impact Program <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Whole school involvement in the Visible Learning School Capability Assessment Report. • - One morning per year where Corwin Assessors come into the school to talk with staff and students. <p>The allocation of this funding has resulted in the following impact: According to the data CPS scored in either the green or blue areas which are the tow highest section of the SCA report. Across the 4 key strands the school showed progress in 14 of the 16 areas. One of the areas we topped out on which was for 'strategic tools and actions' for the 'Know thy impact' strand.</p> <p>After evaluation, the next steps to support our students will be: For 2023 the plan is the have a year off working with CORWIN and look into the morning routine as PL for 2023. The plan is to help improve writing outcomes and the morning routine should hopefully be one prat of this puzzle.</p>
<p>QTSS release</p> <p>\$11,836.86</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Cattai Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Visible Learning School Impact Program <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • 2x Leadership coaching sessions around visible learning and school future directions. Weekly 30 minute coaching sessions with each staff member. • - Principal to liaise with Corwin around times for Zoom coaching sessions. • - Timetable in staff coaching sessions into RFF/LST/SLSO roster. <p>The allocation of this funding has resulted in the following impact: -Developing the schools Visible Learning Directions for 2022. -The draft creation of the schools writing good and bad sample wall. -Deepened staff knowledge of LISCs.</p> <p>After evaluation, the next steps to support our students will be: -Recreate the writing wall samples with the new syllabus content.</p>
<p>COVID ILSP</p> <p>\$22,813.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • - COVID Intensive support money used to provide 1 day a week extra learning support.

<p>COVID ILSP</p> <p>\$22,813.00</p>	<p>The allocation of this funding has resulted in the following impact:</p> <p>37% of students scored 1 years worth of progress in Writing. 79% of students scored 1 years worth of progress in Spelling. 87% of students scored 1 years worth of progress in Reading. 6% of students scored 1 years worth of progress in Speaking and Listening. 93% of students scored 1 years worth of progress in Numeracy.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Due to the drop in funding for 2023, the plan is to move COVID ISLP support to one of our SLSOs so that the small funding amount can be stretched further.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	31	38	37	38
Girls	22	26	26	24

Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.4	95.7	89.8	86.6
1	93.4	92.8	94.6	84.2
2	96.7	94.5	90.2	88.2
3	84.8	96.6	91.6	86.7
4	93.6	95.6	93.9	86.3
5	84.8	95.3	89.3	85.3
6	90.5	89.1	93.9	82.8
All Years	91.7	94.8	92.5	86.1
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	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

- Attendance at Cattai PS was heavily impacted by floods, COVID and illness. Many students had anywhere up to 2-4 weeks off during the floods as they were unable to get to school. Most students had at least one week if not 2 off for COVID/influenza.

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

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)	0.2
Classroom Teacher(s)	2.4
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration and Support Staff	1.41

*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 ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
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 (\$)
Opening Balance	99,093
Revenue	1,005,385
Appropriation	927,870
Sale of Goods and Services	623
Grants and contributions	58,538
Investment income	1,464
Other revenue	16,890
Expenses	-1,092,141
Employee related	-854,390
Operating expenses	-237,751
Surplus / deficit for the year	-86,757
Closing Balance	12,337

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.

	2022 SBAR Adjustments (\$)
Targeted Total	86,631
Equity Total	48,318
Equity - Aboriginal	1,636
Equity - Socio-economic	10,899
Equity - Language	0
Equity - Disability	35,784
Base Total	690,279
Base - Per Capita	15,919
Base - Location	1,486
Base - Other	672,874
Other Total	64,162
Grand Total	889,390

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

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Students

- 95% of students believe the school personalises learning to meet their individual needs.
- 87% of students are satisfied with the school's current direction and vision.

Parents

- 100% of parents feel they have the opportunity to be involved in the direction and vision of the school.
- 100% of parents found the parent information session for Phonics to be highly useful and informative.

Staff

- 100% of staff believed the 'Student Data Sheets' give me a clearer picture of how the students are progressing in their learning.
- 100% of staff have found the focus on synthetic phonics has helped the students with their reading.

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.