

2022 Annual Report

Condobolin Public School



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Introduction

The Annual Report for 2022 is provided to the community of Condobolin 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.

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School vision

At Condobolin Public School, our staff will ensure every child is known, valued and cared for, by inspiring students to continually improve. We will engage and challenge every student in their learning to become literate, numerate and curious, in an environment in which they can flourish. Our vision is to be partners in learning with both students, families and the community, working together to empower each child to be strong, smart and proud and let their light shine.

School context

Condobolin Public School is an inclusive primary school in the township of Condobolin on the lands of the Wiradjuri people. It has provided education to the students of Condobolin and its surrounds for over 150 years. It is considered to be a remote school and is located close to the geographic centre of New South Wales. Condobolin is home to approximately 3 500 people. Farming, Trades, Mining, Shire Workers, Education and local retailers are just a few of the common occupations held within the area.

Of the 293 students currently enrolled, 133 being of Aboriginal and/or Torres Strait Islander, and a further 2% from language backgrounds other than English. In 2020, the school established a second Multi-categorical class to further support students with additional needs.

There is an active Student Representative Council made up of students from Year 2 through to Year 6 who assist with school decision making and fundraising for charities. Students also have the opportunity to participate in and represent the school in extra-curricular activities including a variety of sports, creative and performing arts, cultural activities and community events.

Through our situational analysis, we have identified our high level areas for improvement or further development. We have identified the need to strengthen data-driven practices to ensure that all students benefit from personalised learning. There will be a continued focus on staff successfully using data to plan for and deliver quality differentiated instruction to all students, including students with additional needs and those identified as high potential and gifted.

The second area of focus is staff collaboration and feedback to enhance teaching practice and student growth in literacy and numeracy. To excel, teachers individually and collaboratively evaluate the effectiveness of their teaching practice including analysis of student engagement, learning and growth.

Supporting students to connect, succeed and thrive is the final focus in the development of the whole child for successful student learning outcomes as identified through our situational analysis. This focus includes attendance and students' sense of belonging, expectations of success and advocacy across the school. It also includes the implementation of Positive Behaviour for Learning and strengthening community understanding of this strategy.

The Parents and Citizens' Association and Aboriginal Education Consultative Group are both integral parts of the school, committed to working collaboratively to enhance learning and cultural opportunities. Condobolin Public school has a long standing partnership with Royal Far West providing specialist support to our rural families. The involvement of specialised community organisations and the whole school community in this strategic improvement plan over the next four years will be essential for success.

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to increase student achievement in literacy and numeracy, staff will use data and evidence based practices to target where to next for students.

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.

- Assessment Driven Practices

Resources allocated to this strategic direction

Low level adjustment for disability: \$114,921.00

Aboriginal background: \$131,385.00

Integration funding support: \$36,354.50

Socio-economic background: \$191,277.00

Per capita: \$34,901.00

AP Curriculum & Instruction: \$180,685.20

Location: \$8,715.00

QTSS release: \$10,127.00

Professional learning: \$5,865.00

Summary of progress

The initiative for this strategic direction is Assessment driven practices. In 2022, whole school processes for the collection of data continued to be lead and reviewed by executive staff and the Learning and Support team. This has resulted in the continuation of visible data walls to track literacy, attendance and behaviour. The school executive continued to engage with and lead Professional Readings and online learning with Lyn Sharratt's Clarity in Leading, Teaching and Learning.

Senior executive along with Assistant Principals, Curriculum and Instruction reviewed student results from the Reading and Numeracy Guided Data Package NAPLAN, Check in Assessment results and internal performance data to identify comprehension as a continued focus area for improvement in reading and multiplicative strategies and place value for numeracy. Throughout the year, staff continued to work together in their Stage teams to refine explicit teaching of reading comprehension strategies for Kindergarten, Year 1 and Year 2, Year 3 and 4 and Year 5 and 6. Teams worked collaboratively to use student assessment results to monitor and track individual student progress in numeracy and literacy. This consisted of Stage meetings at the beginning and end of five week teaching and learning blocks.

For numeracy, the 2022 focus was deepening staff knowledge and understanding of teaching number and unpacking the new Mathematics curriculum. Staff professional learning was facilitated by the Assistant Principals, Curriculum and Instruction. It comprised of one to one classroom support, Stage teams and whole staff learning opportunities. Whole school time tabling and strategic resourcing of staff allowed for collaborative reflection and provided teachers the opportunity to compare, contrast and clarify the strategies being used within and across classrooms. Teachers followed a cycle of analysing student assessment results, refining the explicit teaching needed and teaching for five week blocks using pre and post assessment and reflections on practice to show the progress of students. The next steps for numeracy is to continue to engage with Curriculum Reform modules in Mathematics, create a K-6 numeracy vision statement and to align a scope and sequence for numeracy to reflect the new mathematics syllabus with embedded opportunities for regular practise. It will also include professional learning in effective practices in Mathematics and what a quality numeracy lesson looks like.

The following areas were identified as what worked well for Strategic Direction 1: five week learning blocks, classroom teachers working in Stage teams to increase collaborative opportunities, use of short assessment tasks from the literacy and numeracy learning hubs, consistent literacy and numeracy focus areas across Stages with differentiation to support individual student learning, timetabling within whole school structures to give time for planning, data collection and analysis. Through the monitoring and feedback process of teaching and learning programs best practice is continuing to be strengthened with best practice strategies and resources being embedded across all classrooms. In 2023, a more consistent and strategic focus will be on teacher and student reflections on learning with evaluations being guided by what worked and why, what didn't work and why and what additional support is needed for staff and students.

The most helpful data was the teaching and learning slides compiled by classroom teachers to capture their explicit and targeted areas of teaching in numeracy and reading. These slides demonstrated staff capacity to use data to inform

teaching, pre and post assessment to determine student growth and evidence of explicit teaching for specific students to achieve their learning goals. In addition to these slides, PLAN data, Check In Assessments, class based assessments, NAPLAN results and teacher feedback. Areas of data that needs strengthening continues to be capturing staff voice pre and post professional learning to gauge their confidence and competence in teaching reading and numeracy. The development of consistent assessment practices continues to be refined and a focus for 2023 is to have baseline line data for literacy and numeracy stored in a centralised location for all staff to access when analysing data for impact.

The extent of changes include ongoing refinement of practice using student data to inform teaching directions, increased use of multiple sources to verify student achievement, increased staff confidence to independently analyse and use data, analysis of external data sources to support student learning goals within classrooms and continued growth in the collection of and conversations about student data being owned by all staff.

In 2023, in this strategic direction Condobolin Public School will continue to plan for staff to work together in Stage teams to participate in ongoing professional learning to use explicit teaching and quality assessment to inform teaching and learning programs for literacy and numeracy. Explicit teaching will continue to focus on the use of Learning Intentions and Success Criteria in the development of student learning goals and the triangulation of data to report on student achievement. Staff engagement with professional learning associated with the curriculum reform in English and Mathematics syllabus documents will be the priority throughout 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 achieving in the top two NAPLAN numeracy bands by a minimum of 8% to meet the lower bound system-negotiated target of 19.9%.	2022 NAPLAN data indicates 27.06% of students in the top two skill bands for numeracy, indicating the school exceeded the system negotiated target.
Improvement in the percentage of Aboriginal students achieving in the top three NAPLAN numeracy bands by a minimum of 9% to meet the lower bound system-negotiated target of 19.4%.	2022 NAPLAN data indicates 27.03% of Aboriginal students in the top three skill bands for numeracy, indicating the school exceeded the system negotiated target.
Improvement in the percentage of students achieving in the top two bands NAPLAN reading by a minimum of 7.8% to meet the lower bound system-negotiated target of 29%.	2022 NAPLAN data indicates 27.27% of students are in the top two skill bands for reading indicating the school did not achieve the system negotiated target, however progressed beyond the target baseline by 6.09%.
Improvement in the percentage of Aboriginal students achieving in the top three bands NAPLAN reading by a minimum of 8.3% to meet the lower bound system-negotiated target of 30%.	2022 NAPLAN data indicates 27.03% of Aboriginal students are in the top three skill bands for reading indicating the school did not achieve the system negotiated target, however progressed beyond the target baseline by 5.37% .
School assessment in the School Excellence Framework (SEF) has increased evidence to support improvement from 'Delivering' to 'Sustaining and Growing' in the following themes: <ul style="list-style-type: none"> • Data analysis • Data use in teaching • Data use in planning 	<p>In 2022, self-assessment against the School Excellence Framework shows the theme of Data analysis to be delivering.</p> <p>In 2022, self-assessment against the School Excellence Framework shows the theme of Data use in teaching to be sustaining and growing.</p> <p>In 2022, self-assessment against the School Excellence Framework shows the theme of Data use in planning to be sustaining and growing.</p>

Strategic Direction 2: High impact teaching practice

Purpose

In order to ensure every student achieves at or above expected growth, we will embed high impact teaching practice.

Initiatives

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

- Quality Teaching K-6

Resources allocated to this strategic direction

Socio-economic background: \$40,581.00

QTSS release: \$51,355.00

Summary of progress

In 2022, there was ongoing staff professional learning to continually build teacher and student learning support staff capabilities to use explicit teaching and data to improve student achievement. Classroom teachers engaged in the online learning modules: Clarity Online Learning Suite - What Matters Most in Learning, Teaching and Leading by Lyn Sharratt. The focus of the modules was on knowing the faces of learners, collaborative inquiry with teachers and leaders and assessment in every classroom across the school. As a result of this professional learning there has been a shift in staff mindset to one that is open to learning with a strong stance on evidence based teaching and learning practice particularly in literacy and numeracy. In 2023, teaching staff will continue to engage in stage teams with the online modules and continue with a focus on using the five key questions to support reflective practice for both students and staff. In addition to these focus areas, learning walks and talks will be established to strengthen pedagogy.

Curriculum reform in English and Mathematics and evidence based practice was the priority for professional learning with Assistant Principals, Curriculum and Instruction meetings. There was a deliberate focus on data meetings with these executive where staff worked together to analyse numeracy and comprehension data. The teaching of numeracy adopted the same framework as literacy, using data to inform and monitor student progress within five week teaching and learning blocks resulting in Condobolin Public school exceeding the system negotiated upper bound target for NAPLAN top two bands in numeracy. Stage teams continued to work together to develop teaching and learning programs. At times it was difficult to replace staff to meet in their team due to limited availability of casual staff however innovative thinking was employed to ensure that time for collaboration was sustained.

During Term 2 and Term 3 staff were divided into three action teams, Attendance, Aboriginal Education Team and School Policy development. Each team comprise of a leading executive member using data to start each meeting, setting strategic goals for their group and leading their team to develop and implement focus areas to support the achievement of the School Strategic Improvement Plan. As a result of the action team for attendance, there has been an increase in the celebration of positive attendance and consistent internal processes from classroom teachers in the monitoring of attendance. The action team for School Policy development created a staff handbook, uniform policy and reviewed the anti-bullying and anti-racism policy. The Aboriginal Education team planned NAIDOC activities, sourced additional resources and teaching and learning opportunities for Aboriginal and Torres Strait Islander significant days throughout the year for classroom teachers to implement. The model of action teams enhanced across Stage collegiality, strengthened the use of data to inform decisions broader than just literacy and numeracy and created shared understanding in these three areas.

In 2023, in this strategic direction, Condobolin Public School will continue to have school wide structures to support collaboration focused on explicit teaching, effective feedback for staff and students and in staff understanding and knowledge of curriculum reform. Opportunities to increase observations and feedback of practice will remain a focus as this was impacted by the limited availability of temporary and casual staff throughout 2022. Teaching staff will continue to engage in the ongoing professional learning of the Clarity Online Learning modules, to continually build teaching capabilities to use explicit teaching and data to improve student achievement in literacy and numeracy through identifying specific areas of learning to go narrow and deep. The whole school professional learning sessions will change to a rotational focus with all staff focused on the same area instead of action teams to keep student data front and centre and to enhance the Condobolin Public School foundational belief that as a school, we all own the faces.

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
Increase percentage of students achieving expected growth in NAPLAN reading by a minimum of 7.9%, to meet the system-negotiated lower bound target of 59.1%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase percentage of students achieving expected growth in NAPLAN numeracy by a minimum of 11.4%, to meet the system-negotiated lower bound target of 52.5%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
<p>School assessment in the School Excellence Framework (SEF) has increasing evidence to support improvement from 'Sustaining and Growing' towards 'Excelling' in the following themes:</p> <ul style="list-style-type: none"> • Collaborative practice and feedback • Explicit teaching • Feedback for students 	<p>Self-assessment against the School Excellence framework shows the theme of Collaborative practice and feedback to be sustaining and growing.</p> <p>Self-assessment against the School Excellence framework shows the theme of Explicit teaching to be sustaining and growing.</p> <p>Self-assessment against the School Excellence framework shows the theme of Feedback for students to be delivering.</p>

Purpose

In order for every student to connect, succeed and thrive in their learning and wellbeing, we will partner together with staff, students, families and community to strengthen a culture of high expectations.

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 connect, succeed and thrive in learning.

Resources allocated to this strategic direction

Integration funding support: \$175,960.50

Low level adjustment for disability: \$102,363.21

Socio-economic background: \$5,031.00

Per capita: \$34,901.00

Aboriginal background: \$145,345.00

Location: \$13,960.00

Professional learning: \$29,108.00

Summary of progress

In 2022, Condobolin Public School Staff underwent professional learning in the Trauma Informed Practice modules with the Learning and Wellbeing Officer and School Counsellor to further strengthen the Wellbeing for School Excellence framework training from 2021. In addition to the Trauma Informed Practice, Condobolin Public School continued to implement the Wellbeing for School Excellence framework strategies of cognitive, emotional, social, physical and spiritual areas. The strategies that continued to be implemented from Kindergarten to Year 6 include morning check-in circles with students at the start of each day in every classroom, planned sensory breaks mid morning to support cognitive load and physical needs and a structured student leadership program for the student leadership body. For the social emotional domain, the Social Emotional Learning Program, Zones of Regulation was implemented across all Year 3 to Year 6 classrooms resulting in an increased number of students being able to identify what zone they are in, their individual strategies to support each zone and what they can do to be back in the green zone. Teachers are building confidence to support student regulation with shared understanding and common language from classroom teachers through to executive staff. In 2023, Zones of Regulation will be fully resourced for primary classes to continue the delivery of this program, school wide structures will support implementation with scheduled meetings with learning and support staff and strengthened communication with community to support student self advocacy and use of self regulation strategies.

To support Aboriginal Culture and perspectives within the school and across curriculum areas, a targeted group of staff across Kindergarten to Year 6 were selected to engage in the University of New South Wales (UNSW) project to become a Culturally Nourishing School alongside staff from Condobolin High School. This involved establishing a Cultural Mentor from the Condobolin community to work alongside teachers to strengthen their community knowledge of Aboriginal culture in Condobolin. The professional learning was lead by UNSW representatives at Condobolin Public school which also included a team of staff from Condobolin High School, in learning about the framework to support Aboriginal perspectives in curriculum which include: inclusive understanding, shared decision-making processes, Indigenous identify and wellbeing, socio-political consciousness and high expectations and relationship making practices. The staff in the Culturally Nourishing School team, engaged with the Cultural Mentor, working together to enhance existing teaching and learning experiences and to develop new teaching and learning units which embed local Aboriginal knowledge and practices across different subjects. Additional time was built into the whole school time table to support teachers to meet with the cultural mentor, participate in observations and feedback of practice. Staff confidence increased in regards to planning for the inclusion of Aboriginal perspectives into teaching and learning programs, there was increased student engagement with the physical presence of a cultural mentor within the classroom and as a result of learning content being meaningful and authentic to Condobolin. Community feedback was positive and appreciative in nature of teachers willing to teach about the history of Aboriginal culture. In addition to supporting classroom teachers, the cultural mentor worked with an Aboriginal staff member to support Stage 3 girls' participation in Sista Speak, building confidence and cultural identity. There was strong community participation in this program supporting the young girls with guest speakers and parent involvement. Aboriginal Education Officers continue to support students and families across Kindergarten through to Year 6 to support academic and wellbeing needs of students. Aboriginal Education Officers worked closely with the Aboriginal Community Liaison Officer to connect families to support for student attendance, health and wellbeing services. Wiradjuri language continued to be taught by the Wiradjuri language teacher across all classrooms. In 2023, a focus will be on exploring opportunities to support the Aboriginal boys at Condobolin Public

School and to look at how the Wiradjuri language can continue to be shared in a more sustained and meaningful way in consultation with the Condobolin Aboriginal Education Consultative Group. The Culturally Nourishing Schools project will continue along with the Cultural Mentor and Sista Speak program.

Throughout 2022, the focus for attendance was on classroom teacher capacity to implement early intervention strategies to support students and families to improve and maintain positive attendance and to ensure that refined school processes were embedded. A school attendance action team, made up of executive staff and classroom teachers, continued to meet regularly to provide feedback and support to classroom teachers using data and wellbeing strategies to inform practice. Communication between staff and families was a frequent occurrence as classroom teachers continued to make contact if students were away for more than two days. As a result, there has been earlier communication with parents and carers from classroom teachers for at risk students, reduced unexplained absences and increased acknowledgement of positive attendance for students. Student attendance showed an increase from Semester One to Semester Two for students attending at or above ninety percent or more. In 2023, the next steps are to allow time within staff meetings to review attendance data, to increase community awareness of the benefits of attending school every day, to capture student voice to support the improvement of whole school attendance and to have clearer outlines of what the positive reinforcement strategies are in place to celebrate attendance.

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
Tell Them From Me (TTFM) Wellbeing data of advocacy at school, expectations for success and sense of belonging, improves to be at or above the lower bound system-negotiated target of 86.8%.	In 2022, 79.8% of students indicate a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) indicating progress towards the lower bound system-negotiated target.
Increased percentage of students attending school more than 90% of the time to be at or above the lower bound system-negotiated target of 72.3%.	In 2022, 46.56% of students attended at or greater than 90% of the time or more indicating progress is yet to be seen in this target. However, this figure was significantly affected by the flooding event in term four.
School assessment in the School Excellence Framework (SEF) has increasing evidence to support improvement from 'Sustaining and Growing' to 'Excelling' in the following themes: <ul style="list-style-type: none"> • High Expectations (Learning Culture) • A planned approach to wellbeing • Student engagement 	<p>In 2022, self-assessment against the School Excellence Framework shows the theme of High expectations (learning culture) to be sustaining and growing.</p> <p>In 2022, self-assessment against the School Excellence Framework shows the theme of A planned approach to wellbeing to be sustaining and growing.</p> <p>In 2022, self-assessment against the School Excellence Framework shows the theme of Student engagement to be delivering.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$212,315.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Condobolin 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"> • Assessment Driven Practices • Supporting students to connect, succeed and thrive in learning. <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: Engagement of these identified students showed improvements academically and socially.</p> <p>After evaluation, the next steps to support our students will be: Employment of School Learning Support Officer staff will be continued to support these individual students.</p>
<p>Socio-economic background</p> <p>\$236,889.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Condobolin 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"> • Assessment Driven Practices • Quality Teaching K-6 • Supporting students to connect, succeed and thrive in learning. <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items • resourcing to increase equitability of resources and services • employment of additional staff to support literacy and numeracy program implementation • additional staffing to implement instructional leadership and wellbeing programs to support students <p>The allocation of this funding has resulted in the following impact: Employment of additional staff to support literacy, numeracy and wellbeing. There has been some growth in the academic and social outcomes for students and it has enabled smaller class sizes across Kindergarten through to Year 6 to strengthen student achievement.</p> <p>After evaluation, the next steps to support our students will be: These funds will continue to support students to engage in their learning through the provision of financial support and employment of additional staff to strengthen learning in literacy and numeracy and to create opportunities for student participation in learning experiences.</p>
<p>English language proficiency</p> <p>\$2,574.19</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Condobolin 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>

<p>English language proficiency</p> <p>\$2,574.19</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 additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in the following impact: Provisions of English Language interventions to identified students.</p> <p>After evaluation, the next steps to support our students will be: To continue to use this funding to assist with language development of students with the provisions of resources and engage with an EAL/D specialist teacher to model EAL/D strategies with the aim to build teacher confidence in their practice. To identify EAL/D professional learning opportunities for the Learning and Support teacher to further support staff and identified students.</p>
<p>Low level adjustment for disability</p> <p>\$217,284.21</p>	<p>Low level adjustment for disability equity loading provides support for students at Condobolin 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"> • Assessment Driven Practices • Supporting students to connect, succeed and thrive in learning. <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with evidence-based intervention programs including Centre for Effective Reading , MiniLit and MacqLit to increase learning outcomes • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • employment of School Learning Support Officer to improve the development of students by implementing speech and Occupational Therapist programs developed by specialists • employment of Learning and Support Teachers and interventionist teacher • professional learning in InitialLit to K-2 staff as a universal strategy within classrooms to support literacy development of students <p>The allocation of this funding has resulted in the following impact: Students working towards and achieving their individual learning goals with increased School Learning Support Officers supporting students participating in intervention programs. Student data collated and systems established to monitor student progress across cohorts. The provision of extra intervention support for key students through the employment of School Learning Support Officer staff. It has also funded Learning and Support Teacher positions to assist classroom teachers in differentiation their teaching and learning programs for students identified through Nationally Consistent Collection of Data and in catering for the full range of student abilities.</p> <p>After evaluation, the next steps to support our students will be: To continue to employ Student Learning Support Officer staff to support individualised learning for identified students and to continue to upskill Student Learning Support Officers to reflect student needs. To focus the Learning and Support Teachers to assist classroom teachers in their development of delivering differentiated curriculum through case management meetings .</p>

<p>Low level adjustment for disability</p> <p>\$217,284.21</p>	<p>Identifying professional learning opportunities to continue to strengthen and build classroom teacher capacity to differentiate teaching and learning experiences for the full range of student abilities.</p>
<p>Location</p> <p>\$77,675.00</p>	<p>The location funding allocation is provided to Condobolin 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"> • Assessment Driven Practices • Supporting students to connect, succeed and thrive in learning. • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate and student assistance to support excursions • professional learning subsidising for staff - travel, accommodation, courses • Positive Behaviour for Learning resources and student activities • technology resources to increase student engagement <p>The allocation of this funding has resulted in the following impact: Students being able to participate with excursions, incursions and accessing curriculum based activities and resources for learning. Increased IT devices for one to one device per student and staff developing skills to access and use online platforms for learning. Increased inclusion of cloud based platforms to support teaching and learning programs including Google Classroom, Google Slides and literacy and numeracy applications. Professional learning activities for large groups of staff to support consistent staff knowledge and implementation of strategies.</p> <p>After evaluation, the next steps to support our students will be: To continue to use this funding to support the subsidising of extra curricular activities, professional learning for staff and enhance our playground space. Explore the option of additional staff to provide release time for classroom teachers to support collaboration, planning for individualised learning and data analysis. Supporting the school to overcome isolation in accessing additional support services for students and families.</p>
<p>Professional learning</p> <p>\$54,973.00</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 Condobolin 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"> • Assessment Driven Practices • Supporting students to connect, succeed and thrive in learning. • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of additional classroom teachers for release from face to face to support staff engagement with Assistant Principals, Curriculum and Instruction on literacy and numeracy professional learning • Collaborative meetings allowing teachers to participate in data analysis conversations that underpinned explicit teaching in reading, numeracy, attendance and student behaviour. • professional development of staff through the participation in Stronger Smarter Institute Leadership program • professional development of staff through their participation in the Culturally Nourishing Schooling Project

<p>Professional learning</p> <p>\$54,973.00</p>	<p>The allocation of this funding has resulted in the following impact: High impact teaching practice in literacy and numeracy lessons as a result of mentoring and coaching from Assistant Principals, Curriculum and Instruction Staff reflecting on practice through professional learning and collegial data discussions for literacy, numeracy, attendance and behaviour management using the Case Management Meeting model from Clarity. Increased staff knowledge and confidence in embedding Aboriginal and Torres Strait islander perspectives within teaching and learning experiences.</p> <p>After evaluation, the next steps to support our students will be: To continue with the Clarity Online Learning suite which provides a practical model that enhances reflective practice, teacher collaboration and assessment. Continue to employ additional teachers to provide release from face to face to provide time within school wide structures for mentoring and coaching of school professional learning priority areas. Plan for the release of a team of eight staff to continue with the Culturally Nourishing Schooling Project in 2023 to increase Aboriginal perspectives and pedagogy within teaching and learning programs across all classrooms.</p>
<p>QTSS release</p> <p>\$61,482.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Condobolin 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"> • Assessment Driven Practices • Quality Teaching K-6 <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: Improved staff confidence and teaching practice. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practices using data to inform teaching and learning. Assistant principals, alongside Assistant Principals, Curriculum and Instruction, provided instructional leadership to support beginning and experienced staff with program delivery, curriculum reform and student management strategies. Additional release was given to classroom teachers to meet as teams with the Assistant Principals, Curriculum and Instruction staff to analyse data and plan for individualised learning and monitor progress. At time this was limited due to lack of availability of casual and temporary teachers.</p> <p>After evaluation, the next steps to support our students will be: Continue to advertise for additional teachers to release executive staff to support quality teaching and in the creation of teaching and learning programs. Provide release from face to face for teachers to engage with personalised and group mentoring opportunities including observation and feedback and to engage with professional learning modules for the new curriculum in English and Mathematics.</p>
<p>COVID ILSP</p> <p>\$165,986.00</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</p>

<p>COVID ILSP</p> <p>\$165,986.00</p>	<p>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"> • employment of teachers/educators to deliver small group tuition • online tuition for student groups in numeracy • releasing teaching staff to support the administration of the program <p>The allocation of this funding has resulted in the following impact: This program was negatively impacted by staffing and the limited to no availability of casual and temporary staff to replace when absences occurred. Online mathematics tuition supported by a teacher showed positive engagement of students however, was conflicting with assessment monitoring so it did not continue. Increased engagement of students in both small group tuition and returning to class as a result of clear communication between COVID ILSP coordinators and classroom teachers. Personal learning goals were planned based on the literacy and numeracy progressions in collaboration between classroom teachers and tutors resulting in most students achieving their personal goals with some students still requiring additional support.</p> <p>After evaluation, the next steps to support our students will be: To continue to employ teachers and trained Student Learning Support Officers to implement literacy and numeracy small group tuition using student assessment results to identify specific student need. Providing additional in class support for identified students to continue to be successful in access the English and Mathematics curriculum to support continuation of tuition when faced with limited staffing.</p>
<p>Aboriginal background</p> <p>\$285,224.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Condobolin 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"> • Assessment Driven Practices • Supporting students to connect, succeed and thrive in learning. • 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 additional staff to deliver personalised support for Aboriginal students • staffing release to support development and implementation of Personalised Learning Pathway • engaging an Aboriginal Education Officer facilitate improved community engagement, including the engagement of students and their families with the Personalised Learning Pathway. • employment of additional staff to deliver Wiradjuri Language lessons across Kindergarten to Year 6 • employment of a Cultural Mentor to support teachers to embed Aboriginal cultural perspectives in teaching and learning programs and to support wellbeing programs. <p>The allocation of this funding has resulted in the following impact: Employment of specialist additional staff to support Aboriginal Students with increased provisions of literacy and numeracy intervention programs. Stronger presence of Aboriginal culture through the teaching of Wiradjuri language and delivery of Sista Speak. Increased staff confidence to embed Aboriginal perspectives within their</p>

<p>Aboriginal background</p> <p>\$285,224.00</p>	<p>teaching and learning programs as a result of working closely with Cultural mentor and Wiradjuri language teacher.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>To continue to deliver differentiated personalised learning and support to personalised learning to support Aboriginal students in their literacy and numeracy needs through Student Learning Support Officers and additional teachers for in class support and literacy intervention programs. Wiradjuri language will continue to be a focus of development throughout the school through the partnership with AECG and the Wiradjuri Cultural Centre. To continue to employ a Wiradjuri Cultural Mentor to strengthen Aboriginal and Torres Strait Islander perspectives within curriculum as part of the Culturally Nourishing Schooling Project.</p> <p>For Aboriginal Education Officers to continue to support Aboriginal Students and non Aboriginal students in reconciliation and moving forward together. Aboriginal Education Officers will continue to provide support to Aboriginal students in class and in the playground and to be innovative in increasing opportunities Aboriginal families to engage with the school. The focus for Aboriginal Education Officer staff in 2023 will be to increase student attendance and to support cultural wellbeing.</p> <p>To continue to deliver Sista Speak to all Year 5 and Year 6 Aboriginal girls through the delivery of ten week programs and to explore the opportunity to work with Condobolin High School for a focus on the middle school years, Year 5 to Year 8, developing Aboriginal and Torres Strait Islander girls sense of identity.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	162	148	153	148
Girls	152	141	138	139

Student attendance profile

School				
Year	2019	2020	2021	2022
K	91.0	90.8	90.4	86.6
1	89.6	90.8	88.3	86.0
2	89.0	93.3	88.6	84.8
3	90.9	92.2	87.5	85.5
4	86.9	93.4	87.0	84.3
5	86.9	90.2	89.0	83.7
6	88.2	90.2	83.3	85.6
All Years	89.0	91.5	87.8	85.2
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

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)	4.2
Classroom Teacher(s)	14.05
Learning and Support Teacher(s)	1.4
Teacher Librarian	0.8
School Administration and Support Staff	6.85

*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	349,261
Revenue	5,115,120
Appropriation	5,090,004
Sale of Goods and Services	1,573
Grants and contributions	23,491
Investment income	52
Expenses	-4,771,165
Employee related	-4,233,981
Operating expenses	-537,183
Surplus / deficit for the year	343,955
Closing Balance	693,216

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	172,500
Equity Total	741,973
Equity - Aboriginal	285,224
Equity - Socio-economic	236,890
Equity - Language	2,574
Equity - Disability	217,285
Base Total	3,042,877
Base - Per Capita	75,920
Base - Location	134,545
Base - Other	2,832,413
Other Total	618,848
Grand Total	4,576,198

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

Condobolin Public School annually participates in the Tell Them From Me surveys for students, staff and parents. This involves students from Year 4 to Year 6, staff who wish to participate and parents. In 2023, there will be further opportunities to seek student, staff and parent feedback each semester on key focus areas.

Parents

This is a comprehensive questionnaire covering several aspects of parent perceptions of their children's learning at home and school. It covers seven areas of: Parents feel welcome, Inclusive school, Safety at school, School supports positive behaviour, School supports learning at home and Parents are informed. One third of parent/carers participated in this survey, a decrease from last year.

In *Parents feel Welcome*, two strong areas of satisfaction included that parents/carers feel that they can easily speak with their child's teachers and that the school's administrative staff are helpful when they have a question or problem. An area of least satisfaction is parents being well informed about school activities.

In *Inclusive School*, all five areas were similar in satisfaction for teachers helping students who need extra supports, school staff creating opportunities for students who are learning at a slower pace, teachers help students develop positive friendships, teachers try to understand the learning needs of students with special needs and school staff take an active role in making sure all students are included in school activities.

In *Safety at school*, areas of strong satisfaction is that parents/carers feel that their child feels safe going to and from school and that their child feels safe at school. An area of least satisfaction is behaviour issues are not dealt with in a timely manner.

In *School Supports Positive Behaviour*, strong areas of satisfaction include teachers expecting their child to pay attention in class and that their child is clear about the rules for school behaviour. An area of least satisfaction however still good in the rating scale, is that of teachers devote their time to extra-curricular activities.

In *School Supports Learning*, a strong area of satisfaction is that parents/carers feel that their child is encouraged to do their best work. An area of least satisfaction is that teachers expect homework to be done on time.

In *Parents Support Learning at Home*, satisfaction over all sat above NSW government state norms overall. A strong area of satisfaction is that parents/carers encourage their child to do well at school. An area of least satisfaction is taking an interest in their child's school assignments.

In *Parents are Informed*, area of most satisfaction is that reports on student progress are written in terms that they understand and that they are informed about their child's behaviour school whether positive or negative. The two areas of least satisfaction include being informed about opportunities concerning their child's future and being informed about their child's social and emotional development.

In 2023, the two areas needing consideration with an explicit focus is that of Parents are informed and Safety at school.

Students

In Semester 1, 83 students participated in the survey and 121 in Semester 2. This snapshot of data is reflective of Semester 2 survey responses. Student responses have identified 66% of students with a positive sense of belonging. 82% of students reported that they have friends at school that they can trust and who encourage them to make positive choices. 85% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future. 80% of students try hard to succeed in their learning .

60% of students are interested or motivated in their learning.

35% of students reported being subjected to moderate to severe, physical, social or verbal bullying or are bullied over the internet. 78% of students identified that if students are being bullied or see someone else being bullied, they know where to go for help.

Out of the 10 point scale the school average is 7.3 for students feeling as though they have someone at school who consistently provides encouragement and can be turned to for advice. For positive student teacher relations, 8.1 reflects that students strongly feel that teachers are responsive to their needs and encourages independence with a democratic approach. For expectations for success, 7.7 reflects that students feel that school staff emphasise academic skills and hold high expectations for all students to succeed.

69% of Aboriginal students feel good about their culture when at school and 82% feel that their teachers have a good

understanding of their culture. Less than 10% of students strongly disagreed in both these areas.

Regular contact was made to seek feedback about the school throughout the year from our Student Representative Council regarding PBL initiatives, school uniform and general feedback to changes within the school.

Two areas needing further enquiry and explicit focus is a positive sense of belonging for students and students being interested and motivated in their learning.

Staff

18 respondents completed the staff survey. This has increased from last year however still remains an area to increase to ensure staff voice is captured in 2023 survey data. Staff are surveyed in the eight drivers of student learning: Learning Culture, Data Informs Practice, Collaboration, Leadership, Parent Involvement, Inclusive School, Technology and Teaching Strategies.

In *Leadership*, staff indicated a strength is working with school leaders to create a safe and orderly environment. An area needing further consideration is increased observation and feedback of classroom practice by leaders.

In *Collaboration*, staff indicated strengths in talking with each other about strategies that increase student engagement and discussing learning problems to support student achievement. An area in need of further consideration is teachers being provided with helpful feedback about their teaching.

In *Learning Culture*, staff indicated strengths in monitoring the progress of individual students and setting high expectations for student learning. An area in need of further consideration is teachers talking with students about the barriers to learning.

In *Data Informs Practice*, staff indicated strengths in student assessments help them to understand where their students are at and using results from formal assessment tasks to inform lesson planning. An area in need of further consideration is providing examples of work to students that show the A-E scale of achievement.

In *Teaching Strategies*, staff indicated strengths in using two or more teaching strategies in most class periods and discussing with students ways of seeking help that will increase learning. An area for further consideration, is for students to be clear about what they are expected to learn.

In *Technology*, staff indicated strengths in students having the opportunity to use computers or other interactive technology for describing relationships among ideas or concepts and helping students to use computers or other interactive technology to undertake research. Two areas to focus on are supporting students to use interactive technology to track progress towards their goals and helping students to set goals for learning new technological skills.

In *Inclusive School*, all areas scored six and above. Staff indicated strengths in establishing clear expectations for classroom behaviour and specifically planning for the inclusion of students with special learning needs within class activities. An area for further consideration is to assist students with planning their assignments.

In *Parent Involvement*, staff indicated strengths in having regular contact with the parents of students with special learning needs and parents understanding the expectations for the students in their class. An area for further consideration is asking parents to review and comment on students' work.

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.