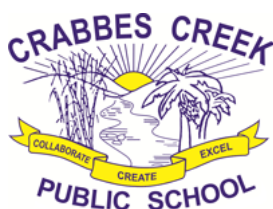


# 2022 Annual Report

## Crabbes Creek Public School



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## Introduction

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

Crabbes Creek Rd

Crabbes Creek, 2483

<https://crabbescrk-p.schools.nsw.gov.au>

[crabbescrk-p.school@det.nsw.edu.au](mailto:crabbescrk-p.school@det.nsw.edu.au)

6677 1255

## School vision

At Crabbes Creek Public School our vision is to nurture engaged individuals who are resilient, successful, and confident learners in an environment where teachers and students are challenged to improve each year through a diverse range of opportunities. Collaboration between the school and community provides a whole child focus where each child is known, valued, and cared for.

## School context

Crabbes Creek Public School (CCPS), with a current enrolment of 22 students, is a welcoming and friendly school in a rural area located on the far north coast of NSW, situated close to the Tweed Shire and Byron Shire border. A strong and vibrant community supports our school. The school's FOEI is 86 and ICSEA 901. School numbers have varied over the past ten years, with the student enrolments ranging from 22 to 40. The average enrolment over this period is 33.7 students. We anticipate that enrolments will increase over the next few years. Of the 22 students, one identifies as Aboriginal.

Through our situational analysis and external validation process, which Crabbes Creek Public School undertook in Term 4 2020, we have identified the need for a continued focus on embedding quality teaching practices in literacy and numeracy. What Works Best (WWB) identified assessment, use of data to inform practice, effective feedback, explicit teaching, and high expectations as elements to embed into the school culture. Using these high impact teaching strategies, as identified in WWB, will provide opportunities to improve teacher practice and ensure students achieve growth and attainment in their learning. Development in summative and formative assessment and the use of data to inform practice will mean our work with individual students will be responsive and closely monitored. Continual monitoring of student performance data will determine areas of need and achievement at the individual, class, and school levels. Collaboration with fellow small schools will continue over the next planning cycle. Such collaboration will provide staff with professional learning to improve knowledge, understanding and practice in our classrooms. This ongoing professional development will assist in the implementation of strategies to improve student learning and outcomes.

At Crabbes Creek PS students engage in their own learning through a wide range of experiences such as, targeted sporting and academic programs, mindfulness, PB4L, Visible Learning, creative arts, STEM, and outdoor education. Crabbes Creek Public School prides itself on providing diverse learning experiences and developing the whole child.

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

## Strategic Direction 1: Student growth and attainment

### Purpose

Our purpose is to Implement evidence based innovative practices that are responsive to student needs and facilitate strong student growth in reading and numeracy.

### 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.

- Use of Data to Personalise Learning
- Explicit Teaching

### Resources allocated to this strategic direction

**Socio-economic background:** \$11,492.10

**Low level adjustment for disability:** \$15,531.63

**Professional learning:** \$4,347.00

**English language proficiency:** \$2,400.00

**AP Curriculum & Instruction:** \$30,114.20

### Summary of progress

Our focus in this strategic direction was the use of data and explicit teaching to personalise learning. Literacy and numeracy were priorities. Teaching Sprints were used as an effective process to achieve manageable and incremental steps that improved practice in using data to personalise learning. Teaching Sprints were aligned with our assessment schedule with planning and assessment meetings held every five weeks. These meetings provided opportunities for collaborative data analysis, reflection and planning to inform the next Teaching Sprint. The data analysis identified connecting ideas, text structures and additive thinking as areas of focus based on student need and teaching practices to improve. The collection of formative assessment data included student work samples, teacher observations and reflections. The assessment schedule and programming and assessment meetings included using the formative assessment data to update PLAN 2 and deepen professional data talks at an individualised student level. The new role of Assistant Principal Curriculum Implementation was a key contributor to the programming and assessment meetings.

As a result of this strategic direction there is an embedded systematic process for the collection, tracking and collaborative analysis of assessment data to inform teaching. Instructional leadership drives the development of teacher practices in the use of formative assessment to inform teacher direction and reflection on teaching effectiveness. This means that data is being used to support teaching and learning and to develop effective-evidence-based teaching.

Next year there will be a focus on collaboratively developing formal structures to guide the development of individualised goals for students that are informed and monitored by the collection and analysis of valid data such as pre and post assessments, teacher observations and student work samples. Instructional leadership and learning will continue to be used in developing an embedded approach to continuous improvement of evidence based and differentiated teaching practices.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Improvement in the percentage of students achieving in the top two bands to be at or above the lower bound network target.	This target was not achieved.
Improvement in the percentage of students achieving in the top two bands to be above the lower bound network negotiated target in numeracy.	This target was not achieved.

Improvement in the percentage of students achieving expected growth in NAPLAN reading to be working towards the school's lower bound system-negotiated target of 60%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and carers throughout the year.
Improvement in the percentage of students achieving expected growth in NAPLAN numeracy to be above the schools lower bound system-negotiated target of 60%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and carers throughout the year.



## Strategic Direction 2: Engagement and success in learning for all

### Purpose

In order to provide a positive and aspirational learning culture we will develop an environment that guides and supports students to meet high expectations and promotes supportive and collaborative relationships between all stakeholders.

### Initiatives

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

- Learning Culture
- Wellbeing

### Resources allocated to this strategic direction

Professional learning: \$2,000.00

### Summary of progress

This strategic direction focused on positive learning and wellbeing. All staff commenced PB4L Tier 1 professional learning. This professional learning was disrupted by flooding, operating at an alternate site, transitioning to a pop-up school and the rebuild process. Weekly meetings were established to monitor students and staff wellbeing. The meetings provided opportunities to collaboratively analyse behaviour data and adjust the PB4L Behaviour Expectation Matrix to meet current needs. The fast and frequent award system was aligned to these needs and explicitly taught behaviours to reinforce. Following the floods, feedback from the student, parent and teacher body identified the value of mindfulness had decreased. Advice from School Psychologist and Senior Psychologist confirmed that during such a time of increased stress and alertness, mindfulness would be challenging for the children. Program reviews indicated that mindfulness lessons were not consistent with the introductory level of need required by the students. The MindUp Curriculum was identified as a program to be implemented from the initial introductory stages. With support from the Senior Psychologist and school counselling Telepsychology Rural and Remote Schools, the Zones of Regulation was identified as a program to provide a focus on proactively teaching healthy coping strategies, resilience and self-regulation. Training was provided in Term 3 and the program introduced in Term 4

Flooding and the recovery process had a significant impact on this strategic direction. Positive Behaviour for Learning has been maintained as an embedded practice in the school. The MindUp curriculum is explicitly taught and remains part of the learning culture to promote wellbeing and optimum conditions for learning. Zones of Regulation has been introduced as a means of proactively teaching healthy coping strategies, resilience, and self-regulation.

Next year staff will reengage with Positive Behaviour for Learning professional learning to extend whole school practices to Tier 2. The explicit teaching of the MindUp curriculum and Zones of Regulation will continue along with planned strategies to develop community understanding and a common language for parents/carers, students and staff.

### 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 (uplift) percentage of students attending more than 90% of the time by 26% or above.	There has been a decrease in the number of students attending greater than 90% of the time due to the complexities of the past few years, including flooding. The school will continue to work towards achievement of this target.
Proportion of students reporting expectations for success, advocacy, sense of belonging at school shows an uplift from the 2021 base line data.	Unable to report. Did not complete Tell Them From Me due to small cohort However student feedback is that they are known well by their peers and teachers feel cared for and are confident they know when and how to ask for help.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$69,946.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Crabbes Creek Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Funded students were supported in the playground and classroom allowing them to access the curriculum and wellbeing opportunities at their point of need.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue in 2023 as this model is successful.</p>
<p>Socio-economic background</p> <p>\$11,492.10</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Crabbes Creek Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Use of Data to Personalise Learning</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• collaborative support in the use of data to personalise learning and inform teaching and learning programs and practices.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> increased capacity to support students through data improved personalised learning and evidence-based teaching practices.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continue in 2023 as this model was successful.</p>
<p>Aboriginal background</p> <p>\$1,954.45</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Crabbes Creek Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• support Aboriginal Cultural education experiences.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> all students engaging in Indigenous cultural education experiences as well as the purchasing of targeted resources that included updating picture books and library literature to include Aboriginal perspectives.</p>



<p>Aboriginal background</p> <p>\$1,954.45</p>	<p><b>After evaluation, the next steps to support our students will be:</b> Implementing Personalised Learning Pathways for new enrolments.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Crabbes Creek Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Use of Data to Personalise Learning</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional teacher time to provide targeted support for EAL/D students and for development of programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> personalised and differentiated teaching and learning approaches for EAL/D students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continue as planned and reassess student learning needs.</p>
<p>Low level adjustment for disability</p> <p>\$15,531.63</p>	<p>Low level adjustment for disability equity loading provides support for students at Crabbes Creek Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Use of Data to Personalise Learning</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• release of teaching staff to coordinate maintenance of personalised learning plans.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> increased capacity to support students through personalised learning support.</p> <p><b>After evaluation, the next steps to support our students will be:</b> weekly release for SLSO to meet with classroom teacher to maintain and update personalised learning and wellbeing planning and interventions.</p>
<p>Location</p> <p>\$1,208.04</p>	<p>The location funding allocation is provided to Crabbes Creek Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> all children being able to access extra curricula activities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> extend initiative to include all students able to participate in incursions to broaden educational and cultural experience.</p>

<p>Professional learning</p> <p>\$6,347.00</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 Crabbes Creek Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Use of Data to Personalise Learning</li> <li>• Learning Culture</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• unpack evidence-based approaches to teaching and learning and exploring progressions, Australian Professional Standards and teacher personalised learning.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> teachers were supported to develop capacity to implement evidence-based practices and differentiated learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continued in 2022 and adjusted dependent upon evaluation of needs as identified LEED project and informed by What Works Best.</p>
<p>QTSS release</p> <p>\$5,171.45</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Crabbes Creek Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to assist teachers to collaboratively align professional learning and programming to the Strategic Improvement Plan and develop capacity of all staff.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Teachers being supported in their capacity to implement evidence-based practices and programming.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continuation of support to develop quality teaching strategies.</p>
<p>COVID ILSP</p> <p>\$14,160.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 3 sessions per week for individual and small group reading and numeracy intervention.</p>

COVID ILSP \$14,160.00	<b>After evaluation, the next steps to support our students will be:</b> continued in 2023 as this model was successful.
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## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	16	11	12	12
Girls	18	13	14	10

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	86.5	75.8	90.0	93.6
1	85.1	72.9	62.2	91.0
2	90.5	85.0	88.5	
3	83.8	73.3	88.5	66.8
4	89.8	77.4	70.5	88.6
5	97.2	81.1	89.1	40.0
6	86.0	95.3	83.5	81.8
All Years	87.5	77.7	86.2	78.0
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	
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	87.3

### Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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

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

## Management of non-attendance

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Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	0.2
Classroom Teacher(s)	1.73
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

\*Full Time Equivalent

### Workforce composition statement

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

### Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

### Aboriginal and Torres Strait Islander school workforce composition

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

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.



## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	84,871
<b>Revenue</b>	870,729
Appropriation	772,416
Sale of Goods and Services	1,004
Grants and contributions	24,121
Investment income	878
Other revenue	72,311
<b>Expenses</b>	-784,699
Employee related	-683,224
Operating expenses	-101,476
<b>Surplus / deficit for the year</b>	86,030
<b>Closing Balance</b>	170,901

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

## Financial summary - Equity loadings

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	69,946
<b>Equity Total</b>	31,378
Equity - Aboriginal	1,954
Equity - Socio-economic	11,492
Equity - Language	2,400
Equity - Disability	15,532
<b>Base Total</b>	534,210
Base - Per Capita	6,570
Base - Location	1,208
Base - Other	526,432
<b>Other Total</b>	50,286
<b>Grand Total</b>	685,819

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

## School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Feedback from parents, carers and community identified they valued the supportive and nurturing small school culture. They are confident students are known, cared for and valued with individual needs catered for. An active P&C provides confidence in strong community school partnerships.

Students report their individual efforts and trying is recognised as the basis for being successful learners and that they are supported by teachers to engage in challenge. They report they value their small school environment and whole school end of term celebrations, extra curricula, and cultural activities and that these activities provide a sense of fun and a positive learning environment. Student feedback is the resources provide for a positive and engaging learning environment.

Teachers report a collaborative environment that is focused on meeting students' wellbeing and learning needs. Their feedback is that each teacher is confident that relationships with families are positive and support effective student teacher interactions and a positive learning environment.

# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

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All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.