

2022 Annual Report

Delungra Public School



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Introduction

The Annual Report for 2022 is provided to the community of Delungra 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

Our vision is to guide, inspire and challenge students to become happy, confident, motivated, reflective and creative learners. The students of Delungra Public School will be provided with learning opportunities which aim to prepare them for a rapidly changing world and enhance their ability to thrive in future learning and employment.

School context

Delungra Public School is a small school situated 38km west of Inverell on the Gwydir Highway. The school is made up of students who live on farms in the local area or live in the village of Delungra. The students at Delungra Public School enjoy a wide variety of high quality learning opportunities in a safe, supportive and focused environment.

The school is situated in large idyllic grounds that are a wonderful place for our students to learn and are home to many koalas which is our local Aboriginal totem. The school has a well established Koala Rescue Project that engages our students in the rebuilding of koala habitat and reinforces the significance of koalas to our area.

Delungra Public School is classified as a rural and remote school. The students are given access to a wide range of opportunities that are not available in the township of Delungra.

There are two permanent classroom teachers, one of which is a teaching principal, and three part time teachers. All teachers meet the professional requirements for teaching in NSW public schools.

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

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to foster a culture that is strongly focused on learning, the building of educational aspiration and ongoing improvement in reading and numeracy. Teachers respond to trends in student achievement data at an individual, group and whole school level.

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.

- Teaching Reading and Numeracy
- Data Driven Practices

Resources allocated to this strategic direction

COVID ILSP: \$11,000.00

Socio-economic background: \$1,000.00

Literacy and numeracy: \$0.00

Summary of progress

Our focus for 2022 was on the use of highly effective teaching practices to improve phonics and phonemic awareness and to enhance our data collection and analysis practices.

Teachers evaluated and refined practices to improve the teaching of phonics and phonemic awareness and adapted teaching and learning programs to reflect these enhancements. School data demonstrated improved student results in phonics and phonemic awareness, students also demonstrated the ability to transfer this knowledge to other learning in particular the areas of reading and writing. Throughout the year students, teachers, parents and carers and external service providers have reflected positively about our phonics and phonemic awareness teaching. Scope and sequences, procedures and programs have been successfully revised to embed our enhanced phonics and phonemic awareness teaching practices into the future.

Using the expertise gained through professional development sessions, teachers have continued to review and refine the Assessment Procedure Guidelines to effectively support teachers' consistent, evidence-based judgement and moderation of tasks. Teachers' reflections indicated that they can expertly analyse student progress and achievement data to guide learning and differentiation at individual, group and whole school levels.

Next year the focus for literacy and numeracy will be multiplicative strategies and oral language. The school will also continue to develop our data analysis skills and tools.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
• The proportion of students demonstrating expected growth in reading as identified through the Essential Assessment-Reading subtests is trending towards 60%.	Essential Assessment data indicates the percentage of students demonstrating expected growth in reading is trending towards our target.
• The proportion of Year 3 and 5 students achieving in the top 2 NAPLAN bands in reading will be at or above the system-negotiated, Namoi Small Schools, lower bound target of 43.9%.	Cohort size does not allow the publication of percentages, however, individual student progress is reported directly to parents and carers throughout the year. School-based data has demonstrated growth towards this target.
• The proportion of Year 3 and 5	Cohort size does not allow the publication of percentages, however,

<p>students achieving in the top 2 NAPLAN bands in numeracy will be at or above the system-negotiated, Namoi Small Schools, lower bound target of 27.6%.</p>	<p>individual student progress is reported directly to parents and carers throughout the year. School-based data has demonstrated growth towards this target.</p>
<ul style="list-style-type: none"> • The proportion of students demonstrating expected growth in numeracy as identified through the Essential Assessment-Numeracy subtests is trending towards 60%. 	<p>Essential Assessment data indicates that the percentage of students demonstrating expected growth has increased.</p>

Strategic Direction 2: Highly Effective Teaching and Learning Practices

Purpose

Our purpose is to systematically promote and implement aspirational and effective explicit teaching methods for continuous school improvement. The highest priority is given to evidence based teaching strategies for learning excellence.

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.

- High Quality Teaching
- Students As Effective Learners

Resources allocated to this strategic direction

Socio-economic background: \$6,000.00

Summary of progress

Evaluate and expand the expertise and use of technology as a tool to enhance student engagement and learning was a major focus for 2022.

Teaching and learning programs demonstrated increased use of technology as a learning tool., evidence of revisions and adjustments based on consistent and reliable student assessment and continuous tracking of student progress and achievement. Teachers differentiated their lessons to meet the needs of students, through the inclusion of technology including adjustments to support learning or increase challenge. Teachers and students increased their confidence and skill with the use of technology.

During the process of revamping our effective learning qualities and the learning dip, students improved their understanding of and affinity with them. Quality feedback and evaluation from the students was paramount in the creation of these resources.

During 2023, the effective learner qualities and the learning dip will be shared with the community and building their understanding of our learning culture will be a focus.

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
Establish practices that result in movement towards 'Excelling' in the theme 'Data Skills and Use'.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of data skills and use.
At least 50% of students achieving growth in their ability to articulate the characteristics of an effective learner and have a clear understanding of what they are learning, how they are progressing and where to next.	Analysis of the Effective Learner Rubric indicates an increase in the percentage of students articulating the characteristics of an effective learner, learning dip and where they are in their learning.

Strategic Direction 3: Wellbeing and Positive Community Connections

Purpose

Our purpose is to foster a culture of optimum learning success based upon strategic wellbeing strategies and positive and respectful relationships, alliances and partnerships. This will support the wellbeing of all students to connect, succeed, thrive and learn.

Initiatives

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

- Student Wellbeing
- Community As Promoters Of Learning

Resources allocated to this strategic direction

Aboriginal background: \$8,000.00

Socio-economic background: \$1,000.00

Summary of progress

During 2022, our yarning circle's official opening was facilitated by the elders of our community with a large school community in attendance. The school Koala Rescue Project was successfully expanded to include community education, cultural perspectives and plantings.

The inclusion of The Resilience Project and additional transition programs to our extensive wellbeing framework, resulted in higher student engagement.

Our parent and community engagement strategies were expanded and received positive feedback from all stakeholders.

In 2023 Delungra Public School will focus on expanding the schools' digital presence and community engagement activities.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
• The proportion of Year 1 to 6 students attending school at least 90% of the time will be trending towards the system-negotiated lower bound target of 75%.	In 2022 the school recorded an attendance rate of 87.7%, which is above the state average of 84.2%. Attendance was significantly impacted by COVID and student illnesses.
Evaluate and redesign Wellbeing Awareness Tool and re-establish a baseline.	During 2022 evaluations of our Wellbeing Awareness Tool resulted in a simplified version of the tool ready for implementation in 2023.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$13,735.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Delungra Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs. <p>The allocation of this funding has resulted in the following impact: funded students being able to effectively engage in learning, playground and extra curricula activities. All of the funded students demonstrated significant progress towards their personal learning goals.</p> <p>After evaluation, the next steps to support our students will be: in 2023 this funding will no longer be available to Delungra Public School.</p>
<p>Socio-economic background</p> <p>\$54,458.53</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Delungra 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"> • Teaching Reading and Numeracy • High Quality Teaching • Student Wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through a range of high quality strategies to support student learning, • employment of additional staff to support target teaching implementation, • resourcing to increase equitability of resources and services, • purchase of library resources and library support, and • intensive swimming and sporting opportunities. <p>The allocation of this funding has resulted in the following impact: facilitation of high quality wellbeing activities and strategies whole school. All students had access to excursions and incursions as well as additional support in literacy and numeracy activities. Teaching and learning resources including computers and library books were renewed and expanded for use across the school.</p> <p>After evaluation, the next steps to support our students will be: to continue providing opportunities for students to participate in incursions and excursions, intensive swimming and wellbeing activities, and to provide additional Professional Development for staff and resources for student learning.</p>
<p>Aboriginal background</p> <p>\$38,943.52</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Delungra 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</p>

<p>Aboriginal background</p> <p>\$38,943.52</p>	<p>including:</p> <ul style="list-style-type: none"> • Student Wellbeing • Community As Promoters Of 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 SLSO to work as Literacy and Numeracy mentor with students performing below the expected stage level, and • community consultation and engagement to support the development of cultural competency and expand our Koala Rescue Project. <p>The allocation of this funding has resulted in the following impact: the creation and opening of our yarning circle, cultural garden and totem sculpture. The funding also provided targeted support for Aboriginal students to engage and succeed in literacy and numeracy activities.</p> <p>After evaluation, the next steps to support our students will be: cultural visits by local elders will help to enhance the cultural perspectives in our lessons and units of work that utilise our yarning circle. Continuation of our Koala Rescue Project and cultural plantings.</p>
<p>Low level adjustment for disability</p> <p>\$32,031.40</p>	<p>Low level adjustment for disability equity loading provides support for students at Delungra 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students, • providing support for targeted students within the classroom through the employment of a LaST, and • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students. <p>The allocation of this funding has resulted in the following impact: an increase of students achieving at or above expected growth in school based data. Students, parents and caregivers reported improvement in students academic growth.</p> <p>After evaluation, the next steps to support our students will be: to provide continued support for identified students through the employment of 0.2 laST.</p>
<p>Location</p> <p>\$10,799.86</p>	<p>The location funding allocation is provided to Delungra 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"> • 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 • incursion expenses. <p>The allocation of this funding has resulted in the following impact: increased subject opportunities and choices for students.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>Location</p> <p>\$10,799.86</p>	<p>developing and delivering student learning opportunities with other schools in the Sapphire Community of Schools (SCoS) to increase collaboration and overcome isolation.</p>
<p>Professional learning</p> <p>\$8,022.36</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 Delungra 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching phonics and phonemic awareness to improve students reading and writing. <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed effective practices in the explicit teaching of numeracy, phonics and phonemic awareness, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be: personalised and targeted professional learning in the form of mentoring and co-teaching.</p>
<p>QTSS release</p> <p>\$5,401.29</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Delungra 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"> • Other funded activities <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. <p>The allocation of this funding has resulted in the following impact: teachers embedding evidence-based, high impact teaching strategies within their classroom practice. Increased differentiation also occurred as a result of data analysis and student identified area of need.</p> <p>After evaluation, the next steps to support our students will be: to provide additional mentoring for teachers to implement the K-2 and prepare to implement the 3-6 syllabi.</p>
<p>COVID ILSP</p> <p>\$11,000.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Teaching Reading and Numeracy • 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 additional staff to support targeted, identified students requiring intensive support through small group tuition in literacy and numeracy.

COVID ILSP

\$11,000.00

The allocation of this funding has resulted in the following impact:
the participating students demonstrating growth on the the literacy and numeracy progressions in their targeted focus areas.

After evaluation, the next steps to support our students will be:
to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	24	19	21	16
Girls	10	7	7	7

Student attendance profile

School				
Year	2019	2020	2021	2022
K	90.6	95.5	89.5	93.0
1	81.9	96.5	89.4	88.0
2	83.8	79.5	81.1	87.2
3	96.2	71.6	90.0	75.0
4	93.6	90.9	73.9	88.5
5	88.4	94.5	83.2	85.2
6	92.3	89.5	90.8	89.8
All Years	89.3	86.9	87.5	88.2
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)	0.2
Classroom Teacher(s)	1.3
Learning and Support Teacher(s)	0.2
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 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	80,989
Revenue	766,139
Appropriation	749,039
Sale of Goods and Services	1,496
Grants and contributions	14,809
Investment income	794
Expenses	-720,915
Employee related	-627,203
Operating expenses	-93,712
Surplus / deficit for the year	45,224
Closing Balance	126,213

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	39,767
Equity Total	125,433
Equity - Aboriginal	38,944
Equity - Socio-economic	54,459
Equity - Language	0
Equity - Disability	32,031
Base Total	518,750
Base - Per Capita	7,075
Base - Location	10,800
Base - Other	500,876
Other Total	72,886
Grand Total	756,836

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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

Community consultation and feedback is very important for Delungra Public School as we analyse responses to enhance the processes, facilities and educational delivery of the school. As we are a small school, we have many opportunities to interact with our stakeholders. Parents/caregivers and students have grown in confidence and are more willing to engage in providing feedback to their school throughout the year. Information received has increased in positivity and is more focused on possible improvement ideas rather than problems. Student voice is an important part of our improvement and evaluation process and the school regularly engages the students in feedback opportunities on a wide range of school activities including but not limited to school events and activities, classroom practice, new strategies of teaching and school programs. Student responses are regularly published in our school newsletters, inviting further conversation.

During 2022 a large portion of our students, parents and caregivers were asked the following questions:

1. What do you like about Delungra Public School or what are the strengths of the school?
2. What do you think could be improved?
3. If you could introduce something new to the school what would it be?
4. All our students have received target teaching this year. What do you think this has done for your child?
5. Do you have any suggestions of how you would like to be more involved with the school?

The school received predominately positive feedback. A summary of their responses are presented below:

The parent and caregivers stated they loved the size of the school and what it offers their children. There were many comments that the school felt like a family, it is a strong community focused school, the staff/ teachers are helping all children and that the staff were friendly to everyone. Our target teaching once again received extremely positive feedback. Some of the comments were "I have noticed a big improvement", " It has done wonders for my child" and "My child is now able set his own targets to work towards". The P&C received lots of positive comments and many wanted to assist more. The school always appreciates feedback to improve our school, some of the suggestions included ideas with how to support students at home like the the target teaching sessions, more homework, an industrial sized fan under the cola for community functions and more fun days like our end of year event.

Students feedback about target teaching sessions were extremely positive in 2022. Students indicated that it had helped them to be better at maths and reading. As usual the students stated that they loved having koalas, chickens and gardens in our school.

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.