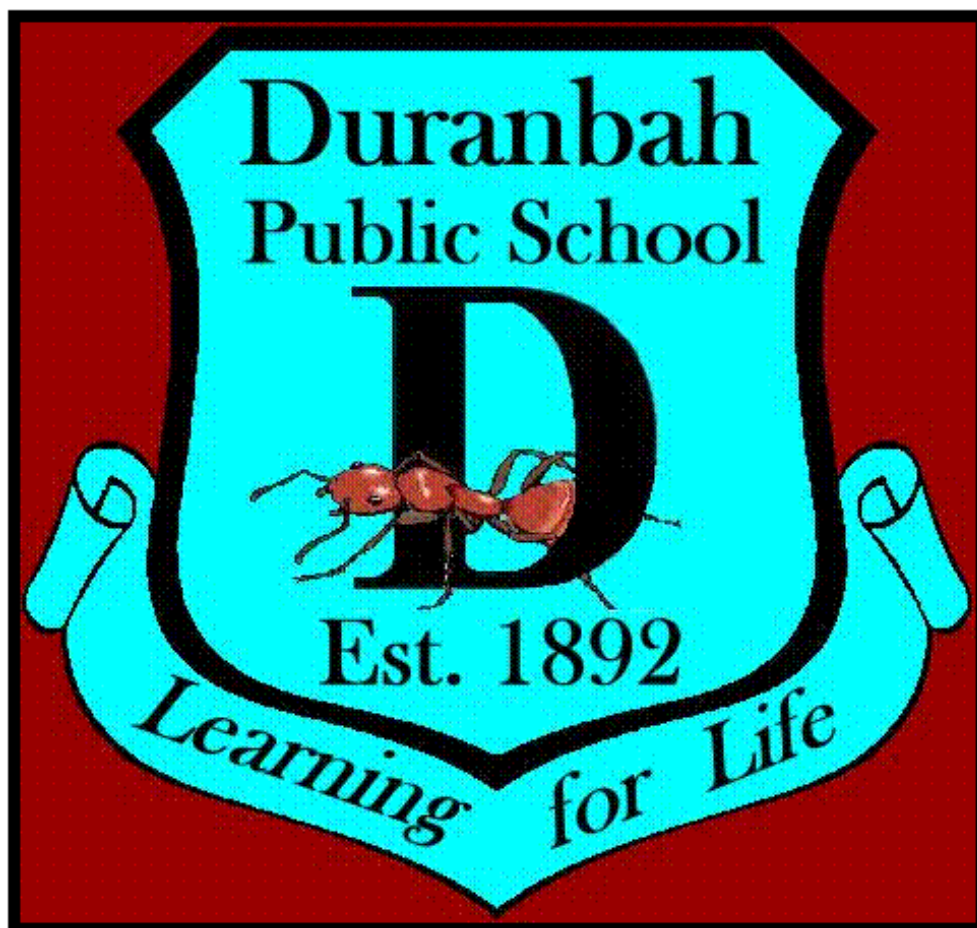


2022 Annual Report

Duranbah Public School



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Introduction

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

Duranbah Public School

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School vision

At Duranbah Public School, we strive for excellence utilising best practice pedagogy and technology, and maximise each students' potential with a focus on resilience, reflection and confidence. We provide success for students through programs strengthening their academic, creative and critical skills, and explicitly teach the values of respect and accountability. Through high expectations and a close connection with our community, we nurture a culture of inclusivity, empathy, honesty and optimism.

School context

Duranbah Public School, with a current enrolment of 67 students, is a small school located in the Far North Coast of New South Wales. It is situated approximately 15km south of Tweed Heads and has a long and proud history (established in 1892). School numbers have fluctuated over the past eight years, progressively increasing from 26 in 2017, to the current population. We anticipate that current enrolment numbers will sustain in the foreseeable future. Our Aboriginal student population is 4.5% and fluctuates significantly. We have one EAL/D student. Parents and carers are valued as partners in the educational journeys of all students and participate in a variety of school and student centred activities. Multi-age classrooms provide quality differentiated learning programs through best-practice pedagogies. All staff are committed life-long learners and lead by example, and students utilise quality technology throughout all aspects of their learning. Wellbeing programs explicitly teach students to be tolerant of others, aware of their own mental and physical health needs and be accountable for their learning and choices. Students are explicitly taught how to maintain a growth mindset, demonstrate leadership skills through their actions and always strive for their individual personal best. The school has a dynamic sustainability program where students learn and understand the important aspects of waste management, gardening, animal management and responsible water use. The school has a strong learning and support program, where all stakeholders in student's progress work closely together to maximise achievement. Our school is committed to providing students with opportunities for quality creative opportunities, including music tuition, visual arts and multi-media. Students are provided with a variety of interactive sporting and physical activities and are able to participate in a range of enrichment opportunities. Our Motto; 'Learning for Life' is evident in everything we do.

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	Sustaining and Growing
LEARNING: Assessment	Excelling
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
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	Excelling
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to develop engaged, self-directed and resilient learners through a focussed approach to ongoing professional learning for best-practice pedagogies. Teachers will respond to trends in student achievement, at individual, group and whole school levels.

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.

- Instructional Practice
- Data and Assessment
- High impact professional learning

Resources allocated to this strategic direction

QTSS release: \$11,607.02

Low level adjustment for disability: \$30,012.42

AP Curriculum & Instruction: \$30,114.20

English language proficiency: \$2,400.00

Literacy and numeracy: \$27,584.97

Location: \$982.64

Professional learning: \$8,050.68

Summary of progress

*Progression Data was consistently tracked across the school. Professional Learning and the required support through identified programs led by our AP, C&I (QTSS) facilitated this consistency and provided sustainable practices. Further support provided training and expertise for the relevant areas to be tracked K-6. The data produced enabled the analysis and evaluation of classroom and support practice efficacy.

*A school-wide review of assessment practices occurred. This was analysed along with best practice resources including 'What Works Best', utilising both Departmental and in-house procedures and incorporating all aspects of assessment. The resulting Assessment schedule provides staff with a planned approach to effective assessment.

*Training and resources were attained for the effective implementation of Tier 2/3 interventions for students. MiniLit, MacqLit and The Centre for Effective Reading programs were utilised to support the identified needs of students.

*The teaching of phonics across the early years was evaluated. From this, best practice professional learning was provided, resources were attained and an effective and planned approach was updated to include a synthetic phonics program, decodable texts and updated resources.

*A new resource and approach to the teaching and assessment of mathematics was trialled. Essential Assessment provided a triangulation of learning evidence, new learning resources and evidence for progression tracking.

*High impact professional learning aligning with the Strategic Improvement Plan (SIP) took place throughout the year. This included MiniLit and MacqLit programs, phonics, Autism Spectrum Disorder whole school training, and specific professional learning for staff to support their own Performance and Development Plans (PDPs).

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
Effective assessment procedures will provide the evidence needed to adjust effectively and differentiate teaching and learning programs.	Ongoing and effective assessment procedures informed funding for identified support programs.

Uplift from the previous reporting period in the percentage of students achieving expected growth in NAPLAN Reading, working towards the system-negotiated lower bound target.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Uplift from the previous reporting period in the percentage of students achieving expected growth in NAPLAN Numeracy, working towards the system-negotiated lower bound target.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

Strategic Direction 2: Student engagement and wellbeing.

Purpose

Our purpose is to ensure planning for learning success is informed through analysis of learning and well-being data with consultation and collective responsibility from parents and carers.

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 dispositions
- Mindfulness and the growth mindset
- Connection to learning

Resources allocated to this strategic direction

Socio-economic background: \$7,336.98

Aboriginal background: \$2,664.90

Summary of progress

Progress towards achievement of the annual progress measures included:

*Whole staff training was provided in the Understanding, Assessment and Planning Interventions to support students diagnosed with Autism Spectrum Disorder (ASD).

*The establishment of a 'Magic Minds' program for students to build their individual capacity to internally reflect, utilise calming techniques and build resilience.

*The sustainability program continued and grew. New grants provided fruit trees, irrigation, water storage and an Indigenous pathway for the students to engage with.

*The Growth Mindset was explicitly taught and embedded throughout the school.

*The MARP (Maths Action Research Project) provided Professional Learning in Mindsets around Mathematics learning.

*Students were provided with a voice in the activities of the school through the Student Representative Council (SRC).

*Provision was made for learning support staff to connect with parents of students with additional needs to review NDIS plans and assist with closer liaison between the school and home.

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 school uses a comprehensive and integrated strategy to support the cognitive, emotional, social, physical and spiritual well-being of students within a context of quality teaching and learning.	The integrated strategy has resulted in a significant decline in the need for student reflection, demonstrating increased student accountability and more successful behavioural choices. This is evidenced by reflection records revised regularly.
An uplift in the percentage of students from the previous reporting period attending school greater than 90% of the time, working towards the system negotiated lower bound target.	There has been a decrease in attendance from the previous reporting period of 22.7%. This can be attributed to the Flood Emergency of the Northern Rivers area beginning in March 2022.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$205,265.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Duranbah 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. • staffing release for targeted professional learning. • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs). • staffing release to build teacher capacity around behaviour intervention/ curriculum adjustments. • consultation with external providers for the implementation of strategies supporting students with ASD. • employment of staff to provide additional support for students who have high-level learning needs. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • all eligible students demonstrating progress towards their Personalised Learning Goals. All PLSPs were regularly updated and responsive to student learning needs. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • to continue adjusting the use of Integration Funding throughout the year in response to student PLSP reviews to ensure funding is used to specifically address each student's support needs.
<p>Socio-economic background</p> <p>\$7,336.98</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Duranbah 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"> • Connection to learning <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 ASD professional learning to support student learning. • resourcing to increase equitability of resources and services. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • the engagement of students in learning through a 'High potential' program. This program served as a professional learning aspect through a team teaching approach. It engaged students using activities in design, ICT, drama and multimedia and sustainability. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • to continue the program in order to build the skills of the students and staff and to increase students' levels of engagement in their learning.
<p>Aboriginal background</p> <p>\$2,664.90</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Duranbah 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>Aboriginal background</p> <p>\$2,664.90</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"> • Connection to learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans. • employment of additional staff to support literacy and numeracy programs. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • an increase in Aboriginal families engaging in the PLP process. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • to continue our focus on differentiation and personalised support for Aboriginal students.
<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 Duranbah 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"> • Instructional Practice <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. • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds. • withdrawal lessons for small group (developing) and individual (emerging) support. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • improved learning outcomes for identified students. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • to continue delivering targeted support programs for students.
<p>Low level adjustment for disability</p> <p>\$30,012.42</p>	<p>Low level adjustment for disability equity loading provides support for students at Duranbah 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"> • Instructional Practice <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 and whole school setting. • targeted students are provided with an evidence-based intervention Multi-Lit and Mini-Lit to increase learning outcomes. • targeted students are provided with an evidence-based intervention in partnership with the Centre for Effective Reading 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. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • the school achieving a more consistent approach to student learning support and interventions.

Low level adjustment for disability \$30,012.42	<p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> to continue ongoing support for students with additional needs.
Location \$982.64	<p>The location funding allocation is provided to Duranbah 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"> Instructional Practice <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. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> increased opportunities and choices for students. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> to continue our focus on the provision of opportunities for students.
Professional learning \$8,050.68	<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 Duranbah 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"> High impact professional learning <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 writing and explore modelled, interactive, guided and independent writing. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> teaching practices have been evaluated and aligned with best practice strategies. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> to continue reviewing and evaluating pedagogical practices.
Literacy and numeracy \$27,584.97	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Duranbah Public School from Kindergarten to Year 6.</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"> Instructional Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> staff training and support in literacy and numeracy. resources to support the quality teaching of literacy and numeracy. targeted professional learning to improve literacy and numeracy. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> increased student learning outcomes. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> to continue to support student learning outcomes in literacy and numeracy.
QTSS release	<p>The quality teaching, successful students (QTSS) allocation is provided to</p>

<p>\$11,607.02</p>	<p>improve teacher quality and enhance professional practice at Duranbah 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"> • Instructional Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • 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:</p> <ul style="list-style-type: none"> • improved staff capacity to provide quality differentiated learning programs. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • to continue to improve through mentoring activities.
<p>COVID ILSP</p> <p>\$19,824.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • providing intensive small group tuition for identified students who were identified as having been below expected levels for Literacy and Numeracy. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • students in the program achieved significant progress towards achieving their identified goals. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • to continue providing identified support for targeted students.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	30	31	29	31
Girls	27	29	29	34

Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.5	95.6	91.5	91.8
1	93.6	94.1	94.9	87.2
2	89.6	95.7	92.1	92.6
3	87.1	85.8	94.8	85.2
4	93.6	91.3	91.3	89.9
5	94.2	89.4	85.5	88.8
6	85.0	96.8	84.1	84.3
All Years	89.9	93.0	91.5	89.1
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

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

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

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	0.2
Classroom Teacher(s)	2.4
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration and Support Staff	1.41

*Full Time Equivalent

Workforce composition statement

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

Aboriginal and Torres Strait Islander workforce composition

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

Aboriginal and Torres Strait Islander school workforce composition

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

Financial information

Financial summary

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

	2022 Actual (\$)
Opening Balance	16,193
Revenue	1,210,568
Appropriation	1,127,566
Sale of Goods and Services	5,884
Grants and contributions	76,129
Investment income	374
Other revenue	615
Expenses	-1,185,555
Employee related	-1,050,695
Operating expenses	-134,860
Surplus / deficit for the year	25,013
Closing Balance	41,207

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	205,265
Equity Total	42,414
Equity - Aboriginal	2,665
Equity - Socio-economic	7,337
Equity - Language	2,400
Equity - Disability	30,012
Base Total	716,449
Base - Per Capita	14,655
Base - Location	983
Base - Other	700,811
Other Total	73,520
Grand Total	1,037,648

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

In our annual school satisfaction survey:

-88.2% felt the school maintains a culture of high expectations and improvement.

-100% felt that positive, respectful relationships among staff and students are evident.

-88.2% felt that the school caters for students' individual needs.

-94.1% felt the school is welcome to parents' feedback, contributions and participation.

-94.1% felt the school provides engaging activities for students to be involved in.

This data was attained through an online survey shared with all school parents and carers, inviting them to contribute their opinions.

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.