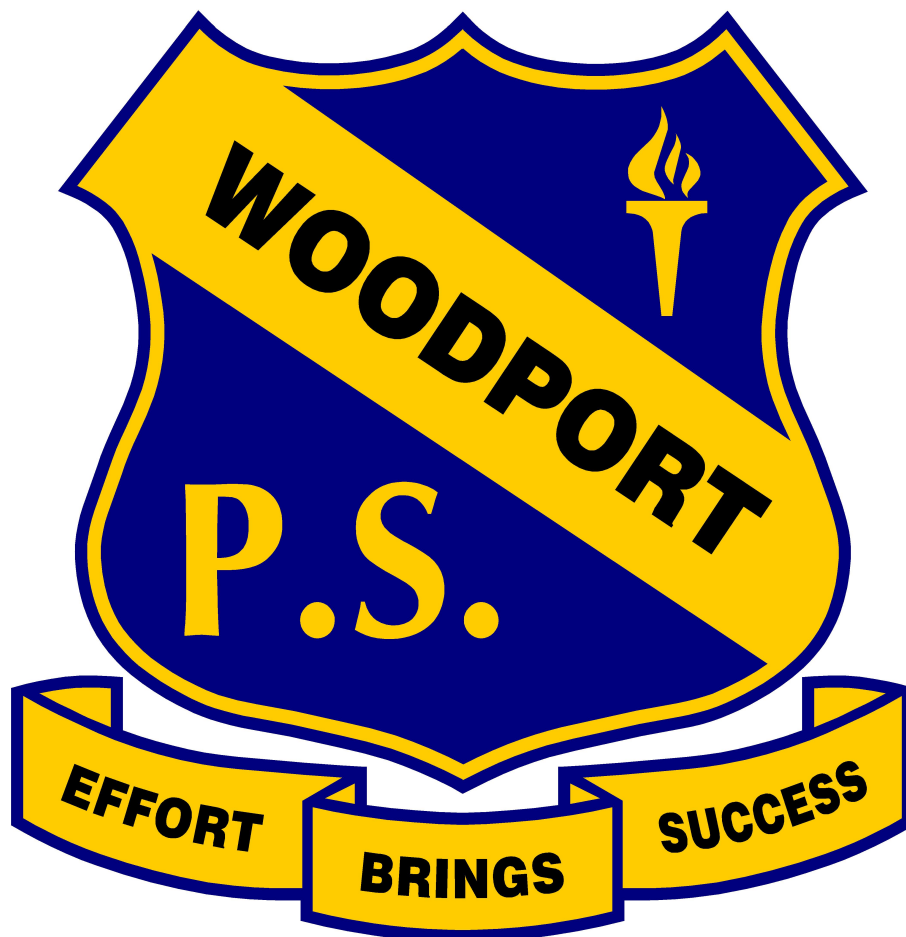


2022 Annual Report

Woodport Public School



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Introduction

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

Woodport Public School is committed to nurturing an inclusive, collaborative learning culture, and fostering high expectations for staff and students. We empower students to be responsible, active citizens so they can lead rewarding lives as engaged members of society.

School context

Woodport Public School is located on the Central Coast of NSW. The school works alongside the community and caters for students in Kindergarten to Year 6. Woodport Public School has 43 staff members and a student enrolment of 444. Students come from a wide range of socioeconomic backgrounds with 4% of students identifying as Aboriginal and 18% from an English as an Additional Language or Dialect (EAL/D) background. We have strong links to Erina High School and each of its partner primary schools within the Erina Learning Community (ELC) as well as the Tjudibaring Local AECG and the local community.

The school culture is based on connectedness, inclusion and belonging with students, staff, parents and the wider community working together to promote excellence. Woodport Public School values a K-6 approach to Positive Behaviour for Learning, promoting safe, respectful behaviour in and out of the classroom. Students are encouraged to be lifelong learners and to always strive for personal best.

Our continued focus is on delivering quality teaching programs with an emphasis on improving literacy and numeracy outcomes. The school embeds and integrates technology, STEM (Science, Technology, Engineering and Mathematics) and Creative and Critical Thinking opportunities into teaching and learning experiences. Extra-curricular opportunities in sport, robotics, dance, public speaking, band and choir enable our students to excel through a range of different experiences.

The school has completed a situational analysis that has identified three areas of focus for the Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in the previous school planning cycles. The whole school community was consulted in a thorough situational analysis followed by the development of the Strategic Improvement Plan. The three main focus areas are Student Growth and Attainment, Quality Teaching and Quality Assessment.

Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in reading and numeracy. The executive team also collated data from PAT tests and the online check-in assessments to identify specific areas of need.

Teachers will continue to successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted. Our work with individual students will be responsive and closely monitored with targeted support provided where growth is not evident.

A strong focus on collaboration and mentoring across the school will drive the implementation of quality teaching and learning programs. Teachers will continue to take part in Quality Teaching Rounds, where professional dialogue is both recognised and valued to improve student outcomes.

Staff will engage in data analysis and pre and post assessments will be carried out, to determine 'where to next' for students. Structures will be put in place to identify students' individual needs. Work will take place on developing quality summative and formative assessment tasks, improving data collection practices and developing greater consistency of judgement within and across the school. Continual monitoring of student performance data will determine areas of need and success at a class and school level. The involvement of the whole school community in this process will be essential for success.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	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	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students

Initiatives

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

- Personalised Learning
- Data Driven Practices

Resources allocated to this strategic direction

Socio-economic background: \$35,000.00

Integration funding support: \$269,679.59

Low level adjustment for disability: \$90,392.70

Professional learning: \$3,500.00

Summary of progress

In 2022, our school focused on deepening our understanding of data driven practices and the use of visible learning, learning intentions and success criteria (LISC) to support student learning. Teachers engaged in high impact professional learning in using assessment and data to identify areas of need and design explicit teaching for whole class, group and individual learning experiences. School leaders participated in the next stages of LEED - Leading Evaluation, Evidence and Data, to gain a deeper understanding of the use of data to drive whole school improvement and further build staff expertise. In addition, further work was completed on how to provide quality feedback to students. Staff also participated in professional learning around the High Potential Gifted Education (HPGE) policy to strengthen our work with high potential students. This included designing processes to track, identify and support high potential and gifted students. Teachers also participated in significant work around embedding learning intentions and success criteria into classroom practice based on a strong analysis of assessment data which included collaborative programming and lesson design, lesson observation, team teaching and teacher mentoring and coaching.

Our focus on personalised learning and data driven practices resulted in teams regularly collaborating during dedicated data days and regular grade meetings, to deepen their evaluative practices and drive teaching and learning programs. As a result of this work, teachers felt more confident using data to develop explicit teaching and learning activities with a significant proportion feeling extremely confident.

Our work around learning intentions and success criteria has been particularly successful and has led to increased confidence amongst the staff to use learning intentions in their classrooms. Stage teams have worked together to plan lessons where LISC is more student centred and staff reported this collaborative planning time was valuable in their own personal learning journey. In addition, students in Years 3 to 6 are now able to articulate their personal learning goals and what they need to work on in order to improve. They are becoming more self-reflective and self-directed.

In 2023, we will continue to build our expertise in data driven practices as well as LISC with an additional focus on Explicit Teaching and Feedback.

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
An uplift of 5.2% of students achieving in the top two bands in numeracy from 40.8% (baseline) to 46%	<i>2022 NAPLAN data indicates 41% in the top two skill bands for numeracy, achieving a 6% uplift from the previous year with a further 5% required to reach the system negotiated target.</i>
System Negotiated Targets:	<i>2022 NAPLAN data indicates 57% in the top two skill bands for reading, achieving an uplift of 7.35%, exceeding the system negotiated target by</i>

An uplift of 6.1% of students achieving in the top two bands in reading to achieve the lower bound (minimum) target	1.25%.
The proportion of Year 5 students on an upward trajectory in reaching the lower bound (minimum) target of 59.8% by 2023. An uplift of 2% of students achieving at or above expected growth in NAPLAN Reading (57.3% for 2022)	<i>Due to COVID-19, 2022 Year 5 students did not complete the Year 3 NAPLAN assessment in 2020, so no expected growth was recorded.</i>
The proportion of Year 5 students on an upward trajectory in reaching the lower bound (minimum) target of 62.5% by 2023. An uplift of 2% of students achieving at or above expected growth in NAPLAN Numeracy (61% for 2022)	<i>Due to COVID-19, 2022 Year 5 students did not complete the Year 3 NAPLAN assessment in 2020, so no expected growth was recorded.</i>
<p>41% of Year 4 students achieving in the top three bands (Stanines 7-9) in PAT Reading (Year 3 students who were enrolled in 2021)</p> <p>48% of Year 4 students achieving in the top three bands (Stanines 7-9) in PAT Maths (Year 3 students who were enrolled in 2021)</p>	<p><i>48.93% of Year 4 students who were enrolled in Year 3 in 2021 achieved in the top 3 Stanines in PAT reading (23 out of 47 students).</i></p> <p><i>44.68% of Year 4 students who were enrolled in Year 3 in 2021 achieved in the top 3 Stanines in PAT maths (21 out of 47 students).</i></p>
Continue to collect evidence demonstrating an upward trajectory from <i>Delivering</i> in the element of Student Performance Measures and an upward trajectory from <i>Sustaining and Growing</i> in the element of Data Skills and Use as measured by the SEF	<p><i>As measured against the SEF S-aS we are self-assessing at working within Sustaining and Growing for Student Performance Measures.</i></p> <p><i>As measured against the SEF S-aS we are self-assessing within Sustaining and Growing for Data Skills and Use.</i></p>

Strategic Direction 2: Quality practice

Purpose

To improve student learning outcomes and teacher capabilities, we will develop processes to ensure that all staff are collaborating effectively to embed evidence based explicit teaching practice into their pedagogy

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.

- Capacity Building of Staff
- Quality Learning Environments

Resources allocated to this strategic direction

Professional learning: \$14,000.00

Aboriginal background: \$13,326.24

Summary of progress

Strategic Direction 2 continued to build staff capacity by enhancing quality learning environments to further improve teaching practice and student outcomes. Mathematics was a focus area and all teaching staff engaged in data talks, collaboratively planned learning intentions and success criteria, refined our scope and sequence and developed a whole school assessment schedule. Staff analysed pre-post data and aligned students to the Learning Progressions, to ensure the learning was responsive to the needs of each and every student. Our deep focus in Mathematics enabled us to plan short, sharp and responsive lessons. As a result of our work, 94.7% of staff engaged in quality collaborative practices such as team teaching, consistency of teacher judgement, mentoring or peer observations. This was an increase from 85% in 2021. The data from What Works Best and Tell them From Me surveys identified that teachers wanted to engage further in collaborative opportunities to share and build expertise and receive feedback to improve teacher practice and collective efficacy.

In 2022, two professional learning communities (PLCs) completed Quality Teaching Rounds (QTR), which provided teachers with opportunities to engage in rich analysis of classroom practice and a framework for self-reflection. Teachers were able to learn, do, reflect and then refine their practice in a supportive environment. Survey results indicated, 100% of participants found the QTR framework improved collaboration, and enhanced teacher capacity.

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
System Negotiated Targets: Proportion of students reporting 'Expectations of Success', 'Advocacy' and 'Sense of Belonging at School' to have an uplift of 5.4% to reach the lower bound (minimum) target of 86.3% from a baseline of 80.9% as stated in the Tell Them From Me (TTFM) survey	<i>The student TTFM 2022 survey indicated</i> <ul style="list-style-type: none">• an increase of 0.2% in Expectations of Success• a decrease in Semester 2 data of 0.3% in 'Advocacy', however our mid-term data demonstrated an increase of 0.2%.• Semester 1 data was comparative to the end of year 2021 in 'Sense of Belonging at School', however there was a slight decrease of 0.2% in Semester 2.• 'Expectations of Success', 'Advocacy' and 'Sense of Belonging at School' combined indicated a 7.4% increase from baseline data and exceeded the lower bound target by 2.04%, achieving 88.34% of students.
Staff TTFM indicates improvement in 'Collaboration and Learning Culture' 8.6 and 8.7 respectively, or above Community TTFM indicates improvement in 'School Supports Learning' 8.1 or above	<i>The Staff TTFM 2022 survey indicated</i> <ul style="list-style-type: none">• an increase of 0.7 in 'Collaboration' with our current measure being 8.4• an increase of 0.2 in 'Learning Culture' with our current measure being 8.6• a decrease of 0.2 in 'School Supports Learning' with our current measure being 7.7

70% of staff engaging in quality collaborative practice as demonstrated by team teaching, consistency of teacher judgement, mentoring and peer observations	<i>At least 95% of staff indicated they engage in quality collaborative practices such as team teaching, consistency of teacher judgement, mentoring or peer observations.</i>
Continue to collect evidence demonstrating an upward trajectory from <i>Delivering</i> in the element of Professional Standards and an upward trajectory from <i>Sustaining and Growing</i> in the elements of Wellbeing, Curriculum, Learning Culture , and Effective Classroom Practice as measured by the SEF	<p><i>Self-assessment against the School Excellence Framework shows the school currently performing at:</i></p> <ul style="list-style-type: none"> • <i>Sustaining and Growing in the element of Professional Standards.</i> • <i>Sustaining and Growing in the element of Wellbeing.</i> • <i>Sustaining and Growing in the element of Curriculum</i> • <i>Sustaining and Growing in the element of Learning Culture.</i> • <i>Sustaining and Growing in the element of Effective Classroom Practice.</i>
Staff 'What Works Best Improvement, Innovation and Change survey' indicates improvement in reflection opportunities for teachers to engage in professional dialogue to trial and evaluate new ideas from a baseline data of 2.3 out of 5	<p><i>We have had an increase of 0.1 out of 5 in the 'What Works Best Improvement, Innovation and Change survey' as a result of increased reflection opportunities for teachers to engage in professional dialogue in regard to trialing and evaluating new ideas. Our current measure is 2.4 out of 5.</i></p> <p><i>68% of teachers have had regular opportunities to observe lessons delivered by colleagues and given time to engage in professional dialogue to improve practice.</i></p>
Students demonstrating positive movement along the ACARA Personal and Social Capability learning continuum in the sub elements of <i>'communicates effectively'</i> and <i>'negotiates and resolves conflict'</i> by deepening the skills taught in the YCDI and PDHPE	<i>In 2022, students were plotted against the continuum to create our baseline data.</i>

Purpose

Consistent practices for assessment are used to monitor, plan and report on student learning in literacy and numeracy to analyse student progress and growth over time

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.

- Data collection and Tracking
- Effective Assessment

Resources allocated to this strategic direction

Summary of progress

In order to improve our attendance data and to support our students and families, staff completed professional learning in refining and improving our attendance procedures and processes to support student attendance. The learning and support coordinator met with the Home School Liaison Officer on a fortnightly basis and attendance data was reviewed twice a term by the executive team and school counsellor. After analysing data, families were contacted to discuss strategies to improve attendance and certificates were handed out for both improved attendance and 100% attendance. Our attendance data of students attending greater than 90% increased slightly. Our work in this area will continue in 2023.

The school also focused on the collection and tracking of data and the use of effective assessment to drive student improvement. Staff engaged in Professional Learning based on the Departments Five Elements of Effective Assessment Practice. This involved reflecting on assessments and student performance growth, analysing gaps in student learning and modifying teaching programs. From here, stage teams worked collaboratively in developing rigorous assessment practices that were objective, reliable, valid and inclusive for students. After consulting with the executive, a whole school scope and sequence for assessments was developed. All teachers felt confident to use the data collected from assessment tasks to drive their teaching and learning programs. 67% of teachers used formal and informal assessment at least once a day to drive programs.

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
System Negotiated Target: Increase the percentage of students attending greater than 90% of the time, to be above the system negotiated baseline target of 85% to reach the lower bound (minimum) target of 88.3%	<i>The number of students attending greater than 90% of the time or more has decreased however this figure was significantly affected by the public health orders relevant to COVID-19. Our current measure is 55.1% (2022).</i>
All staff working within the identified Literacy and Numeracy Progressions deeping their knoweldge and understanding of these areas, enabling effective assessment and learning practices	<i>At the end of 2022, 47% of staff felt really confident tracking students using the learning progressions. This is a decrease from the 2021 results.</i> <i>At the end of 2022, 35% of staff felt really confident to use learning progressions to drive future teaching. This is a decrease from the 2021 results.</i> <i>These results indicate further work is needed in this area.</i>
Regular planning opportunities for teachers to plan, evaluate, collect and analyse data	<i>We have had a decrease of 0.1 out of 5 in 'What Works Best Improvement, Innovation and Change survey' indicating we need more regular planning sessions for evaluation, collection and analysis of data .</i>

<p>Collaboration between teachers to ensure consistent and comparable standard when making judgments about student learning, where teachers are collectively engaged in data, evidence and evaluation</p>	<p><i>Our current measure is 2.2 out of 5.</i></p> <p><i>We have maintained our score in the What Works Best Improvement, Innovation and Change survey' indicating more opportunities for collaboration between teachers so that they have quality time to collectively engage in data, evidence and evaluation. Our current measure is 2.8 out of 5.</i></p>
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Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$19,916.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Woodport 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 targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact: the allocation of the NAP funding has shown increased performance and confidence in all the four modes of speaking, listening, reading and writing plus the language of numeracy. The funding also improved their basic interpersonal communicative skills (BICS or conversational proficiency/social language) which improved student confidence to make friends and engage with their classmates.</p> <p>After evaluation, the next steps to support our students will be: to target support for additional new arrival students as required.</p>
<p>Integration funding support</p> <p>\$287,689.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Woodport 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"> • Personalised Learning • Data Driven Practices • 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 individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs • consultation with external providers to support staff to provide more targeted support for students with more complex needs. • Professional learning in data literacy, analysis and use in teaching for all staff. • Professional learning to identify and track student growth using internal and external data. <p>The allocation of this funding has resulted in the following impact: identified students being supported by eleven dedicated School Learning and Support Officers in the classroom and playground. Every student had a Personalised Learning and Support Plan that included learning and/or behaviour goals that were linked to their individual need and were reviewed and updated, based on achievement and behaviour data. Of the students supported with Integration Funding who were eligible to participate in the Semester 1 and Semester 2 Check-In assessments, 71% improved in either reading or numeracy, when comparing Term 2 results to Term 4 results.</p> <p>After evaluation, the next steps to support our students will be: to further develop our processes to identify, collect and monitor the data for each individual student. This will also support our reviewing practices and</p>

Integration funding support \$287,689.00	ensure data is accessible to all relevant staff.
Socio-economic background \$61,479.32	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Woodport 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"> • Personalised Learning • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staff employed to support students in the classroom e.g. timetables adjusted on a needs basis • teacher relief provided to build connections with families and conduct integration review meetings and for teachers to develop Personalised Learning and Support Behaviour Plans and Behaviour Management plans • employment of additional staff to support professional learning and planning days in scope and sequence development, programming and lesson planning, data use and using the learning progressions to track and respond to student progress. • employment of additional staff to support student management plans • professional development of staff in High Potential and Gifted Education, mathematics, reading and STEM • employment of a speech therapist to assess students' language and vocabulary development <p>The allocation of this funding has resulted in the following impact:</p> <p>when comparing the percentage of questions answered correctly by students in the Reading Check-in assessments in Term 4, Woodport PS achieved well above similar socio-economic background schools (SSSG) in Years 3 and 4 and slightly below in Years 5 and 6 in Reading (Year 3 WPS 67.5% and SSSG 55%, Year 4 WPS 66.7% and 57.6%, Year 5 WPS 51.9% and SSSG 53% and Year 6 WPS 54.4% and SSSG 56.2%).</p> <p>when comparing the percentage of questions answered correctly by students in the Check-in assessments in Term 4, Years 3 and 4 Woodport PS achieved well above similar socio-economic background schools (SSSG) in Numeracy (Year 3 WPS 67.6% and SSSG 57.3% Year 4 WPS 71.2% and SSSG 62.3%). Years 5 and 6 sat below the SSSG (Year 5 WPS 51% and SSSG 55.7%) and Year 6 (WPS 58.2% and SSSG 61.2%).</p> <p>After evaluation, the next steps to support our students will be:</p> <p>to continue building our knowledge to identify and support high potential students within the classroom, using differentiation and individual learning opportunities. Staff will participate in ongoing professional learning and lesson observations to identify and refine strategies that will meet each student at their point of learning need. We will continue to build our understanding of quality mathematics instruction and develop assessments that provide information on what students know and where they need to go in their learning. Students needing additional support will access targeted learning through the use of specialist teachers.</p>
Aboriginal background \$18,326.24	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Woodport Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Capacity Building of Staff

<p>Aboriginal background</p> <p>\$18,326.24</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"> • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Pathways • staff release to further embed Aboriginal Perspectives and Culture in teaching and learning programs • tracking system to monitor Aboriginal students developed • staff release to attend Connecting to Country professional learning • staff release for students to participate in our Tjudibaring Local AECG dance project <p>The allocation of this funding has resulted in the following impact: all Aboriginal students, who sat the the 2022 NAPLAN assessments, achieving in the middle bands. In the 2022 TTFM, 85% of Aboriginal students felt good about their culture at school with 61% feeling that teachers have a good understanding of Aboriginal Culture. An efficient tracking tool was developed to monitor the achievement of student goals and track progress overtime.</p> <p>After evaluation, the next steps to support our students will be: Staff will continue to monitor student progress over time and build genuine and ongoing connections with the Aboriginal Community. There will be ongoing work on increasing staff awareness around cultural knowledge and protocols.</p>
<p>English language proficiency</p> <p>\$9,639.51</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Woodport 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 equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in the following impact: support being provided to 14 students across the year. Of those students, 4 have been assessed as showing improvement and no longer needing additional support. Of the remaining students, 5 are emerging, 5 are developing and 0 are consolidating their understanding of the English language.</p> <p>After evaluation, the next steps to support our students will be: continued support using both English language proficiency and low level adjustment funding based on individual data analysis and need. The EAL/D progressions will continue to be used to monitor language acquisition and usage and a structure will be put in place to centralise the collection of data.</p>
<p>Low level adjustment for disability</p> <p>\$124,123.33</p>	<p>Low level adjustment for disability equity loading provides support for students at Woodport 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"> • Personalised Learning • Data Driven Practices • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>Low level adjustment for disability</p> <p>\$124,123.33</p>	<ul style="list-style-type: none"> • provided support for targeted students within the classroom through the employment of School Learning and Support Officers (SLSO) • employment of SLSOs to improve the development of students by implementing speech and OT programs developed by specialists • employment of LaST and interventionist teacher to work with teachers to provide additional support for students with learning and behaviour needs • employment of a teacher to provide additional support for EAL/D students in areas of literacy and numeracy <p>The allocation of this funding has resulted in the following impact: the Learning and Support Teacher provided specialist assistance to teachers so they can collaboratively support students in mainstream classes with additional learning and behaviour needs. This included teacher mentoring and support in developing Personalised Learning and Support Plans (PLaSPs) that meet the specific learning needs of students. As a result of our work in this and other areas, from 2019 to 2022, there has been a decrease in the percentage of most students achieving in the bottom bands of NAPLAN reading and numeracy (Year 3 - reading from 15.5% to 6%, numeracy from 11.4% to 10%; Year 5 - reading from 15.6% to 8%, with a slight increase in numeracy from 14.3% to 18%).</p> <p>After evaluation, the next steps to support our students will be: to continue to refine our processes for identifying students needing additional support and target resources, including support staff, to address the specific needs of every student at their point of need.</p>
<p>Professional learning</p> <p>\$26,356.24</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 Woodport 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"> • Data Driven Practices • Capacity Building of Staff • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teachers engage in professional learning activities to drive school improvement <p>The allocation of this funding has resulted in the following impact: teachers engaging in professional learning activities to improve teaching and learning programs within the school and teachers collaborating with colleagues to embed best practice. When surveyed on their opportunities to engage with professional learning and dialogue, 82.4% said they regularly or often engaged to improve practice. The remaining teachers indicated that they have some opportunity to engage. Just over 88 % of teachers have had opportunities to observe lessons delivered by colleagues and over 94% have collaboratively worked with other teachers through team teaching, peer observations and mentoring opportunities.</p> <p>After evaluation, the next steps to support our students will be: this model is successful and will continue in 2023.</p>
<p>Literacy and numeracy</p> <p>\$26,820.24</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Woodport 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p>

<p>Literacy and numeracy</p> <p>\$26,820.24</p>	<ul style="list-style-type: none"> • staff training and support which included professional learning, classroom observations, team teaching and mentoring in reading and numeracy • targeted professional learning in mathematics which included pre- and post assessment design, data analysis, learning progressions, learning intentions and success criteria • stage leaders working collaboratively to refine and update whole school scope and sequences in English and Mathematics • professional learning for K to 2 teachers on Effective Reading: Phonological Awareness, Vocabulary, Fluency, Phonics, data collection through ALAN and the Phonological awareness Diagnostic tool <p>The allocation of this funding has resulted in the following impact: teachers engaging in quality professional learning in mathematics and reading comprehension. K-2 teachers engaged in further professional learning to build understanding of quality instruction in phonological awareness, phonics, vocabulary and fluency. Scope and sequences were refined and teachers developed greater skill in using learning intentions and success criteria, as evidenced in teaching programs. Staff survey results show 100% of teachers using both learning intentions and success criteria. Based on NAPLAN 2022 results, the percentage of students sitting at or above minimum standards in Year 3 Reading is 94% (state 84.3%), Numeracy is 89.6 (state 83.3%) and Writing is 100% (state 91.7%). Year 5 Reading is 93% (state 85.9%), Numeracy is 82.1 (state 82.4%) and Writing is 86.2% (state 81.7%).</p> <p>After evaluation, the next steps to support our students will be: to continue to build the capacity of staff in specific content areas in literacy and numeracy that have been identified through a strong examination of whole school and trend data. Professional learning will be targeted and staff will be further supported in collaborative planning, observation and feedback.</p>
<p>QTSS release</p> <p>\$84,582.86</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Woodport 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"> • employment of an additional teacher to release the Assistant Principal to coordinate and lead whole school well-being programs and to provide support to students, families and staff in the areas of: attendance, learning and support, integration support funding, behaviour support plans and playground support interventions <p>The allocation of this funding has resulted in the following impact: TTFM data showing that parents feel well informed (school 8.0, state 7.4) particularly when there are any concerns regarding their child at school (7.8). In particular, parents felt that the school supports positive behaviour (school 8.1, state 7.1) and that their child is clear about the expectations for behaviour at the school (8.9). Parents acknowledge the school as inclusive (school 7.0, state 6.7). When comparing Semester 1, 2022 behaviour data with Semester 2, 2022 behaviour data, there has been a decrease of just over 30% in incidents occurring within the playground and classroom.</p> <p>After evaluation, the next steps to support our students will be: to target or adjust our resources to be responsive to identified needs as required. Processes will be put in place to strengthen our communication with the preschool to ensure support is in place from day one of Kindergarten. The LaST will work in collaboration with the class teacher and student to develop personalised learning and support plans using SMART goals and put in place stronger communication processes to parents.</p>
<p>Literacy and numeracy intervention</p>	<p>The literacy and numeracy intervention staffing allocation supports early</p>

<p>\$22,984.20</p>	<p>literacy and numeracy intervention to students in Kindergarten to Year 2 at Woodport Public School who may be at risk of not meeting minimum standards.</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"> • employment of a classroom teacher to release an AP as an Instructional Leader to support teachers in the analysis and use of data to drive literacy and numeracy improvement. <p>The allocation of this funding has resulted in the following impact: an instructional leader supporting staff in the implementation of literacy and numeracy strategies to address need at an individual, small group and class level. Teachers participated in mentoring opportunities to build their expertise in differentiation and designing personalised intervention for students in need. The percentage of students in Year 3 sitting in the top three bands or above, from 2019 to 2022 NAPLAN, has increased significantly in both reading and numeracy (Year 3 - reading: 64.8% to 86%, numeracy 70% to 79%). Year 5 results from 2019 to 2021 in NAPLAN in the top three bands show an increase in reading (62.5% to 66%) and a slight decrease in numeracy from 57% to 51%.</p> <p>After evaluation, the next steps to support our students will be: to continue to direct our resources and further develop our expertise in the use of assessment data to identify students needing additional support in reading and numeracy. This will be followed up with professional learning to build the skills of every teacher to target areas needing support. The instructional leader will continue to support every teacher through mentoring, lesson observation and feedback.</p>
<p>COVID ILSP</p> <p>\$104,233.00</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"> • employment of an additional teacher and two paraprofessionals to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy and monitor progress of student groups • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in the following impact: the delivery of small group tuition which provided targeted, explicit instruction to student groups in identified areas of literacy and numeracy. Of the students in the program, on average across the year, almost 80% progressed in their identified focus area.</p> <p>After evaluation, the next steps to support our students will be: to continue the implementation of literacy and numeracy small group tuition using data to identify specific student need and drive explicit instruction. Other school resources will be accessed to provide additional in-class support for some students to continue to meet their personal learning goals post involvement in the program.</p>
<p>Refugee Student Support</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for</p>

\$305.02	<p>less than three years.</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"> • employment of additional staff for targeted student support <p>The allocation of this funding has resulted in the following impact: regular sessions to increase cultural awareness, social language and expanding her emotional vocabulary. This resulted in the forming of friendships both in the playground and her class.</p> <p>After evaluation, the next steps to support our students will be: to continue to support students as necessary</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	211	220	211	211
Girls	225	232	233	237

Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.9	95.8	94.7	90.5
1	95.2	94.5	95.2	89.1
2	94.3	95.4	94.6	89.8
3	93.2	92.7	95.3	88.5
4	95.3	94.6	92.6	89.8
5	93.9	93.1	94.4	87.3
6	92.0	92.8	92.9	89.2
All Years	94.0	94.1	94.2	89.2
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

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

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

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	16.29
Literacy and Numeracy Intervent	0.2
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
School Administration and Support Staff	3.32

*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	571,498
Revenue	4,569,604
Appropriation	4,353,684
Sale of Goods and Services	33,554
Grants and contributions	176,428
Investment income	5,738
Other revenue	200
Expenses	-4,525,511
Employee related	-4,079,640
Operating expenses	-445,871
Surplus / deficit for the year	44,093
Closing Balance	615,591

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	227,558
Equity Total	213,568
Equity - Aboriginal	18,326
Equity - Socio-economic	61,479
Equity - Language	9,640
Equity - Disability	124,123
Base Total	3,279,220
Base - Per Capita	112,190
Base - Location	0
Base - Other	3,167,030
Other Total	222,830
Grand Total	3,943,176

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

School performance - NAPLAN

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

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

Parent/caregiver, student, teacher satisfaction

Students from Years 4, 5 and 6 completed the Tell Them from Me survey in 2022. The school uses the results to identify improvement areas. The survey included questions relating to learning, wellbeing, behaviour and positive relationships. In some questions, students selected a score from 1 to 10 to indicate how well they believed the school was performing. The report the school receives includes the average score with a breakdown under each year group, as well as the average score across the state. Some reports include the percentage of students who agreed or disagreed with a statement.

Of the 165 students surveyed, the majority felt proud of their school (78%), had a strong sense of belonging (71%) and had positive relationships (friends 89%, teachers 8.3)). Regarding advocacy, most students felt they had someone at school who consistently provided encouragement and who they felt they could turn to for advice (school 7.6, state 7.7). In terms of learning, students scored an average of 7.8 when asked if important concepts were taught well and class time was used effectively, 7.4 when asked if they find classroom time relevant to their everyday lives and 8.6 when asked if teachers emphasise academic skills and hold high expectations for everyone to succeed. Students scored 7.3 on average when asked if teachers set clear goals for learning, established expectations, checked for understanding and provided feedback. In terms of students valuing school outcomes, 93% believed it is useful to their everyday lives. Though only 54% felt interested and motivated to learn, 87% of students try hard to succeed in their learning. Of the students surveyed, 86% identified their own behaviour as being positive and the majority (79%) felt they had never been subjected to bullying of any form. When asked about learning intentions and success criteria, 83% said they refer to success criteria at least once a day if not more while 76% said they often use learning intentions and success criteria to help develop goals of where they need to go next in their learning.

In 2022, the school surveyed parents through the Partners in Learning Survey. The school had 100 respondents with the majority (55) having students in Years 3 to 6. Parents were asked questions in seven key areas and in each of those areas, they were asked to rate the school on a score between 1 and 10 to indicate how the school was performing. The report the school receives includes the school score as well as the average across the state. In all seven key areas, the school preformed above state.

Overall, parents feel welcome at our school (school 8.0, state 7.4) and feel they can easily speak with the principal (8.0), teachers (8.3) and administrative staff (8.6). They feel informed (school 7.3, state 6.6) with the most useful forms of communication including both formal and informal interviews, school reports including progress and interim reports and online platforms that share their child's work. 80% of parents acknowledged that student reports do indicate how best to support their child's learning. Parents felt they supported learning at home (school 7.0, state 6.3) and felt the school supports learning (school 7.7, state 7.3). They recognised that teachers have high expectations for their child (7.5), expect their child to work hard (7.8), show interest in their child's learning (7.9) and encourage their child to do their best work (8.4). Of the parents who replied to the survey, 96% have talked with the teacher at least once with the overwhelming majority having spoken to the teacher two or three times or more. Parents recognised the school's support of positive behaviour (school 8.1, state 7.7) and acknowledged the school as being inclusive (school 7.0, state 6.7), a safe place to learn (school 7.6, state 7.4) and a culturally safe place for students (81%). Regarding the school supporting mathematics learning at home, 90% of parents felt the school provided enough home learning resources, 88% acknowledged the performance of their child in mathematics was important and 80% felt confident in helping their child with their mathematics homework. In terms of learning intentions and success criteria, 66% felt their child was able to discuss what areas they were successful in and what areas they needed to work on.

Teachers completed the Focus on Learning survey where they were asked questions relevant to the Eight Drivers of Student Learning. In each of these drivers, teachers scored between 1 and 10 to indicate how they thought the school was performing. In all key drivers, the school scored well above state scores. Teachers also participated in a variety of end of year surveys. The information gathered will assist the school in determining priority areas for the following school year. There were 15 respondents.

Teachers acknowledged the strength of leadership at the school (school 8.3, state 7.1) and recognised that school leaders helped them establish challenging and visible learning goals for students (8.5), helped teachers create new learning opportunities for students (8.4), supported staff during stressful times (8.8) and created a safe and orderly work environment (8.8). In the area of collaboration (school 8.4, state 7.8), teachers indicated many opportunities to work with other teachers (9.0), discuss assessment strategies (9.0) and discuss strategies that increase student engagement (8.5). Teachers acknowledge the strong learning culture (school 8.6, state 8.0), the high expectations they set for students (9.4), the focus on individual student progress (8.9) and the presence of learning goals for each lesson (8.8). When reviewing our how teachers use data to inform practice (school 8.6, state 7.8), the teachers use assessment to inform lesson planning (9.3), understand where students are having difficulty (8.8) and give feedback to students to help them improve (8.6). In terms of teaching strategies (school 8.7, state 7.9), teachers link new concepts to previously mastered skills (9.2), use multiple strategies in each lesson (9.1) and discuss ways that students can seek help to increase their learning (9.0). Technology is being used within each classroom (school 7.4, state 6.7) and the school has a strong focus on inclusivity for every student (school 8.7, state 8.2), particularly those with additional needs. Regarding parent involvement (school 7.6, state 6.8), teachers work with parents to help solve problems that may be interfering with their

child's progress (8.9), regularly contact parents when needed (8.1) and share with parents the expectations they have for students in their class (8.1). When asked whether the school leaders lead improvement and change, 100% of teachers agreed or strongly agreed that this was the case and the overwhelming majority recognised that the leaders clearly communicated their strategic vision and values for the school.

When surveyed on their opportunities to engage with professional learning and dialogue, 82.4% said they regularly or often engaged to improve practice. The remaining teachers indicated that they have some opportunity to engage. Just over 88 % of teachers have had opportunities to observe lessons delivered by colleagues and over 94% have collaboratively worked with other teachers through team teaching, peer observations and mentoring opportunities. When asked how confident teachers were with using both assessment and data to drive teaching, 100% of teachers felt confident with 93.3% using both informal and formal assessment practices from a few times a week to several times a day. In terms of using data to drive teaching, most teachers recognised the positive impact of using student data to drive future learning with 82.6% of teachers feeling confident to collect and use data to design teaching and learning programs. The majority of teachers discuss data with students to assist future learning. Just under 30% of teachers did indicate that they would like further assistance in unpacking data and assessments while 18.2% would like further support in programming. Teachers were also surveyed on their understanding of learning intentions (statements that describe what students should know, understand and be able to do by the end of the lesson) and success criteria (describes what success looks like). All teachers indicated that they used both in their lessons with 31.8% indicating they would like further support in this area to continue to build their expertise. Teachers were also asked whether their students would be able to discuss learning intentions and success criteria and 100% of teachers indicated that yes some, most or all of their students would be able to discuss both. Regarding personal learning goals, over 80% of teachers said that some, most or all students within their class could identify what they need to work on in order to improve.

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.