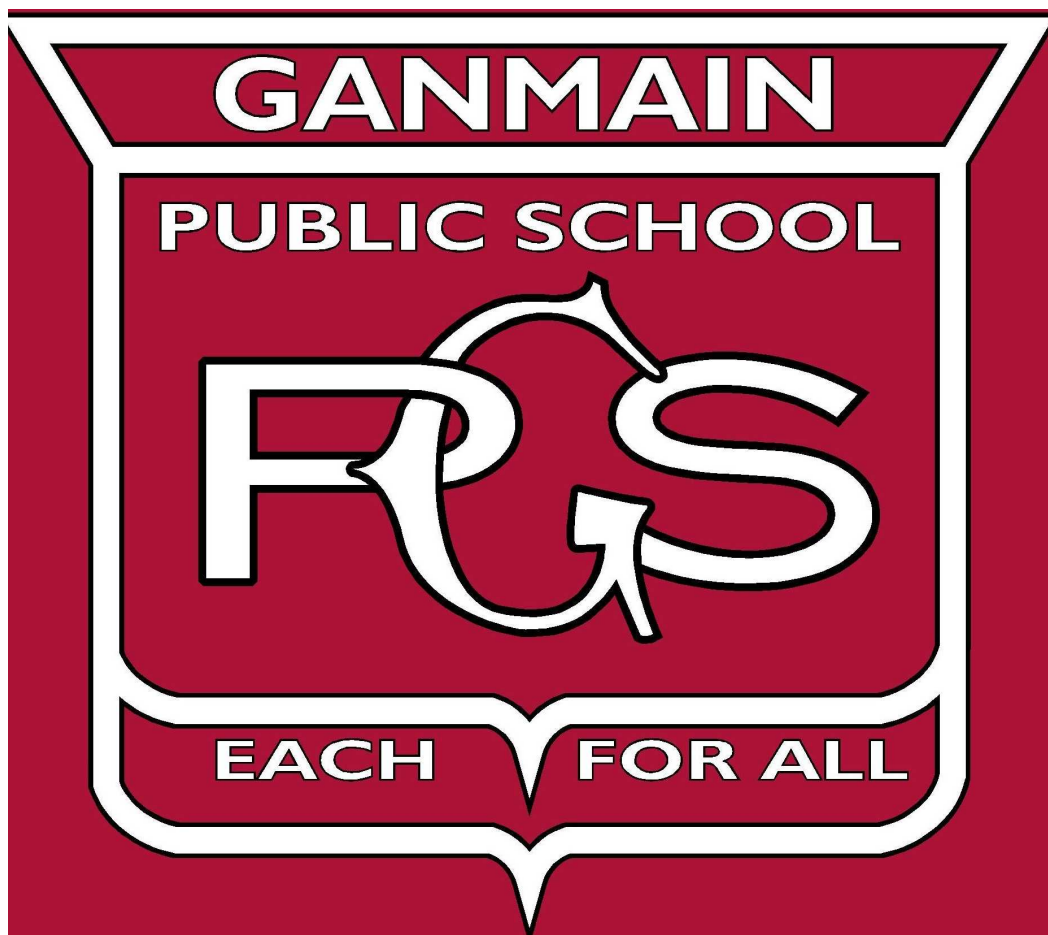


2022 Annual Report

Ganmain Public School



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Introduction

The Annual Report for 2022 is provided to the community of Ganmain Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

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School vision

Ganmain Public School, in partnership with parents, is committed to motivating students to be respectful, responsible, resilient, resourceful and reflective life-long learners. Students are supported by staff focused on the provision of consistent, quality teaching and learning.

School context

Ganmain Public School has served the local community since 1912, maintaining close and supportive ties with our families and the local community. The school has a reputation for successful academic, sporting and cultural programs in a K-6 context. These programs reflect the principle that it is the right of all young Australians to succeed in learning and to have the knowledge, skills and understandings essential to their effective participation in the community. It is a dynamic and progressive place for learning. The school provides a safe and positive learning environment that caters for the individual needs of the students.

The school has completed a situational analysis using a variety of evidence to identify strengths and areas for future development. Based on the outcome of the situational analysis, we have determined the following focus areas are required to ensure student success:

- effective classroom practice in the teaching of reading and numeracy
- using data and assessment to understand our students and to plan for our next steps
- developing resilient learners supported by a strong wellbeing program
- working in authentic partnerships with our parents and community to ensure every student succeeds and thrives.

The wellbeing and engagement of our students remains a priority. Having a strong connection within the local school's network, consisting of Ganmain Public School, Matong Public School, Marrar Public School, and Coolamon Central School, provides enhanced academic, sporting and social opportunities for our students.

Planning, programming, assessment and using data for teaching and learning are areas of ongoing improvement. The school will develop systems to monitor and review its curriculum provision to meet the changing requirements of students. There will be a focus on ensuring teaching and learning programs are explicit and engaging, as well as meeting all requirements of the Department of Education and the NSW Education Standards Authority.

The monitoring of student performance data will determine areas of need at an individual and whole-school level to ensure ongoing student and school improvement.

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	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
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 the learning outcomes for every student in reading and numeracy, all staff will use data to understand the learning needs of individual students, which will be used to inform teaching using evidence based strategies.

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.

- Effective Classroom Practice
- Knowing what students can do and where to next

Resources allocated to this strategic direction

Socio-economic background: \$63,442.00

Low level adjustment for disability: \$20,768.00

Professional learning: \$2,935.00

Integration funding support: \$60,239.00

AP Curriculum & Instruction: \$30,114.20

QTSS release: \$5,516.00

Per capita: \$5,583.00

Summary of progress

The school's focus for 2022 was on enhancing classroom practice through the investigation and delivery of evidence based methods with greater clarity around student goals and pathways for attainment.

This involved a focus on improving student outcomes through evidence-based teaching methods, differentiated learning, and data collection and monitoring through effective assessment strategies. Analysis of the What Works Best 2020 Update document, and consultation with staff as part of the Performance and Development Plan process led to a whole staff focus on Explicit Teaching, establishing clear learning intentions and varied success criteria in the focus area of reading. Staff collaborated on an analysis of current assessment practices and investigated and implemented a range of relevant assessments to establish baseline data relating to reading and numeracy. Analysis of this data indicated a need to develop the school's explicit teaching of vocabulary.

As a result, staff have demonstrated a greater emphasis on explicit teaching practices, particularly in the areas of reading and vocabulary instruction. The investigation and implementation of assessment strategies to establish baseline data and to track and monitor growth led to the development of clear learning goals as part of our Personalised Learning Pathway/Individual Education Plan process. Clear learning goals for all students have resulted in an improved ability to differentiate instruction for all students.

Next year, the school's focus will be on explicit teaching practices being embedded across the curriculum, the use of formative assessment strategies and formalising the documentation of differentiation. This will support further improvement towards effective classroom practice and individualised learning to cater for the needs of all students.

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 percentage of students achieving in the top two bands in NAPLAN within the Narrandera Small School Network increases by 3% in Reading.	An increased percentage of students achieved in the top two skill bands for reading contributing to the network small schools target, however the target was not met. Cohort size precludes the publication of percentages though individual student progress is reported directly to parents and carers throughout the year.
The percentage of students achieving in the top two bands in NAPLAN within	<ul style="list-style-type: none">• An increased percentage of students achieved in the top two skill bands for numeracy contributing to the network small schools target, however the

the Narrandera Small School Network increases by 4% in Numeracy.	target was not met. Cohort size precludes the publication of percentages though individual student progress is reported directly to parents and carers throughout the year.
There will be an uplift in the number of students attaining expected growth in NAPLAN Reading.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data due to the cancellation of NAPLAN in 2020.
There will be an uplift in the number of students attaining expected growth in NAPLAN Numeracy.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data due to the cancellation of NAPLAN in 2020.

Strategic Direction 2: Wellbeing and Engagement

Purpose

To ensure that all our students are able to connect, succeed, thrive and learn, there will be a planned approach to developing whole school wellbeing processes that support high levels of wellbeing and engagement.

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.

- Wellbeing
- Learning Culture

Resources allocated to this strategic direction

Integration funding support: \$55,842.00

Socio-economic background: \$12,355.00

Location: \$13,751.00

Low level adjustment for disability: \$9,192.00

Per capita: \$2,250.00

Professional learning: \$3,433.00

Aboriginal background: \$28,049.00

Summary of progress

The school's focus for 2022 was on improving wellbeing and engagement by creating a stronger sense of connection between the school and its students, staff, families and the wider community.

Data collected at the beginning of the year indicated a need and desire for students to increase their self-awareness and improve their sense of belonging to the school and wider community. Staff collaborated to establish effective mindfulness programs in the classrooms through the implementation of *The Resilience Project* and *Smiling Minds* programs in their daily routines. Initial conversations were had between the school and Aboriginal families to establish expectations around the inclusion of Aboriginal culture in the learning of all students at the school. Effective systems were established to track and monitor attendance data, with all teaching and administrative staff taking a role in the processes created. Also, connections with the wider community were re-established after minimal interaction over the preceding years.

As a result, students have demonstrated a greater self-awareness and readiness to learn. Students, parents and staff have all reported improvement in students' self-awareness and ability to regulate during difficult times. Relationships between the school and families of Aboriginal students have been strengthened and Aboriginal culture is beginning to feature more prominently in the learning of all students. The systems around the tracking and monitoring of attendance has resulted in parents and students becoming far more aware of the expectations of attendance, as well as knowing where their children sit in regard to these expectations. The re-establishment of connections with the wider community has resulted in a greater sense of belonging for students and given more purpose to their learning.

In 2023, the school's focus will be on consolidating the gains made in all areas of wellbeing and engagement. Student, parent/carer and community voice will be sought to guide the best way forward for the school to further strengthen the self-awareness and sense of belonging to the school and community for all students.

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 percentage of students attending for more than 90% of the time increases by 4%.	The number of students attending school 90% of the time or more has decreased.
The proportion of students reporting high expectations for success, a sense of advocacy, a sense of belonging and	Tell Them From Me data indicates 79% of students report a positive sense of wellbeing.

are interested and motivated at school,
increases by 2%.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$116,081.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Ganmain 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"> • Effective Classroom Practice • Wellbeing • Learning Culture <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 • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - all students receiving Integration Funding Support demonstrating progress towards their individual education plan goals, which had been more closely aligned to our Strategic Improvement Plan targets. Support was provided for all eligible students at point of need. <p>After evaluation, the next steps to support our students will be:</p> <p>A more focused approach and regular monitoring of progress towards individual education plan goals, with time provided for teachers, SLSOs and students and their families to set and discuss progress towards learning goals.</p>
<p>Professional learning</p> <p>\$6,368.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Ganmain 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"> • Effective Classroom Practice • Wellbeing <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 to develop staff capacity <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - an effective research-based program being delivered in the K-2 classroom to help improve literacy results and the ability for staff to be able to research, implement and refine practices to help increase engagement and wellbeing through refined teaching practice in multiple areas. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continued personalised and targeted professional learning in the form of mentoring, co-teaching and professional learning sourced from outside the school.
<p>Socio-economic background</p> <p>\$75,797.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Ganmain 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"> • Effective Classroom Practice

<p>Socio-economic background</p> <p>\$75,797.00</p>	<ul style="list-style-type: none"> • Wellbeing <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 a variety of programs <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - all students have been able to access support as needed through additional teaching and school learning support officer staff resulting in improved achievement of learning goals. - teaching staff have received additional release time to assist with the achievement of their own performance and development goals. This has enhanced teacher capacity and achievement of professional goals through self-reflection, discussion, and feedback on pedagogical practice. - additional time was also given to staff to help with the coordination of a variety of activities resulting in an improved sense of belonging for students and increased community engagement with the school. <p>After evaluation, the next steps to support our students will be: to continue to engage additional staff to ensure that student academic achievement and wellbeing are at the forefront of our decision making and to allow all students to receive the help and support they require to achieve their learning goals.</p>
<p>Aboriginal background</p> <p>\$28,049.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Ganmain 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"> • Wellbeing • Learning Culture <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in the following impact: support at point of need for Aboriginal students through the employment of a School Learning Support Officer to offer in class support for Aboriginal students across the school. This has seen Aboriginal students make important gains in relation to their personalised learning pathways goals.</p> <p>After evaluation, the next steps to support our students will be: to continue to support our Aboriginal students through regular, ongoing support and to ensure that personalised learning pathways goals are monitored more regularly.</p>
<p>Low level adjustment for disability</p> <p>\$29,960.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Ganmain 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"> • Effective Classroom Practice • Knowing what students can do and where to next • Wellbeing • Learning Culture <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>Low level adjustment for disability</p> <p>\$29,960.00</p>	<ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • engaging a teacher to create a more intense focus on learning needs in whole class and small group settings <p>The allocation of this funding has resulted in the following impact: students receiving a range of targeted teaching and learning programs addressing their individual and collective learning requirements at point-of-need. All students have made progress against their individual learning goals.</p> <p>After evaluation, the next steps to support our students will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained school learning support officers.</p>
<p>Location</p> <p>\$13,751.00</p>	<p>The location funding allocation is provided to Ganmain 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"> • Wellbeing • Learning Culture <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • additional staffing for teaching principal release <p>The allocation of this funding has resulted in the following impact: students receiving a range of targeted teaching and learning programs addressing their individual learning requirements at point-of-need. Targeted students have made growth against their individual education plan goals.</p> <p>After evaluation, the next steps to support our students will be: to further refine the individual education plan and personalised learning pathways goal setting practices we have in place to ensure teaching and learning programs continue to be tailored to individual needs.</p>
<p>QTSS release</p> <p>\$5,516.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Ganmain 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"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in the following impact: Staff were given opportunities to meet with the principal to set their own performance development plan goals and to work towards their achievement. The K-2 teacher was able to spend time with the Assistant Principal, Curriculum and Instruction resulting in being prepared to implement the new curriculum for 2023.</p> <p>After evaluation, the next steps to support our students will be: to continue providing additional release time for teaching to staff to participate in structured and self-guided professional learning related to their Performance and Development Plan goals.</p>
<p>COVID ILSP</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</p>

<p>\$19,306.65</p>	<p>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 teachers/educators to deliver small group tuition • employing/releasing staff to coordinate the program <p>The allocation of this funding has resulted in the following impact: targeted students received regular tuition in the areas identified by their classroom teachers. All students made progress against the progressions.</p> <p>After evaluation, the next steps to support our students will be: to continue to identify students requiring further tuition to improve their knowledge in identified areas of literacy and numeracy.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	13	14	15	18
Girls	15	16	16	13

Student attendance profile

School				
Year	2019	2020	2021	2022
K	97.2	93.5	90.5	88.4
1	95.6	96.6	92.4	83.6
2	92.7	92.1	92.7	86.5
3	93.7	96.4	93.2	92.3
4	94.3	91.3	84.9	90.6
5	93.9	96.3	88.9	86.7
6	95.5	88.9	94.3	87.2
All Years	94.9	93.7	91.9	87.8
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

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

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

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	0.2
Classroom Teacher(s)	1.59
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.95

*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	122,304
Revenue	902,893
Appropriation	892,039
Sale of Goods and Services	1,285
Grants and contributions	8,804
Investment income	765
Expenses	-879,501
Employee related	-815,697
Operating expenses	-63,804
Surplus / deficit for the year	23,392
Closing Balance	145,696

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	116,070
Equity Total	134,174
Equity - Aboriginal	28,413
Equity - Socio-economic	75,798
Equity - Language	0
Equity - Disability	29,963
Base Total	556,888
Base - Per Capita	7,833
Base - Location	13,782
Base - Other	535,273
Other Total	51,924
Grand Total	859,056

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

According to the Tell Them From Me surveys completed by parents/caregivers, students and teachers at Ganmain Public School, it is noted that students, parents and staff continue to believe our school is a safe and happy environment that promotes high expectations of our students.

Ganmain Public School rates higher than the state average in all aspects of the 'Partners in Learning Parent Survey Report', with 6 out of the 7 areas being significantly higher than state average.

The Tell Them From Me survey indicated 75% of Ganmain Public School students had advocacy at school, 79% had a sense of belonging, and 82% of students having a strong expectation for success.

Teachers were surveyed throughout the year and rated higher or significantly higher than the state average in 10 out of the 12 aspects of the 'Focus on Learning Teacher Survey Report'.

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.