

2022 Annual Report

Girilambone Public School



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Introduction

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

Girilambone Public School's vision is to provide every child the opportunity to engage in quality learning experiences to achieve their potential which will develop respectful and successful life long learners. A strong network of partner schools will support staff and student learning to provide a culture of evidence based practice and collaboration within and beyond the community.

School context

Girilambone Public School is situated on Ngiyampaa Wongaibon Country. It is situated within the Bogan Shire and belongs to the Mitchell Schools Network. Girilambone is a TP1 school and commenced 2022 with an enrolment of 18 students, 5 of whom identify as Aboriginal. These students are from from nine families who live in the Girilambone and Coolabah districts.

There are 5 students from Kindergarten to year 2, 4 boys and 1 girl, and 13 students in years 3 to 6, 3 boys and 10 girls.

Girilambone's local centre is Nyngan which is a distance of 45km away. Our school is supported by the Nyngan AECG, the Girilambone Public School P&C Association, as well as the Girilambone, Hermidale and Marra Creek Leading and Learning Hub. (GHMC Leading and Learning)

The school is well resourced with excellent facilities for its students; including an extensive library, Stephanie Alexander Kitchen and Garden, covered playground equipment and large open playground areas. Girilambone Public School has a focus on achievement and growth of student outcomes in literacy and numeracy as well as promoting engagement. Targeted funding is utilised to improve equity and support all students. Students have access to a broad range of activities including performing arts, cultural, leadership, sporting, environmental and academic pursuits.

As a result of our situational analysis, an identified priority is to use data driven practices to ensure all students have access to individualised learning and achieve a years growth for a years schooling. By refining teacher practice in planning and delivering quality differentiated instruction to all students we will achieve enhanced student growth and attainment. Through the NAPLAN gap analysis and teacher collated data the school has identified system negotiated target areas in Reading and Numeracy.

The Strategic Improvement Plan will guide quality formative and summative assessment processes and procedures. Data collection practices will develop greater consistency of judgement within Girilambone and across the Leading and Learning Hub. Student engagement will be supported by embedded practices and procedures around the key elements of the What Works Best, with a focus on; High Expectations, Use of Data to Inform Practice, Effective Feedback and Assessment.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	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 for every student in reading and numeracy and to build strong foundations for academic success in all key learning areas, 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.

- Effective collation and analysis of data to inform classroom practice.
- Evidence based Quality Teaching.

Resources allocated to this strategic direction

Socio-economic background: \$11,492.00

Low level adjustment for disability: \$13,826.00

QTSS release: \$2,528.00

Aboriginal background: \$5,244.00

Location: \$6,000.00

Per capita: \$4,295.00

Summary of progress

Staff across the Leading and Learning Hub have engaged in quality professional dialogue around student writing. This has deepened staff knowledge and capacity around the various elements of writing as assessed in NAPLAN. Staff have engaged in professional learning relating to Lynn Sharratt's work on *Clarity*. Students are provided with Learning Intentions and then engage in jointly constructing Success Criteria.

Staffing issues have impacted on the ability of staff to collaborate across the Hub and to engage in the joint marking of common writing tasks. This has also impacted on the depth of understanding staff have developed through the professional learning related to *Clarity*.

Staff feedback has communicated the value of the professional dialogue relating to the NAPLAN marking criteria and the development of areas of focus within the school and across the the Hub. As a result, it has been decided that this will continue throughout 2023 to further support staff capacity building.

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
Years 3 and 5 students will achieve in the top two bands in NAPLAN at or above the lower bound system negotiated targets in Numeracy.	The majority of Years 3 and 5 students have achieved the top two bands in Numeracy, this is above the lower bound system system negotiated target.
Years 3 and 5 students will achieve in the top two bands in NAPLAN at or above the lower bound system negotiated targets of in Reading.	The majority of students across Years 3 and 5 have achieved the top two bands in Reading, this is above the lower bound system system negotiated target.
Students in K-3 and 3-5 will be working towards showing expected growth in numeracy moving towards the lower bound system negotiated target.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and carers throughout the year.
Students in K-3 and 3-5 will be working towards showing expected growth in	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN

reading moving towards the lower bound system negotiated target.

however individual student progress is reported directly to parents and carers throughout the year.

Strategic Direction 2: Collaborative partnerships for student learning and engagement.

Purpose

In order to maximise student learning outcomes and optimise opportunities for all, we will foster collaborative partnerships between all stakeholders: students; parents; staff; GHMC Leading & Learning Hub; community and outside agencies.

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.

- Collaborative partnerships to facilitate learning.
- Students are engaged partners in their attainment of learning.

Resources allocated to this strategic direction

Professional learning: \$5,909.00

Location: \$14,728.00

Summary of progress

The major focus for 2022 has been the continual development of the Girilambone, Hermidale and Marra Creek Leading and Learning Hub (the Hub). This collegial group has continued to meet virtually and face to face, planning for opportunities for students to meet and facilitate social interaction, support and improve well being. Achieving improvement in supporting student success has been enabled by access to online professional learning in Mathematics through the Primary Maths Specialist Teacher Initiative. Staff engaged in "Starting Strong" and "Big Ideas" professional learning to support the teaching of mathematics across all stages.

The Hub management team has continued to monitor and evaluate the Hub scope and sequence and common units of work. Through the Hub writing project we have promoted consistency of teacher judgement with staff collaboratively marking common writing tasks across schools and analysing results to identify future focuses within the school and across the cohort.

Transition to school policy and school processes have provided families with supported transition from Pre School to school, with the school liaising with parents as well as early childhood providers to offer a transition program for those students beginning school in 2023.

The Nyngan Aboriginal Education Consultative Group (AECG) is a valued member of the school's learning and support community. In 2022, we participated in NAIDOC week activities within the school and monitored the successful inclusion of Aboriginal cultural and historical perspectives in teaching and learning programs.

In 2023 professional learning will be led by the Principal and Assistant Principal Curriculum & Instruction for all staff to implement new Syllabuses as well as to embed the Learning Intentions and Success Criteria's across the key learning areas. Staff will monitor the impact that the *Clarity* processes have on the improvement of student learning outcomes.

The school remains committed to working in partnership with students, teachers, parents and the AECG to focus on growth and attainment in literacy and numeracy. Re-engaging with building whole school knowledge of the Aboriginal Education Policy through our work with the Departmental Aboriginal Education and Wellbeing Officer and the local AECG will be a priority.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the proportion of students attending more than 90% of the time in order to be at or above the system negotiated lower bound target.	The number of students attending school 90% of the time or more has increased.
In the Learning Domain - Assessment -	Self-assessment against the School Excellence framework shows the sub

<p>sub element - Whole School monitoring of student learning, the schools on balance judgement will be sustaining and growing.</p>	<p>element of whole school monitoring of student learning to be at delivering.</p>
<p>In the Teaching Domain - Effective Classroom practice - sub element - Explicit Teaching, the schools on balance judgement will be sustaining and growing.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the sub element of Explicit Teaching.</p>
<p>In the Teaching Domain - Data Skills and Use - sub element - Data Use in Teaching, the schools on balance judgement will be sustaining and growing.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of data skills and use.</p>

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$11,492.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Girilambone 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 collation and analysis of data to inform classroom practice. <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support student learning in literacy and numeracy. • professional development of staff to support student learning. <p>The allocation of this funding has resulted in the following impact: Through the employment of additional teaching staff, students were able to be split into smaller stage based groups, (K-2, and 3-5) enabling more explicit stage appropriate teaching strategies in both literacy and numeracy. This resulted in student reading and numeracy improvement which has been evidenced in both internal and external data sources.</p> <p>After evaluation, the next steps to support our students will be: To continue to employ extra staff to implement the literacy and numeracy activities to support student progress in literacy and numeracy.</p>
<p>Aboriginal background</p> <p>\$5,244.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Girilambone 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"> • Effective collation and analysis of data to inform classroom practice. <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support both Aboriginal and non-Aboriginal students in the areas of Literacy and Numeracy. <p>The allocation of this funding has resulted in the following impact: Students received targeted support which resulted in students displaying expected growth in the areas of literacy and numeracy as displayed by internal and external data.</p> <p>After evaluation, the next steps to support our students will be: To allocate future funding to employ a School Learning and Support Officer to support teaching staff to deliver quality literacy and numeracy programs and to provide differentiated and personalised support to all students.</p>
<p>Low level adjustment for disability</p> <p>\$13,826.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Girilambone 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 collation and analysis of data to inform classroom practice. <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Low level adjustment for disability</p> <p>\$13,826.00</p>	<p>include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in the following impact: Students receiving additional targeted support for students in literacy and numeracy. This in turn saw the school achieving a more consistent approach to learning support and intervention allowing for improved student progress.</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 allocation of a School Learning and Support Officer.</p>
<p>Location</p> <p>\$20,728.00</p>	<p>The location funding allocation is provided to Girilambone 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"> • Effective collation and analysis of data to inform classroom practice. • Collaborative partnerships to facilitate learning. • Students are engaged partners in their attainment of learning. <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: Combined with other needs based funding this allowed students to receive targeted support in literacy and numeracy. Student results displayed expected progress through both internal and external generated data.</p> <p>After evaluation, the next steps to support our students will be: To continue to employ additional staff to support student learning and to provide funding support to reduce the impact of geographical isolation.</p>
<p>Professional learning</p> <p>\$5,909.00</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 Girilambone 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"> • Collaborative partnerships to facilitate learning. <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: Staff engagement in professional learning has increased the capacity of all teachers to embed effective practices in the explicit teaching of literacy and numeracy resulting in improved student results.</p> <p>After evaluation, the next steps to support our students will be: Implementing personalised and targeted professional learning in the form of mentoring and co-teaching for all staff.</p>
<p>QTSS release</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Girilambone</p>

<p>\$2,528.00</p>	<p>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 collation and analysis of data to inform 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 <p>The allocation of this funding has resulted in the following impact: staff have increased confidence in the use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students will be: to consult with Departmental staff and the Primary Math's Specialist Teacher and to implement mentoring sessions to lead improvement in teacher identified needs of support.</p>
<p>COVID ILSP</p> <p>\$10,052.00</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 additional staff to support the monitoring of COVID ILSP funding <p>The allocation of this funding has resulted in the following impact: Students receive individual support in areas of identified need. The majority of students in the program achieved significant progress towards their personal learning goals.</p> <p>After evaluation, the next steps to support our students will be: To continue targeted support for students with identified needs.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	4	5	5	7
Girls	6	8	12	10

Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.3	97.6	92.0	89.6
1	94.9	92.8		91.7
2	90.5	93.6	91.4	98.8
3		97.6	90.0	93.8
4	94.3		94.0	88.9
5	93.1	95.3		94.9
6		84.4	92.3	
All Years	94.1	93.3	91.4	91.9
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7		87.4
2	93.0	92.0	92.6	87.8
3		92.1	92.7	87.6
4	92.9		92.5	87.4
5	92.8	92.0		87.2
6		91.8	91.5	
All Years	92.9	92.0	92.4	87.5

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)	0.25
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.91

*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	54,116
Revenue	496,561
Appropriation	489,613
Sale of Goods and Services	635
Grants and contributions	5,589
Investment income	724
Expenses	-505,914
Employee related	-437,714
Operating expenses	-68,200
Surplus / deficit for the year	-9,353
Closing Balance	44,763

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	0
Equity Total	30,509
Equity - Aboriginal	5,244
Equity - Socio-economic	11,492
Equity - Language	0
Equity - Disability	13,773
Base Total	339,198
Base - Per Capita	4,296
Base - Location	20,728
Base - Other	314,174
Other Total	63,359
Grand Total	433,067

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

As part of the self evaluation process each year the school is required to seek the opinions of parents, students and teachers about the school through the use of appropriate evaluation instruments to collect relevant data. At Girilambone Public School uses self generated surveys that seek information about school based practices to determine areas strength and areas for improvement to inform future directions.

Parents

Parents throughout the year are provided opportunities to raise concerns or discuss school related topics. These conversations occur during Parent/Teacher meetings, school events and phone or email communication. In 2022 concerns were addressed in a timely manner by the Principal with policy and procedures adhered to. Also parents are able to respond via survey to provide feedback on their satisfaction with school operations, communications etc. This survey encourages frank feedback and always allows opportunity for parents to raise their own concerns and/or suggestions.

In 2022, parents communicated that they were happy with the school and the education provided their children. They feel they are welcome in the school and that their children are cared for and teachers are always willing to listen to their concerns about their children. Parents believe teachers have high expectations for and that they consider the needs, abilities and interests of the students.

Students

Students were surveyed about how they feel about their school and the education they received. They were given the opportunity to provide feedback on what they thought was going well and what they would like to see improve. Students have expressed that they enjoy coming to school and believe they are valued by all the staff at the school. They engage in their learning and feel successful in their learning journey. The students are a cohesive body who work well together with all students enjoying the friendships they have at school.

Staff

Through feedback at staff meetings, general discussions as well as a staff survey, Girilambone Public School staff have communicated that they feel valued, supported and enjoy being part of the team. They believe they have the resources to carry out their various roles at the school and that leadership within the school is encouraged. The school staff are a cohesive body that support each other and work in a collegial manner.

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.