

2022 Annual Report

Hannam Vale Public School



2131

Introduction

The Annual Report for 2022 is provided to the community of Hannam Vale 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

In partnership with our communities, 3MAPS staff and students are empowered by high expectations, a focus on personalised learning and a strong sense of belonging. Our schools remain committed to continuous improvement and delivering opportunities for every student to become a successful, self-directed learner and a confident, collaborative and compassionate citizen.

Three Mountains Alliance Public Schools (3MAPS) - Four schools, one destination; Quality education.

School context

The Three Mountains Alliance Public Schools (3MAPS) is a strategic collaboration between the small rural schools of Hannam Vale, Johns River and Herons Creek and Moorland, each located on the Mid North Coast of NSW between Taree and Port Macquarie. The alliance, initially established in 2016, has developed into a strong, practical and productive partnership that provides opportunities for staff, students and community to collaborate and expand their schooling experiences. There is a culture of trust and mutual respect within and across 3MAPS schools; a foundation that supports our motivation and capacity to work together.

In 2021, 77 students are known, valued and cared for across the four schools, with 20% identifying as Aboriginal. 3MAPS students come from a range of socio-economic backgrounds and contexts, but each of our schools has a common family orientated culture that values a personalised student-focused approach to learning. Our learning environments, comprised of multi-stage classes in each school are warm, inclusive and valued by our communities. 3MAPS has a practical focus on supporting health and wellbeing. Staff and students are committed to Positive Behaviour for Learning (PBL) and sustaining a nurturing, productive culture by modelling, teaching and reinforcing behaviours that align with our core values: Be Respectful, Be Responsible, Be a Learner and Work as a Team. Extra-curricular opportunities are provided in each school, including Kitchen Garden programs. Student access to sporting, cultural, STEM and social experiences are expanded via 3MAPS gatherings, excursions and camps. In this way, 3MAPS students and staff experience the dual benefits of a small, familiar setting and programs that are only possible with larger student numbers.

The 2021-2024 3MAPS School Improvement Plan (SIP) was collaboratively developed after each school completed a comprehensive data-driven situational analysis. Through rigorous analysis and in consultation with staff, our school communities and departmental expertise, we identified Strategic Directions that seek improvements in teaching, learning and leading. NAPLAN gap analysis, triangulated with internal school data informed the development of system-negotiated targets in reading and numeracy. There is a strong commitment to improving our use of data-driven practices to maximise literacy and numeracy outcomes for every student, understanding that this will support their success in all areas of schooling and beyond. Our strategic directions are informed by research and evidence-based best practice. 3MAPS maintains a strong focus on quality teaching and supporting our learners via personalised learning, explicit teaching and quality feedback.

3MAPS maintains high expectations and a commitment to continuous improvement. We pool physical, financial and human resources strategically and provide expanded opportunities for professional development that would be otherwise unattainable in an isolated small school setting. Collaborative professional learning and reflective practice remain our core mechanisms for achieving measurable and sustainable improvements in teaching and learning.

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	Delivering
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	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

To maximise reading and numeracy outcomes for every student, all staff will expertly use data to understand the learning needs of individual students, set aspirational learning goals and inform responsive teaching practice..

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 driven practice
- Responsive teaching

Resources allocated to this strategic direction

Professional learning: \$5,227.99

QTSS release: \$4,252.08

AP Curriculum & Instruction: \$30,114.20

Per capita: \$5,558.96

Summary of progress

In 2022, our focus was to develop teachers understanding and capacity to apply a full range of assessment strategies. We also aimed to build staff capacity to monitor student progress and teaching effectiveness through data driven practices.

This has involved the implementation and embedding of the new Assistant Principal Curriculum Instruction (APCI). An APCI action was developed which involved supporting the gathering of teacher profiles to guide identification of professional learning needs. High quality collaboration and support has been provided through effective resourcing, timetabling and scheduling. Whole school assessment practices and documentation was reviewed to support consistency. We have provided collaborative opportunities across the 3 MAPS network to build consistent teacher judgement of student assessment, particularly in the focus area of writing. Whole school practices were enhanced to include a range of assessments with teachers regularly engaging in the analysis of student progress data to inform teaching. Staff engaged in professional learning to build knowledge and skill in the implementation of the new K-2 Syllabus.

This resulted in the high level of relational trust generated through the APCI position has been a pivotal component of the success experienced within this initiative. There is 100% engagement of staff in professional learning and collaborative planning and reflection. There are high levels of collaboration within each school and across the 3MAPS Network. Collaboration has led to growth in teacher capacity, evident in teacher Performance Development Plans, lesson observations and reflective discussions. 100% of teachers understand and utilise the varied strategies of assessment to identify student learning needs, plan and monitor student learning progress. *There are strong processes in place for consistent teacher judgement, particularly in the focus area of writing. Internal and external data sources indicates gradual progress, particularly in explicit writing instruction at sentence level.* Work in this initiative has resulted in whole school improvement in the elements of Curriculum, Assessment and Data Skills and Use against the School Excellence Framework.

Next year, our focus will be a continuation of the professional learning for teachers on the expert use of student progress data to inform teaching and to reflect on teaching effectiveness. The APCI will continue to support and co-ordinate professional learning and individual support for teacher development. Further work will be undertaken to embed consistent teacher judgement across other key learning areas. Teachers will continue to build assessment knowledge and skill that will support enhanced quality of student reporting. Strategies will also be explored to support ongoing connections and planning partnerships with parents and carers to optimize learning for all students. Internal and external data indicates a focus on place value and additive strategies for numeracy and text structure & features and connecting ideas for reading.

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
Reading - achieve a minimum of 60% of students in Years 3 and 5 achieve in the <i>top two bands</i> in NAPLAN.	An increased percentage of students achieved in the top two skill bands for reading indicating the school met the system negotiated target. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.
Numeracy - achieve a minimum of 60% of students in Years 3 and 5 achieve in the <i>top two bands</i> in NAPLAN.	An increased percentage of students achieved in the top two skill bands for numeracy indicating the school met the system negotiated target. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.
80% of Year 5 students achieve or exceed <i>expected growth</i> in NAPLAN in Reading	Due to the size of the cohort and the cancellation of NAPLAN in 2020 detailed reporting against this progress measure is not available. Individual student progress is reported directly to parents and carers throughout the year.
80% of Year 5 students achieve or exceed <i>expected growth</i> in NAPLAN in Numeracy	Due to the size of the cohort and the cancellation of NAPLAN in 2020 detailed reporting against this progress measure is not available. Individual student progress is reported directly to parents and carers throughout the year.
School self-assessment (SEFSaS) in the elements of ' Data skills and use ' and ' Assessment ' moves towards <i>Sustaining and Growing</i> .	Self-assessment against the School Excellence Framework shows the school has achieved sustaining and growing in the element of data skills and use. Self-assessment against the School Excellence Framework shows the school has achieved sustaining and growing in the element of Assessment.
School self-assessment (SEFSaS) in the element of ' Curriculum ' moves towards <i>Sustaining and Growing</i> .	Self-assessment against the School Excellence Framework shows the school has achieved Sustaining and Growing in the element of Curriculum.

Strategic Direction 2: High Expectations Learning Culture

Purpose

To optimise learning progress for all students, we will promote a whole school community culture of positive well being practices and high expectations to ensure that all students have access to the most effective evidence-based *explicit teaching* methods and feedback.

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.

- Visible Learning & Feedback
- Effective Learning Partnerships

Resources allocated to this strategic direction

Socio-economic background: \$2,552.72

Summary of progress

2022 Summary of progress

In 2022, our focus was to strengthen classroom practice through a focus on evidence based explicit teaching and quality feedback.

This has involved, teachers engaging in Professional Learning and professional readings to support understanding of visible learning to develop student Learning Intentions and Success Criteria which were utilised in planning, communicating, and monitoring student learning progress.

This resulted in, all 3MAPS teaching staff engaged in readings, follow up meetings, classroom walkthroughs and discussions which evidence indicates that teaching staff are trialing aspects of visible learning including learning intentions, success criteria and explicit feedback in classrooms. Work in this initiative has resulted in whole school improvement in the elements of Curriculum, Learning and Development, Effective Classroom Practice, Educational Leadership against the school excellence framework.

Next year, our focus will be extend teacher learning and evidence to embed Learning Intentions and Success Criteria across all KLA's and use this effectively to communicate and monitor student learning progress.

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 percentage of students attending more than 90% by 1% (2020-22).	The percentage of students attending more than 90% has decreased significantly in 2022, however is still sitting comfortably within the system negotiated target range (70-100%). Additional efforts will be required in 2023 to address student absence including partial attendance.
Self-evaluation (SEF-SaS) indicates that the school is working towards ' <i>Excelling</i> ' in the elements of ' <i>Learning Culture</i> and ' <i>Effective Classroom Practice</i> .'	Self-assessment against the School Excellence Framework shows the school is working towards sustaining and growing in the element of learning culture, attendance. Self-assessment against the School Excellence Framework shows the school has displayed growth in the areas of high expectations & transitions and continuity of learning to sustaining and growing.
Self-evaluation (SEF-SaS) indicates that the school is working towards ' <i>excelling</i> in the element of ' <i>Educational Leadership</i> .'	Self-assessment against the School Excellence Framework shows the school has achieved growth towards excelling in the element of Educational Leadership.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$2,552.72</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Hannam Vale 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 Learning Partnerships <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items • employment of additional SASS staff to support administration and intervention implementation. <p>The allocation of this funding has resulted in the following impact: The majority of student absences are justified and explained in a timely way. Emails and phone calls are being utilised to provide a range of means for parents to communicate explanation of absence. Communication with families is helping an understanding of when it is appropriate to keep children home with either COVID or Flu. Parent feedback is positive indicating productive partnerships in supporting attendance. Parents acknowledge and appreciate the positive approach and recognition of good attendance habits.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students will be: continue to openly communicate the importance of positive school attendance to support our trajectory towards achieving targets. Next year, the school will place an increased focus on improving partial attendance of students. The school will be engaging additional SAM hours to focus on improving communication with families based on improved attendance rates.</p>
<p>Low level adjustment for disability</p> <p>\$13,844.16</p>	<p>Low level adjustment for disability equity loading provides support for students at Hannam Vale Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 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: The allocation of this funding has resulted in: The school achieved a more consistent approach to student learning through smaller class sizes and the allocation of a K-2 class and 3-6 class for four terms. This has resulted in subsequent collaborative learning activities, increased student engagement and targeted intervention.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be: to further expand the impact by providing additional support for identified students through the employment of trained SLSOs. and in class intervention by additional qualified class teacher.</p>
<p>Location</p>	<p>The location funding allocation is provided to Hannam Vale Public School to</p>

<p>\$4,458.69</p>	<p>address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • additional staffing for teaching principal release <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in: The school has achieved a more consistent approach to student learning through smaller class sizes and the allocation of a K-2 class and 3-6 class for four terms. This has resulted in subsequent collaborative learning activities, increased student engagement and targeted intervention.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be: developing an increase in collaboration and overcome isolation.</p>
<p>Professional learning</p> <p>\$5,227.99</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 Hannam Vale 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 practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Implementation of 3 Maps APC&I action plan that drives ongoing, school wide improvement in teaching practice and student results through analysis of assessment and PLAN data to identify learning progress of individual students and cohorts. <p>The allocation of this funding has resulted in the following impact: The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school wide improvement in teaching practice and student results.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be: personalised and targeted professional learning in the form of mentoring and co-teaching.</p>
<p>QTSS release</p> <p>\$4,252.08</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Hannam Vale 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 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: The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective</p>

<p>QTSS release</p> <p>\$4,252.08</p>	<p>practice and the provision of specific and timely feedback between teachers. This drives ongoing, school wide improvement in teaching practice and student results.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be: personalised and targeted professional learning in the form of mentoring and co-teaching.</p>
<p>COVID ILSP</p> <p>\$8,970.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] <p>The allocation of this funding has resulted in the following impact: The majority of the students in the program achieving significant progress towards their personal learning goals .</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be: to continue the implementation of literacy and numeracy support using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	5	8	9	9
Girls	11	10	13	13

Student attendance profile

School				
Year	2019	2020	2021	2022
K	88.2	91.7	94.1	91.8
1	86.7		91.9	85.8
2	98.3	94.3		85.9
3	94.1	97.9	87.8	93.8
4	93.8	90.7	94.2	90.3
5	91.3	97.0	82.3	84.4
6	99.7	95.4	93.3	86.1
All Years	93.7	94.7	90.0	87.7
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7		92.7	87.4
2	93.0	92.0		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)	0.63
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*Full Time Equivalent

Workforce composition statement

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

Aboriginal and Torres Strait Islander workforce composition

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

Aboriginal and Torres Strait Islander school workforce composition

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

Financial information

Financial summary

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

	2022 Actual (\$)
Opening Balance	14,125
Revenue	508,110
Appropriation	490,571
Sale of Goods and Services	728
Grants and contributions	16,573
Investment income	238
Expenses	-500,752
Employee related	-457,427
Operating expenses	-43,325
Surplus / deficit for the year	7,359
Closing Balance	21,483

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	16,397
Equity - Aboriginal	0
Equity - Socio-economic	2,553
Equity - Language	0
Equity - Disability	13,844
Base Total	389,458
Base - Per Capita	5,559
Base - Location	4,459
Base - Other	379,441
Other Total	47,007
Grand Total	452,862

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

Informal discussions with families and parent surveys indicate that families feel a positive connection with the school and report high levels of satisfaction with schools programs and operations. They value learning opportunities offered at the school including 'The Stephanie Alexander Kitchen Garden Program', Creative and Performing Arts and sporting opportunities. Families cite the schools focus on each student's individual needs and interests as a significant asset. Families, staff, students and the wider community identify the school to be inclusive, safe, proud and creative. They feel the school enjoys a positive reputation within it's community.

Families have suggested access to Before and After School Care would promote the school across the wider community to attract additional students, resources and sustain the schools positive reputation.

The school enjoys a positive relationship with a cohesive, highly engaged and productive P&C, comprised of families and community members.

A need to have more frequent planned parent -teacher meetings has been identified as an area to improve communication that focus' on student learning.

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.