

2022 Annual Report

Repton Public School



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Introduction

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

Repton Public School provides a positive learning environment which fosters students' academic achievement and supports every child to become a resilient, respectful and responsible citizen. Our school is collaborative, creative and innovative, and we nurture the wellbeing and continuous progress of students and staff to flourish.

School context

Repton Public School is a small school located on the Bellinger River in the Mid Coast Valley Network on the Mid North Coast. Our school has a current enrolment of 64 students including 6 Aboriginal students. Our school has a teaching Principal, 4 class teachers, a Learning and Support Teacher. We have a Family Occupation and Education Index (FOEI) of 85 and the school supports students from low socio-economic backgrounds, those with additional needs and students with Aboriginal backgrounds. Repton Public School continues to focus on the quality of student outcomes in literacy and numeracy, environmental education through the implementation of Stephanie Alexander Kitchen Garden program, creative arts, music, sport and Gumbaynggirr cultural programs. High expectations will be explicitly targeted by students, staff and families that support growth and achievement for all.

Repton Public School works in partnership with the community and other small schools in the area to deepen academic opportunities and social support for staff and students.

We reflect the needs of our school community through our Strategic Improvement Plan in alliance with the Department of Education's strategic plan and Premiers priorities. It reflects our commitment to excellence and equity through strategic resourcing and promotes high impact professional learning to build capacity across the school and improve student performance.

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	Excelling
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Excelling
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	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

Repton Public school students are supported to achieve growth in learning outcomes in reading and numeracy. We will develop and sustain whole-school processes for collecting and analysing data to ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence-informed teaching strategies and reflective practices.

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 data use for teaching

Resources allocated to this strategic direction

Professional learning: \$1,500.00

Summary of progress

In 2022, teachers completed a review of Reading and Numeracy scope and sequences so that a consistent flow of skill development across stages and grades K-6 was monitored for consistency. Staff have participated in professional learning to support the new syllabus. Staff have developed data walls for all student K-6 in reading, writing and numeracy to monitor and review the needs of all students using current assessment and progress monitoring. Consistent teacher judgement was used to support assessment and professional learning. The impact of using the capacity of all staff members showed an increase in collective efficacy in capacity and successful use of data for student learning progress.

Next steps will include working with other schools to collaborate and share assessment and explicit teaching strategies. Also to build student capacity to articulate their learning goals.

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
NAPLAN Numeracy • The number of students that will achieve in the top 2 bands in Numeracy will increase from the baseline by at least 10% (4 students).	• a decreased percentage of students attained results in the top two bands with progress yet to be seen toward our school target.
NAPLAN Reading The number of students achieving in the top 2 bands in Reading will increase from the baseline by 3.9%	• a decreased percentage of students attained results in the top two bands with progress yet to be seen toward our school target.
Reading Growth 70% of students (10 Students) will achieve expected growth in Reading (NAPLAN) No growth data available	• 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.
Numeracy Growth Minimum of 50% of students (9	• 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

Students) will achieve expected growth.	and carers throughout the year.
No growth data available	

Strategic Direction 2: Wellbeing

Purpose

Repton Public school creates teaching and learning environments that are focused on building individual and collective well-being through a climate of care and positivity. Staff nurture professional relationships with students which are safe, respectful and supportive so that students are healthy, happy, engaged and successful individuals.

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
- Engagement

Resources allocated to this strategic direction

Summary of progress

In 2022, wellbeing and attendance has been enhanced as a consequence of the development and inclusion of Positive Behaviour for Learning lessons and the consistent monitoring of student behaviour across the school. A Student Representative Council has been developed and student voice promoted with the use of a letter drop- direct communication of student needs to the principals mailbox so that every voice is heard and shared at meetings. Cultural diversity and celebrations of difference including leadership opportunities have been enhanced through days of celebration and fortnightly awards at assemblies. Interest groups were developed and reflect the current needs of students to enhance attendance and engagement in school. This was shown through a noticeable increase in the positive student wellbeing survey results and a noticeable decrease in negative student behaviour reports and suspensions.

Next we look to enhance parent voice to ensure that attendance and wellbeing targets are valued and promoted at home so that students attend every day possible. The Principal will build engagement at P&C meeting through reports to community and share messages via SeeSaw/Facebook communication.

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
Wellbeing At least 93% of students will be making positive wellbeing reports.	Students in years 3-6 indicated 95% demonstrating achievement in positive wellbeing measures, achieving beyond the agreed 2022 target of above 93%.
Attendance 90% of student attendance rates will reflect attendance of greater than 90%	Overall attendance rates was 82.7% in 2022 which is less than desirable target.

Strategic Direction 3: A Collaborative approach

Purpose

Repton Public School recognises the importance of working together to ensure all students make a strong start in life and learning. Every student is known, valued and cared for, and challenged to continue to learn. Teachers use evidence-informed practices and work together to share expertise, building their capacity resulting in improved learning outcomes for 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.

- Quality Teaching
- Community Engagement

Resources allocated to this strategic direction

Summary of progress

In 2022, quality teaching and community engagement were reflected positively in parent satisfaction surveys. This was achieved using communication tools including a new Facebook page, mobile messaging service, Seesaw and collaborative contributions to Individual Learning Plans. Providing open learning spaces and planned term events with the support of the P&C who helped to drive this engagement.

Next steps will include Numeracy goals being developed and shared with parents using self evaluation strategies and coaching opportunities for teaching staff.

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
Authentic community engagement - will build communication between school and home showing increased parent participation in school activities. 100% of students have self identified learning goals K-6 for literacy and numeracy.	Increased parent communication and participation in school based activities with over 80% engagement. Learning goals are being shared through learning intentions and self reflection during lesson evaluations in Years 3-6 in literacy only.
Engagement- community engagement is enhanced in open classrooms and community events.	Community engagement has been enhanced through four open classroom and community events.
Teaching observations- observations within the school have occurred with all staff and procedures and practices outlined.	100% of staff have participated in teaching observations and procedures.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$16,800.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Repton 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Identified students were supported by SLSO to engage in development of personalised literacy and numeracy goals <p>The allocation of this funding has resulted in the following impact: Student goals were identified and supported which has resulted in improved student learning outcomes.</p> <p>After evaluation, the next steps to support our students will be: to increase the number of students who are receiving support so they can articulate what their goals will be to make progress in their learning.</p>
<p>Aboriginal background</p> <p>\$1,000.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Repton 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"> • 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 deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in the following impact: students are celebrating culture and participating in activities that support cultural identity and inclusion with the support of local Aboriginal people.</p> <p>After evaluation, the next steps to support our students will be: We will continue to develop and support cultural inclusion and awareness with all students and identify those who have Aboriginal family history.</p>
<p>Low level adjustment for disability</p> <p>\$1,000.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Repton 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"> • engaging support staff to collaborate with classroom teachers to build capability in meeting the literacy and numeracy needs of identified students with professional learning <p>The allocation of this funding has resulted in the following impact:</p>

<p>Low level adjustment for disability</p> <p>\$1,000.00</p>	<p>Students in all classes have been supported to identify learning goals and teachers are developing learning tasks that are rich and targeted to meet the needs of all individuals.</p> <p>After evaluation, the next steps to support our students will be: To engage support staff in professional learning opportunities with class teachers based on current research and best practice to ensure students are being provided with a consistent method for teaching and learning.</p>
<p>Location</p> <p>\$1,000.00</p>	<p>The location funding allocation is provided to Repton 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"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • provide families with financial assistance to participate in excursions equitably. <p>The allocation of this funding has resulted in the following impact: Student wellbeing has been assisted with the payment of incursions and excursions for students in need.</p> <p>After evaluation, the next steps to support our students will be: Continue to offer and provide support to families who require assistance and financial support</p>
<p>Professional learning</p> <p>\$3,500.00</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 Repton 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 data use for teaching • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging all class teachers to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing using syllabus outcomes and PLAN2 data. <p>The allocation of this funding has resulted in the following impact: All teachers are familiar with syllabus outcomes and student achievement of outcomes. They are able to plan for areas of individual need and make adjustments according to data.</p> <p>After evaluation, the next steps to support our students will be: Stage 3 teacher to complete lead teacher accreditation and explore opportunities for leading programs. Stage 2 teacher to become Assistant Principal Curriculum and Instruction.</p>
<p>Literacy and numeracy</p> <p>\$7,752.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Repton Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p>

<p>Literacy and numeracy</p> <p>\$7,752.00</p>	<ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment including decodable texts. • targeted professional learning to improve literacy and numeracy <p>The allocation of this funding has resulted in the following impact: Reading targets were achieved by students due to adequate resourcing that was modified from early years interventions and current research.</p> <p>After evaluation, the next steps to support our students will be: Purchase more decodable texts to be used for student support in years 3-6.</p>
<p>QTSS release</p> <p>\$13,945.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Repton Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • 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: Additional support has been provided for targeted intervention in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students will be: Adapt resources to support literacy and numeracy growth and utilise expertise of staff to support student interest groups.</p>
<p>COVID ILSP</p> <p>\$32,000.00</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 teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: Targeted intervention has been provided to students in year 4-6 to reduce the gap created by absence and disjointed learning.</p> <p>After evaluation, the next steps to support our students will be: Provide opportunities for more students to engage with extension of learning and promote home learning programs with families.</p>
<p>Per capita</p> <p>\$16,000.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Repton Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • student wellbeing supported inclusion of extra curriculum activities to increase attendance.

<p>Per capita</p> <p>\$16,000.00</p>	<p>The allocation of this funding has resulted in the following impact: improved levels of engagement, attendance and participation has increased on days of incursions and excursions.</p> <p>After evaluation, the next steps to support our students will be: to provide more opportunities of curriculum days, at low cost, to engage students in school activities and increase attendance.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	34	41	40	31
Girls	25	26	27	27

Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.1	93.9	91.4	84.3
1	92.1	91.4	91.6	84.6
2	89.7	94.3	85.4	87.7
3	90.4	91.9	90.9	82.4
4	91.9	92.4	88.4	83.4
5	88.7	95.0	91.1	82.5
6	91.6	93.1	90.6	84.4
All Years	91.1	93.3	89.9	84.3
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

The school was able to further encourage and support families with attendance through the promotion of special days, wellbeing programs and "full-house" initiatives.

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
Classroom Teacher(s)	2.41
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration and Support Staff	1.41

*Full Time Equivalent

Workforce composition statement

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

Aboriginal and Torres Strait Islander workforce composition

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

Aboriginal and Torres Strait Islander school workforce composition

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

Financial information

Financial summary

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

	2022 Actual (\$)
Opening Balance	51,812
Revenue	894,565
Appropriation	862,280
Sale of Goods and Services	347
Grants and contributions	31,139
Investment income	799
Expenses	-886,182
Employee related	-782,827
Operating expenses	-103,355
Surplus / deficit for the year	8,382
Closing Balance	60,195

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	56,727
Equity - Aboriginal	7,769
Equity - Socio-economic	16,800
Equity - Language	0
Equity - Disability	32,158
Base Total	716,456
Base - Per Capita	16,930
Base - Location	19,333
Base - Other	680,193
Other Total	33,851
Grand Total	807,034

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

Parent/caregivers- In response to a school wide survey to parents we gathered insights about perspectives across the school. 100% of parents felt welcome at the school for events, general inquiries and felt they could speak to the principal and teachers about planning, programming, learning needs, and behaviour problems. They felt they were informed about school events and engaged in a variety of communication platforms including printed and online newsletters, Facebook and emails. Parents identified that the school values were important and respected at home and all families responded that they felt their child was known and valued by their teacher. Suggestions were made to improve sustainable messaging across the school.

Student- (SRC members) We think that this school is the best school. We feel like we get to have a say in our education and choose what things we can have in the playground. The teachers are really good and they help us with learning. We have lots of friends in our class and we have fun Fridays. Students would like more 'experiences' that would enhance their engagement at school.

Teachers- People Matters survey showed a positive response from teachers and staff about the school. Staff have commented that they feel supported and valued in their daily roles and enjoy working with each other and alongside the principal. Staff responded that they feel they can work collaboratively to achieve school goals and work together in a respectful environment. Moving forward teachers would like to work collaboratively with small school networks more consistently.

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.