

2022 Annual Report

Whian Whian Public School



2980

Introduction

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

Whian Whian Public School

Whian Whian Rd

Whian Whian, 2480

<https://whianwhian-p.schools.nsw.gov.au>

whianwhian-p.school@det.nsw.edu.au

6689 5240

School vision

The vision of Whian Whian Public school is to have high expectations. Our school community promotes a positive learning culture in a supportive environment. Our vision is for students to be committed to achieving individual success through a feeling of ownership in a wide range of learning opportunities. We create an environment where students are excited to participate in their own learning.

School context

Whian Whian is a small school with a current enrolment of 12 students. It is situated in a rural area, in the hills near Rocky creek dam, 24 kilometres to the north of Lismore.

There is a stable and committed staff.

Members of the community are very diverse in their background, lifestyle, beliefs and needs. One aspect the community members share is positive support of the school and enthusiasm to participate.

Students experience a wide range of learning experiences in all areas of the curriculum. While a focus on literacy and numeracy is evident, the students enjoy varied art and music opportunities and weekly tennis coaching. Quality programs in Science and Personal Development are implemented. The school is well resourced for the STEM (Science Technology Engineering and Mathematics) program which is in the relatively early stages of implementation.

Participation and inclusivity are proud parts of the school culture. All students are included in all activities. The school band is a whole school band. All students participate in all events and visits.

Students from Kinder to Year 6 have a wide range of educational needs. This requires differentiated learning activities. We consistently provide levels of support to ensure success for the learning of each individual.

Our school has completed a comprehensive situational analysis leading to the formation of this plan. Areas identified as having a high focus in the plan were the continued improvement in classroom practice. While our teachers are dedicated and skilled, they believe there are areas where improvement could result in even higher student and parent engagement, resulting in learning growth. Assessment, data collection and documentation resulting in the use of this information, features heavily in this Strategic Improvement Plan, as it was identified by staff as an area we would like to improve in.

Parent communication identified a desire for improved opportunities and an increase in the community's ability to engage in student learning.

Our school prides itself on celebrating diversity, high levels of participation and student, staff and community achievement.

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>

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise the learning outcomes in reading and numeracy for every student, all staff will use data to understand the learning needs and inform differentiated teaching for each student.

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.

- Reading
- Numeracy

Resources allocated to this strategic direction

Low level adjustment for disability: \$14,412.00

Socio-economic background: \$7,390.00

English language proficiency: \$2,400.00

Location: \$2,831.00

Literacy and numeracy: \$1,854.00

Summary of progress

Our focus for 2022 was on the use of targeted individual teaching practices to improve reading fluency and comprehension. Focusing on specific student needs, identified during observations and formative assessments, learning opportunities were designed. 90% of students have improved by at least 10 % based on PM benchmark assessments. Comprehension levels of all students have increased between 5 and 10 levels based on the use of reading cards boxes assessments.

Professional dialogue and Professional Learning was accessed to enable support staff to provide extra reading opportunities with all students. Even when students were learning remotely, this program was able to continue, although success was much less effective. 100% of ES1 students have completed the phonics program with at least 85% accuracy. These students were supported by the SLSO, who received training in literacy and phonics programs. She credits this training with the increase in student learning. Student growth in Numeracy was greater than in Reading. The increased use of formative assessment in all lessons allowed for more targeted and specific learning opportunities. Essential Assessment results confirmed that 100% of students had improved scores from the last assessment at the end of semester 1.

Teachers used student data and discussions with colleagues to plan and embed quality practices into their individual teaching, and as a result, adapted teaching and learning programs to reflect this. Next year in this initiative we will work to continue this growth in reading skills while increasing the opportunities for students to develop comprehension skills and knowledge.

It is planned to continue this process next year, increasing the depth of understanding in Numeracy learning. Assessment tools are still being located to enhance our schedule which is in operation. This will continue into the next stage of this plan. Implementation of the K-2 syllabus will be a priority for 2023.

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
<i>In the SEF Learning Domain - Assessment - Whole school monitoring of student learning, our school demonstrates working towards EXCELLING.</i>	Self-assessment against the School Excellence framework shows the whole school monitoring of student learning in the element of assessment to be SUSTAINING AND GROWING and working towards EXCELLING.
Teaching programs are further refined to cater to the changing needs of	Self-assessment against the School Excellence framework shows the theme of Differentiation to be SUSTAINING AND GROWING.

<p>individual students in Literacy and Numeracy.</p> <p>In the SEF Learning Domain- element Curriculum - Differentiation, our school demonstrates SUSTAINING AND GROWING.</p> <p>Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.</p>	
<p>Increase the % of students achieving expected growth in NAPLAN Reading and Numeracy up to 55% to progress towards the Richmond Network Small Schools lower bound target.</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However annual internal school Essential assessment data indicates strong growth in student achievement based on progress assessment at mid and post year.</p>
<p>Increase the % of students achieving expected growth in NAPLAN Numeracy up to 55% to progress towards the Richmond Network Small Schools lower bound target.</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However annual internal school Essential assessment data indicates strong growth in student achievement based on progress at mid and post year assessments.</p>
<p>In the SEF Teaching Domain- element Professional standards - Literacy and Numeracy focus, our school demonstrates SUSTAINING AND GROWING.</p>	<p>Self-assessment against the School Excellence framework shows the whole school monitoring of student learning in the element of professional standards to be SUSTAINING AND GROWING. and working towards EXCELLING</p>
<p>Increase the % of students attending school more than 90% of the time to contribute towards the Richmond Network Small Schools beyond the baseline data of 60%.</p>	<p>The % of students attending school more than 90% of the time across the Richmond Network Small Schools decreased by 28.34% from 2021 figures, demonstrating that we are not yet progressing towards the lower bound small schools network target.</p>
<p>Increase the % of Stage 2 & 3 students in the top 2 bands of NAPLAN Numeracy to contribute towards the Richmond Network small schools shared lower bound target of 38.3 % in Numeracy.</p>	<p>The proportion of students in the Richmond Network of Small Schools who achieved in the Top 2 Bands NAPLAN Numeracy did not meet the system negotiated target but demonstrated an uplift of 5.7% on the network baseline data.</p>
<p>Increase the % of Stage 2 & 3 students in the top 2 bands of NAPLAN Reading and Numeracy to contribute towards the Richmond Network small schools shared lower bound target of 46.2 % in Reading.</p>	<p>The proportion of students in the Richmond Network of Small Schools who achieved in the Top 2 Bands NAPLAN Reading exceeded the system negotiated target and demonstrated an uplift of 6.6% on the network baseline data.</p>

Strategic Direction 2: Quality teaching practices

Purpose

The increased knowledge and improved practice of teachers and support staff will improve engagement, leading to individual student learning outcomes being achieved at a higher level.

Initiatives

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

- Effective classroom practice

Resources allocated to this strategic direction

Professional learning: \$4,478.00

QTSS release: \$2,298.00

Summary of progress

Teacher Professional Learning has been directed at the implementation and embedding of aspects of Visible Learning. This has seen the embedding of Learning Intentions and Success Criteria in the daily classroom practice of 100% of teachers. Consistent implementation will occur with all staff as training continues. The school has explicitly implemented the use of learning dispositions. 100% of students are beginning to identify and articulate these and demonstrate increased engagement in discussions. Teachers identified that these students use dispositions to improve their learning.

The engagement of students has increased as the school has implemented more formative assessments. This has allowed student learning to be more strategically targeted and meaningful for the learner. Teachers not only provide timely and appropriate feedback but are also teaching students to use feedback to increase their own learning and that of their peers. As part of our school's commitment to embedding the learning dispositions in 2022, questioning has been a focus for students as well as teachers. Teachers are collecting effective evidence through this technique. This has demonstrated growth in student achievement. The implementation of Visible Learning has had a great impact on teaching practices. 100% of teachers implement Learning Intentions and Success Criteria in all classes. Student outcomes have benefited from this improvement in general classroom practice.

Classroom management is collaboratively monitored at this school. All students are explicitly taught respectful behaviours and these very high standards are expected and consistently achieved.

Observation indicates 100% of staff have actively collaborated with practitioners from other schools to reflect and improve upon teaching practice.

The school has clear next steps for this Strategic Direction in the 2022 plan. The Professional Learning around Visible Learning will be completed early in 2023 and all aspects will be embedded in the school culture. New students will be trained in the aspects that lead them to be assessment-capable learners.

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
In the SEF Teaching Domain - Effective classroom practice - Explicit teaching, our school demonstrates working towards operating at the level of EXCELLING.	Self-assessment against the School Excellence Framework shows the school currently performing at EXCELLING in the element of effective classroom practice.
In the SEF Teaching Domain - Effective classroom practice - Feedback. Our school demonstrates operating at the level of SUSTAINING AND GROWING.	Self-assessment against the School Excellence framework shows the school is performing at the SUSTAINING AND GROWING in the theme of Feedback.

<p>In the SEF Teaching Domain - Effective classroom practice - Classroom Management. Our school demonstrates operating at the level of SUSTAINING AND GROWING.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at SUSTAINING AND GROWING in the element of effective classroom practice.</p>
<p>In the SEF Teaching Domain - Professional standards - Improvement of practice. Our school demonstrates operating at the level of SUSTAINING AND GROWING.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at SUSTAINING AND GROWING in the theme of classroom management.</p>

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$7,390.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Whian Whian 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"> • Reading • Numeracy <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 differentiated instruction at each student's point of learning need. implementation. <p>The allocation of this funding has resulted in the following impact: Students K-6 have been supported to grow in their individual learning through targeted, explicit teaching and effective monitoring of student progress against this instruction. Students have demonstrated above expected annual growth in both Reading and Numeracy as measured through PLAN2 and Essential Assessment.</p> <p>After evaluation, the next steps to support our students will be: Supported in 2023 through the targeted use of additional funds that the school receives to operate differentiated small group support in Reading and Numeracy.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Whian Whian 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"> • Reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in the following impact: Students K-6 have been supported to grow in their individual learning through targeted, explicit teaching and effective monitoring of student progress against this instruction. Students have demonstrated above expected annual growth in both Reading and Numeracy as measured through PLAN2 and Essential Assessment.</p> <p>After evaluation, the next steps to support our students will be: Supported in 2023 through the targeted use of additional funds that the school receives to operate differentiated small group support in Reading and Numeracy.</p>
<p>Low level adjustment for disability</p> <p>\$14,412.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Whian Whian 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"> • Reading <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>Low level adjustment for disability</p> <p>\$14,412.00</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: Students K-6 have been supported to grow in their individual learning through targeted, explicit teaching and effective monitoring of student progress against this instruction. Students have demonstrated above expected annual growth in both Reading and Numeracy as measured through PLAN2 and Essential Assessment.</p> <p>After evaluation, the next steps to support our students will be: Supported in 2023 through the targeted use of additional funds that the school receives to operate differentiated small group support in Reading and Numeracy.</p>
<p>Location</p> <p>\$2,831.00</p>	<p>The location funding allocation is provided to Whian Whian 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"> • Reading <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • additional staffing for teaching principal release <p>The allocation of this funding has resulted in the following impact: Students K-6 have been supported to grow in their individual learning through targeted, explicit teaching and effective monitoring of student progress.</p> <p>After evaluation, the next steps to support our students will be: Supported in 2023 through the targeted use of additional funds that the school receives to operate differentiated small group support in Reading and Numeracy.</p>
<p>Professional learning</p> <p>\$4,478.00</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 Whian Whian Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective classroom practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Professional development linked to Strategic Improvement Plan and PDPs is developed in identified areas. <p>The allocation of this funding has resulted in the following impact: SIP and PDPs are more effectively understood by staff.</p> <p>After evaluation, the next steps to support our students will be: Principal PDP will include a goal to more clearly understand the documentation of these activities and enable greater understanding within the staff members.</p>
<p>Literacy and numeracy</p> <p>\$1,854.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Whian Whian 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>

<p>Literacy and numeracy</p> <p>\$1,854.00</p>	<ul style="list-style-type: none"> • Reading <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • targeted professional learning to improve literacy and numeracy <p>The allocation of this funding has resulted in the following impact: Differentiated and individual plans for student learning, based on specific needs.</p> <p>After evaluation, the next steps to support our students will be: Refine the school programming system so consistency is achieved.</p>
<p>QTSS release</p> <p>\$2,298.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Whian Whian Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective classroom practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: Students K-6 have been supported to grow in their individual learning through targeted, explicit teaching and effective monitoring of student progress against this instruction</p> <p>After evaluation, the next steps to support our students will be: Staff will ensure visible learning aspects are embedded in all areas of learning.</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"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: Identified students experienced better than expected growth in Reading and Numeracy.</p> <p>After evaluation, the next steps to support our students will be: Assessment of all students in the beginning of 2023 will guide the identification of students to participate in targeted literacy and numeracy learning.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	7	9	7	5
Girls	2	4	5	5

Student attendance profile

School				
Year	2019	2020	2021	2022
K	78.6	86.2	90.0	90.8
1	74.6	93.6	93.5	85.1
2	75.7		85.5	91.4
3		78.7		89.9
4	91.1		74.5	90.2
5	93.1	94.2		74.8
6	82.8	96.1	91.4	
All Years	88.5	91.8	86.9	85.6
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		92.6	87.8
3		92.1		87.6
4	92.9		92.5	87.4
5	92.8	92.0		87.2
6	92.1	91.8	91.5	
All Years	92.8	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
Classroom Teacher(s)	0.15
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	89,182
Revenue	465,111
Appropriation	459,898
Sale of Goods and Services	581
Grants and contributions	3,760
Investment income	872
Expenses	-454,505
Employee related	-373,155
Operating expenses	-81,349
Surplus / deficit for the year	10,606
Closing Balance	99,789

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	24,202
Equity - Aboriginal	0
Equity - Socio-economic	7,390
Equity - Language	2,400
Equity - Disability	14,413
Base Total	313,875
Base - Per Capita	3,032
Base - Location	2,832
Base - Other	308,011
Other Total	25,966
Grand Total	364,043

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

The school sent a brief survey to seek the opinions of parents, students and teachers about the school. This supported the feeling we had that the school is considered to be very strong in well-being and health. Students are generally enjoying school and they are learning at a level they expect. Parents reported that they have very good access to the school staff to discuss anything they need. This high level of regular communication between parents and staff was actually a barrier to this process as parents felt the survey was unnecessary.

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.