

2022 Annual Report

Spring Ridge Public School



3091

Introduction

The Annual Report for 2022 is provided to the community of Spring Ridge 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

Spring Ridge Public School

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School vision

Our school is a place where all students regardless of background or ability, can be successful learners and the best that they can be.

Our vision for education aligns with the Melbourne Declaration. Our goals at Spring Ridge Public School focuses on promoting equity and excellence, where students become successful learners, who are confident and creative individuals.

Our vision requires teachers and leaders who:

- know their students and how they individually learn
- know the syllabus contents for each key learning area and how to effectively teach it.
- create a school where students feel safe and supported.
- implement and use effective quality teaching and learning practices.
- provide useful assessment strategies in providing accurate reporting feedback to parents and the students themselves.
- are continually seeking new ways to learn and strive to teach lessons which are thought provoking, interesting and engaging.
- engage professionally with other staff members, parents, carers and wider community.

School context

Spring Ridge Public School, with an enrolment of 22 students, is situated southwest of Tamworth on the fertile Liverpool Plains. The school services a supportive rural community which is proud of its school and the achievements of its children. The school enjoys the support of an active P&C and School Council. Parents are active participants in school life, helping out regularly in classrooms with literacy activities, sporting carnivals, travel to and from external activities and the school canteen.

At present the school has two full time teachers and a part time teacher who is employed four days per week to support our infant's students. Student participation in sport is enthusiastic and they regularly participate in the Premier's Sporting Challenge. The student Representative Council meet each term. Students provide input into purchasing equipment and learning activities.

Spring Ridge Public Schools is part of the WARRAMA - LI Alliance, consisting of Blackville Public School, Walhallow Public School, Willow Tree Public School, Werris Creek Public School and Wallabadah Public School. Each term all schools in the alliance meet to participate in extracurricular learning experiences based around STEM, cultural, academic and sporting activities.

The school undertakes a wide variety of teaching and learning programs including Best Start, Cars and Stars Comprehension Reading program, Stepping Stones mathematics and Seven Steps writing.

Through our situational analysis, we have identified a need to use data driven practice to improve student outcomes and develop a whole-school learning approach to explicit teaching. This will ensure the most effective evidence based learning practices are used throughout the school. Further work to support the successful planning for, and delivery of, quality differentiated instruction to students with additional needs will take place.

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

Assessment is integral to the teaching and learning cycle. School wide practices for assessment are used to monitor, plan, and report on student learning across the curriculum.

Student assessment data needs to be collected regularly to identify student achievements, student growth and progress, as well as reflect on teaching effectiveness. Teaching and learning can then be adapted to meet individual learning needs that lead to improved student outcomes.

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

AP Curriculum & Instruction: \$30,114.20

Professional learning: \$2,000.00

Summary of progress

The major focus for 2022 was continued to be the development of practice in the teaching of literacy. A priority within this was preparing for the implementation of the new K-2 syllabus in 2023. Supported by the assistant Principal, Curriculum and Instruction (APC&I), the professional learning ensured teachers developed a deep understanding of the English K-2 syllabus. Teachers observed the APC&I delivering syllabus unit lessons and then implemented components of the lessons in their own teaching. To prepare for 2023, teachers designed and collated resources for the new syllabus implementation.

In 2023, staff will implement the K-2 English syllabus. Throughout 2023, the school will utilise the learning from the preparation for the English syllabus to ensure that teachers continue to improve their teaching practice and are ready for implementation of the new Mathematics syllabus in 2024.

Next Steps

We will change in Strategic Direction One in 2023 to have a focus in numeracy.

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 Students move from the base line towards the lower bound system negotiated targets in expected growth in reading.	• Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
NAPLAN • All students in Years 3 and 5 show improvement towards our lower bound of 60% in the top two bands in NAPLAN for reading.	• Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
NAPLAN Students move from the base line towards the lower bound system	• Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

<p>negotiated targets in expected growth in numeracy.</p>	
<p>NAPLAN</p> <ul style="list-style-type: none"> • All students in Years 3 and 5 show improvement towards our lower bound of 60% in the top two bands in NAPLAN numeracy. 	<p>* Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>

Strategic Direction 2: Quality Learning through Evidence- Based Practices

Purpose

Spring Ridge Public School has an integrated approach to quality teaching and learning, quality curriculum planning and delivery and quality assessment practices. This promotes learning excellence and responsiveness in meeting the needs of all students.

All teachers are committed to identifying, understanding and implementing the most effective teaching methods, with the highest priority given to evidence-based teaching strategies.

Initiatives

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

- Curriculum
- Effective Classroom Practice

Resources allocated to this strategic direction

Low level adjustment for disability: \$2,065.72

Professional learning: \$4,000.00

QTSS release: \$5,516.21

Summary of progress

In 2023, PLAN 2 was updated regularly as observations and work samples indicated student progress, along with ALAN assessment and Summative assessments enabling the triangulation of data which supported teacher observations.

As teachers used PLAN 2 more frequently to monitor student progress, they were able to plan and design 'where to next' programs (teaching sprints). This data determined student learning goals and success criteria. Visible learning such as "Bump up" walls track student learning and engage students to self-monitor and motivate them to achieve 'where to next'.

The APCI monitors student growth and collaboratively works with teachers to adjust programs accordingly (the teaching and learning cycle). This includes using the 'Response to Intervention' model - tier 3 interventions such as MultiLit which occur daily, and daily small group tier 2 interventions, such as oral language for ES1. All students needing a PLP, which include their learning goals have had them written and signed off by parents.

By closely tracking and monitoring students using evidence-based assessment (of, for and as learning), student growth became evident, and the increase in results recorded in PLAN 2 support this statement.

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
Uplift of 80% of students attending greater than 90% of the time from the baseline.	<ul style="list-style-type: none">• The percentage of students attending greater than 90% is 66.7%.• . Target was not reached due to greater occurrence of extended family holidays outside of school holidays, COVID absences (Term 2/3) and high absences due to sickness (Term 3.)
Implement the use of ILP's to drive future teacher practices to improve student outcomes.	<ul style="list-style-type: none">• Document analysis of learning programs indicate 100% of learning programs include evidence of adjustments made to accommodate individual student needs.
Implement Teaching Sprints pedagogy in teaching programs and classroom learning to ensure all adjustments lead to improved learning.	<ul style="list-style-type: none">• Teaching sprints focus in the areas of Math- Quantifying Numbers,• Teaching sprints focus in the area of Literacy - vocabulary/ fluency/grammar/punctuation and spelling.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$52,783.95</p>	<p>Integration funding support (IFS) allocations support eligible students at Spring Ridge Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible student received personalised learning and support within the classroom.</p> <p>After evaluation, the next steps to support our students will be: Employment of SLSO 2023 to support child with Autism.</p>
<p>Socio-economic background</p> <p>\$5,649.24</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Spring Ridge 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"> • Employment of specialist coaches <p>* Athletics (T1/T2/T3)</p> <p>*Basketball (T3)</p> <p>* Tennis(T4) Swimming (T4)</p> <p>Sport Equipment</p> <p>High Jump Mat</p> <p>Canopy</p> <p>Athletics shields/equipment</p> <p>The allocation of this funding has resulted in the following impact: With the purchase of these resources, students became more active and willing to participate in school events. Student well-being improved as they became further engaged in whole school events.</p> <p>After evaluation, the next steps to support our students will be: Student engagement in physical activity will be monitored and further resources to be considered to ensure participation in physical education is increased.</p> <p>.</p>

<p>Aboriginal background</p> <p>\$6,709.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Spring Ridge 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: 100% of Aboriginal families engaging in the PLP process with regular updates of student achievements.</p> <p>After evaluation, the next steps to support our students will be: Continuation of SLSO Employment for 2023. Focus : All transition levels.</p>
<p>Low level adjustment for disability</p> <p>\$14,578.82</p>	<p>Low level adjustment for disability equity loading provides support for students at Spring Ridge 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"> • Curriculum • 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 students in writing and setting literacy/numeracy SMART goals. <p>The allocation of this funding has resulted in the following impact: All students needing a PLP have had them written and signed off by parents.</p> <p>After evaluation, the next steps to support our students will be: Continuation of employment of SLSO 2023 Focus: Support children who have ILP and parents of children with PLP's.</p>
<p>Location</p> <p>\$27,617.05</p>	<p>The location funding allocation is provided to Spring Ridge 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"> • Playground Upgrade <p>Classroom Upgrade/furniture</p> <p>The allocation of this funding has resulted in the following impact: As a result of new classroom upgrades, student engagement increased and in turn so did the self regulation in independent and group settings. Students worked and played collaboratively due to their engagement with the new equipment. This also improved their confidence and well being.</p>

Location \$27,617.05	<p>After evaluation, the next steps to support our students will be: Student engagement and well being will continue to be monitored and further resources will be considered so this process will be maximised.</p>
Professional learning \$6,000.00	<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 Spring Ridge 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/Numeracy • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching sprints and the effectiveness of improving student outcomes <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed effective practices in the explicit teaching of teaching/learning sprints resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be: APC&I to upskill teachers as PLAN 3 is developed based on learning progressions version 3 APC&I to continue monitoring teachers' data entry to PLAN 2 for accuracy where teachers share student work samples for analysis. Learning goals/teaching sprints are fluid and flexible as student learning progresses.</p>
QTSS release \$5,516.21	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Spring Ridge Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in the following impact: PLAN 2 was updated regularly as observations of student progress became apparent. Teachers created learning goal/teaching sprints using PLAN 2 progressions data</p> <p>After evaluation, the next steps to support our students will be: APC&I to upskill teachers as PLAN 3 is developed based on learning progressions version 3 APC&I to continue monitoring teachers' data entry to PLAN 2 for accuracy where teachers share student work samples for analysis. Learning goals/teaching sprints are fluid and flexible as student learning progresses.</p>
COVID ILSP \$13,827.00	<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</p>

<p>COVID ILSP</p> <p>\$13,827.00</p>	<p>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: improved staff confidence and evidenced based teaching strategies embedded in all classrooms. (teaching/learning sprints)</p> <p>After evaluation, the next steps to support our students will be: Extra tuition with students Year 2. One hour literacy 3 times per week (small group 3) Extra tuition with students Year 2. One hour Math 3 times per week (small group 3) Extra tuition with students Year 5/6. One hour Math 3 times per week (small group 3)</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	19	19	15	10
Girls	10	9	12	10

Student attendance profile

School				
Year	2019	2020	2021	2022
K	89.4	90.0	87.1	90.1
1	93.5	95.0	88.6	79.4
2	94.6	87.7	92.1	84.5
3	97.2	97.9	92.9	92.8
4	96.1	92.3	94.4	86.7
5	90.2	90.9	87.8	85.4
6	96.9	90.0	90.1	84.5
All Years	94.0	91.2	89.6	85.9
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

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

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

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	0.2
Classroom Teacher(s)	1.72
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	186,088
Revenue	769,778
Appropriation	761,376
Sale of Goods and Services	822
Grants and contributions	5,324
Investment income	2,257
Expenses	-701,170
Employee related	-568,720
Operating expenses	-132,450
Surplus / deficit for the year	68,608
Closing Balance	254,696

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2022 SBAR Adjustments (\$)
Targeted Total	48,538
Equity Total	27,024
Equity - Aboriginal	6,796
Equity - Socio-economic	5,649
Equity - Language	0
Equity - Disability	14,579
Base Total	574,528
Base - Per Capita	6,822
Base - Location	27,617
Base - Other	540,089
Other Total	49,341
Grand Total	699,432

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

Each year schools are required to seek the opinions of students about the school. This year, Spring Ridge Public School used Tell Them From Me to collect this information. Tell Them From Me is an online survey system devised by The Learning Bar that helps schools capture the views of students in the areas of sense of belonging, advocacy and expectations of success.

SENSE OF BELONGING: Spring Ridge Public School : 78%

State : 65%

EXPECTATIONS OF SUCCESS : Spring Ridge Public School : 100%

State : 85%

ADVOCACY : Spring Ridge Public School : 89%

State : 70%

Each Year parents of Spring Ridge Public School are surveyed outlining their thoughts on the successes/ areas of need of the school. In 2021 the annual survey provided feedback to the school in the areas of supportive learning, positive behaviour and the promotion of a safe and inclusive environment.

PARENTS FEEL WELCOME : 98% (increase of 5% from 2021 data)

PARENTS FEEL WELL INFORMED : 95% (increase of 4% from 2021 data)

SCHOOL SUPPORTS LEARNING : 98%

SCHOOL SUPPORTS POSITIVE BEHAVIOUR : 97%

COMMUNICATION TO PARENTS : Development of parent text group and purchase and update of a new school mobile. (change bought about from concerns about communication. from parent survey 2021)

PARENT COMMUNICATION IMPROVEMENTS: 100% feel better informed

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.