

# 2022 Annual Report

## Spring Terrace Public School



3093

# Introduction

The Annual Report for 2022 is provided to the community of Spring Terrace Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

## School contact details

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Spring Terrace Public School

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## School vision

Our vision is to work collaboratively to develop resilient, self directed learners who value learning and experience success.

The Spring Terrace Public School community believes that every student deserves to learn in a caring, respectful and inclusive environment with high expectations, where they feel safe and valued as individuals. We strongly believe that every student has the potential to learn and experience success and should be provided with a challenging and and engaging educational experience.

## School context

Spring Terrace Public School is located close to the central western city of Orange in a semi-rural setting and has a student enrolment of 46. The number of Aboriginal students has increased significantly to 9% in the last 12 months .The community is very supportive of the school and works with the staff to foster a culture of inclusion and excellence.

The school is situated on Wiradjuri land and draws students from surrounding properties as well as the city of Orange.

The school's strong connection with local learning communities and entities such as the Orange Small Schools Association, SPARKE Learning Community and the Orange Regional Conservatorium of Music allows it to provide the students with a wide variety of extra curricula activities. This ensures students both have the opportunity to participate in a broad range of experiences as well as excelling in those where they have an interest or talent.

The whole school community was consulted during the process of completing a thorough situational analysis that has informed the development of the School Improvement Plan. Our situational analysis identified opportunities for the school to further improve teacher practice and student outcomes by tailoring teaching and learning through the effective use of assessment and data, fostering a culture of high expectations and focusing on the well-being of all students.

## Self-assessment and school achievement

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

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

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

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

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

### Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

## Strategic Direction 1: Student growth and attainment

### Purpose

To maximise the learning of every student in reading and numeracy and to build a culture of high expectations for success and growth, driven by evidence informed teaching practice.

### Initiatives

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

- Effective Practice
- Data Skills and use

### Resources allocated to this strategic direction

**Socio-economic background:** \$23,113.95

**Low level adjustment for disability:** \$29,736.41

**QTSS release:** \$8,159.39

**Professional learning:** \$6,249.18

**Per capita:** \$11,875.96

**Literacy and numeracy:** \$2,924.28

### Summary of progress

Staff participated in professional learning in collecting and analysing data with the aim of collaboratively developing a systematic approach to establishing and monitoring individual student needs moving towards capturing data using PLAN 2 that represented student progress towards the achievement of identified outcomes. Staff worked collaboratively to identify individual learning goals for students that drive individual learning including the development of individual education plans for students requiring these. Identifying and reviewing current data sources enabled staff to analyse and refine practices associated with data collection. As a result, 36% of students developed an individual education plan that reflected their identified need in the areas of reading and numeracy with appropriate goals set. Parent participation in the development of the individual education plans was encouraged via letters, phone calls and 3 way meetings to ensure all parties contributed to the ongoing learning outcomes of students.

A focus in 2023 will be to ensure individual education plans are continued to be developed for identified students in K-6 with collaboration from all parents/carers a priority. Moving all individual education plans to an online platform will enable all stakeholders to access and refine more readily. Staff will also utilise PLAN2 and Dibels to track student progress in reading and 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
A minimum of 35.4% of students achieve in the top two bands for NAPLAN Reading across the Orange Small Schools network.	2022 NAPLAN data indicates 42.9% of students in the Orange small schools are achieving in the top two skill bands for reading indicating achievement of the system negotiated target.
A minimum of 33.7% of students achieve in the top two bands for NAPLAN Numeracy across the Orange Small Schools network.	A decreased percentage of students achieved in the top two skill bands for numeracy indicating the school did not meet the system negotiated target. Cohort size precludes the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.
Increase the % of students achieving expected growth in NAPLAN Reading to meet or exceed the lower bound system negotiated target of 60%.	Student Growth in Reading cannot be calculated in 2022 as the NAPLAN test was not conducted in 2020.

<p>Increase the % of students achieving expected growth in NAPLAN Numeracy by to meet or exceed the lower bound system negotiated target of 60%</p>	<p>Student Growth in Numeracy cannot be calculated in 2022 as the NAPLAN test was not conducted in 2020.</p>
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## Strategic Direction 2: Connect, Succeed, Thrive

### Purpose

To maximise attendance and engagement of every student through strong connections by providing a safe, positive and stimulating learning environment.

### 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

**Socio-economic background:** \$100.00

**Location:** \$1,612.42

**Aboriginal background:** \$4,156.54

### Summary of progress

Staff and students implemented The Resilience Project program across the school to support students with social and emotional regulation. Students participated in a workshop presented by The Resilience Project in Term 2 and students social and emotional regulation has improved throughout the school year.

In 2023, the school will be continuing The Resilience Project program based on its success across the school.

Staff reviewed and updated the attendance policy to reflect the needs of the school community and implemented a weekly attendance prize draw along with regular, systematic follow up letters / phone call and a record system to encourage regular and consistent attendance. As a result, a clear and logical sequence of actions was developed to support student attendance including implementing a more personalised approach to working in partnership with families. Due to extensive periods of state wide health orders, the long term impact of the policy has not been able to be measured. A focus in 2023 will be to continually review and refine the attendance policy in consultation with staff and parents.

### 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
Achieve a target of 70% students attending of students attending school 90% of the time.	46% of students attended school more than 90% of the time.
Self-assessment in the School Excellence Framework determines the school sustaining and growing in the Wellbeing domain theme level of: <ul style="list-style-type: none"><li>• A Planned Approach to Wellbeing</li></ul> The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Wellbeing

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$68,515.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Spring Terrace Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• additional staffing to assist students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students received individualised targeted support in Literacy and Numeracy activities. Social Skills were developed through targeted playground activities and PDHPE lessons</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue with targeted interventions</p>
<p>Socio-economic background</p> <p>\$23,213.95</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Spring Terrace Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Practice</li> <li>• Engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff through Scout Data analysis to support student learning</li> <li>• additional staffing to implement individualised support for identified students with additional needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Development and implementation of targeted interventions for individual students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to deliver individualised support to identified students and provide smaller class sizes</p>
<p>Aboriginal background</p> <p>\$4,156.54</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Spring Terrace 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• community consultation and engagement to support the development of</li> </ul>



<p>Aboriginal background</p> <p>\$4,156.54</p>	<p>cultural competency</p> <ul style="list-style-type: none"> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Support provided to Aboriginal Students in literacy and numeracy. Three-way Personalised Learning and Support Plans developed for Aboriginal Students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to support Aboriginal students in identified areas of need.</p>
<p>Low level adjustment for disability</p> <p>\$29,736.41</p>	<p>Low level adjustment for disability equity loading provides support for students at Spring Terrace Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Teachers being able to collaborate and analyse data to inform and create meaningful Individual Education Plans</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to analyse multiple data sources to create Individual Education plans in consultation with families and staff.</p>
<p>Location</p> <p>\$1,612.42</p>	<p>The location funding allocation is provided to Spring Terrace Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• Weekly attendance prize draw for 100% attendance</li> <li>• additional staffing to support follow up of attendance concerns using data - phone calls/letters home</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students improved their overall attendance from Semester 1 to Semester 2. Covid still had a big impact on the overall numbers.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Follow up with students who have attendance levels below 90% early in term 1. Provide lots of promotional material for the school newsletter to remind parents/carers of their responsibilities regarding student attendance at school.</p>
<p>Professional learning</p> <p>\$6,249.18</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 Spring Terrace Public School.</p> <p><b>Funds have been targeted to provide additional support to students</b></p>

<p>Professional learning</p> <p>\$6,249.18</p>	<p><b>enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaged APCI to unpack evidence-based approaches to reading and provide professional development to staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Teachers gained knowledge of the Science of Reading and have developed skills to implement this in the classroom. Resources have been purchased to support this research based effective reading strategies.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Teacher observations and team teaching to support the implementation of SoR and the new K-2 syllabi in 2023.</p>
<p>Literacy and numeracy</p> <p>\$2,924.28</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Spring Terrace Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Individualised and targeted literacy and numeracy support for students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue with literacy and numeracy interventions.</p>
<p>QTSS release</p> <p>\$8,159.39</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Spring Terrace Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Teachers providing each other with quality feedback after observations of practice.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to provide opportunities for teachers to provide feedback to each other after observations.</p>
<p>COVID ILSP</p> <p>\$18,880.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p>

<p>COVID ILSP</p> <p>\$18,880.00</p>	<ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Intensive small group tuition programs ( such as Minilit/Multilit and number talks), meeting students 'point of need' in literacy and numeracy as identified through students assessments.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue small group tuition after needs have been identified using internal and external assessments.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	22	27	26	21
Girls	13	14	21	22

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.1	92.0	92.6	83.5
1	94.3	93.9	92.2	90.2
2	88.1	94.2	87.3	92.5
3	98.4	91.2	94.6	86.7
4	97.8	97.6	92.2	87.4
5	92.1	98.7	88.0	88.8
6	90.0	93.7	93.7	80.4
All Years	93.0	94.1	90.6	87.3
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

### 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

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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)	1.32
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.95

\*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 <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	39,186
<b>Revenue</b>	736,861
Appropriation	709,056
Grants and contributions	27,173
Investment income	632
<b>Expenses</b>	-713,984
Employee related	-662,888
Operating expenses	-51,096
<b>Surplus / deficit for the year</b>	22,877
<b>Closing Balance</b>	62,063

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

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

	2022 <b>SBAR Adjustments (\$)</b>
<b>Targeted Total</b>	68,515
<b>Equity Total</b>	57,107
Equity - Aboriginal	4,157
Equity - Socio-economic	23,214
Equity - Language	0
Equity - Disability	29,736
<b>Base Total</b>	515,644
Base - Per Capita	11,876
Base - Location	1,612
Base - Other	502,156
<b>Other Total</b>	27,331
<b>Grand Total</b>	668,597

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Feedback was sought from parents/carers, students and teachers. Formal surveys were not conducted but opportunities to provide feedback to the school were realised through open forums, individual discussions and reflection points throughout the year.

Resourcing the school with quality furniture and classroom resources was a priority along with a strong teaching and learning focus based on granular analysis of data.

Feedback was taken on board by the school from parents/caregivers for the way in which lessons were being delivered as opposed to 2021 with a much smoother timetable, lesson transitions and interactions between class groupings prioritised.

Attendance, The Resilience Project and positive behaviour for learning was a whole school focus with staff and students reporting positive progress in these areas.

Students identified they really enjoyed joining classes for PE lessons and spending time within the community garden.

Increased interactions between the school and parent/caregivers were a highlight with 'End of Term Assemblies', special events and the return of face-to-face parent/teacher interviews. These were all managed with care and respect with the children's best interests in mind.

Staff collaborated effectively and enjoyed the opportunity to participate in quality professional learning.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.