# 2022 Annual Report

## Tanja Public School



3159

# Introduction

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

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

## School contact details

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## School vision

Tanja Public School's vision is to provide inclusion, diversity and excellence in education, where students become not only conscious of their own power to learn but enact their own learning with a sense of purpose.

## School context

Tanja Public School has a small enrolment and is located 10 kilometres north of Tathra on the Far South Coast of New South Wales. School numbers have fluctuated over the last 10 years, with student numbers ranging from 7 to 25. We anticipate that this trend will continue in the future although with the introduction of a school bus in 2022 we hope to build our student enrolment and stabilise numbers between 15-35.

Through our situational analysis, we have identified the need to focus on a whole school approach to ensuring teaching and learning is explicit and engaging. Achieving our vision for students will be accomplished by building a foundation of knowledge and creating plans for success, continuing to learn to collect and evaluate data to inform decision making, and systematically embedding high-effect strategies to ensure sustainability.

There will be a strong focus on whole school community knowledge, understanding and use of effective practices and strategies to support student wellbeing.

Our school motto, 'Not for ourselves but for all', underpins all that we do.

# 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 | Sustaining and Growing |
| LEARNING: Curriculum | Sustaining and Growing |
| LEARNING: Assessment | Delivering |
| LEARNING: Reporting | Sustaining and Growing |
| LEARNING: Student performance measures | Delivering |
| TEACHING: Effective classroom practice | Delivering |
| 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 | Sustaining and Growing |
| LEADING: Management practices and processes | Delivering |

## Strategic Direction 1: Student growth and attainment

### Purpose

In order to maximise outcomes for every student, all staff will teach explicitly, with high expectations, giving frequent and planned feedback. Students are on a journey to become self-directed learners who know their own progress and are confident in learning independently, with peers and/or with their teachers to navigate future learning.

### 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.

- Explicit teaching supported by research
- Every student learning, not by chance, but by design

### Resources allocated to this strategic direction

**Literacy and numeracy:** $6,079.57
**AP Curriculum & Instruction:** $30,114.00
**Professional learning:** $5,870.00
**Low level adjustment for disability:** $14,480.00
**QTSS release:** $2,873.00
**Per capita:** $1,059.00
**6101 Carry Forward Funds:** $1,239.00

### Summary of progress

Throughout 2022 our focus continued to be explicit teaching practices to improve phonics, writing, number sense, and place value. The driver of personalised learning was the use of visible learner dispositions and learning intentions and success criteria (LISC). Teachers used student data to plan and embed quality practices into their everyday teaching, and as a result, adapted teaching and learning programs to reflect this. Student learning outcomes have been tracked through the collection and analysis of assessment data have shown student growth.

We are confident that we are trending toward the progress measures. Increasing the percentage of students achieving in the Top 2 Bands has been supported by explicit teaching and teaching to each students' needs (personalised learning). Student achievement is measured by internal data, NAPLAN, Check-In Assessments and on-demand assessments in Assessing Literacy and Numeracy (ALAN).

Next year in this initiative we will work with teachers to continue to establish a process to provide staff with feedback on the implementation of explicit evidence-based teaching that is data informed and individualised. This will support further improvement in teaching practice and learning outcomes across the school for all students.

### 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**<br><br>66% of students performing in the top two bands for NAPLAN reading. | The information provided must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort it is not appropriate to discuss the results. |
| 50% of students performing in the top 2 bands for NAPLAN numeracy. | The information provided must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort it is not appropriate to discuss the results. |
| Improvement in the percentage of students achieving expected growth in NAPLAN reading to be trending towards 60%. | The information provided must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort it is not appropriate to discuss the results. |
| | |

| | |
|---|---|
| Improvement in the percentage of students achieving expected growth in NAPLAN numeracy to be trending towards 60%. | The information provided must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort it is not appropriate to discuss the results. |
| **Progressions**<br><br>All students are working towards expected growth in Creating Texts using the Literacy progressions, PLAN 2 data and syllabus outcomes. Expected progression for stages are: K (CrT5), stage 1 (CrT7), stage 2(CrT8), and stage 3 (CrT10). | The information provided must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort it is not appropriate to discuss the results.<br><br>Our progress in relation to all students working towards expected growth in Creating Texts using the literacy progressions has been supported by our initiatives of explicit teaching and using quality teaching strategies such as, 'The Writing Revolution', to explicitly teach writing that meets individual needs and measured by internal data and NAPLAN Assessments. We are confident that we are trending toward this progress measure and will continue to build teacher capacity and design and implement quality teaching. |
| **School Excellence Framework**<br><br>Improve in the following SEF-SaS themes from baseline data taken in the Situational Analysis:<br> • Individual Learning Needs (Wellbeing) - Sustaining & Growing towards Excelling<br> • Differentiating (Curriculum)  - achieving Sustaining & Growing<br> • Student Reports (Reporting) - achieving Sustaining & Growing<br> • Explicit Teaching (Effective Classroom Practice) - achieving Sustaining & Growing<br> • Data Use in Teaching (Data Skills & Use) - achieving Sustaining & Growing | Initiatives have contributed to the below progress measure results:<br><br>* Individual Learning Needs (Wellbeing) - Sustaining & Growing - Teachers and Leaders follow well-developed and evidence-based approaches, programs and assessment processes to identify, regularly monitor and review individual learning needs.<br><br>* Differentiating (Curriculum) - Delivering - Through the use of LISC and quality explicit teaching practices differentiation of curriculum delivery within the classroom happens for some students with particular identified learning needs. The parents of affected students are advised about adjustments made. All students are not able to articulate their learning and demonstrate an understanding of what they need to learn next to enable continuous improvement. Evidence that this is an area for growth.<br><br>* Student Reports (Reporting) - Sustaining & Growing - Parents are presented with clear information on what and how well their children are learning and receive regular information in accessible formats about how to support their children's progress. The school solicits feedback on its reporting from parents.<br><br>* Explicit Teaching (Effective Classroom Practice) - Delivering - Explicit teaching is the main practice used in the school, reflecting the current evidence base. Teachers routinely and explicitly review previous content and preview the learning planned with students in each class..<br><br>* Data Use in Teaching (Data Skills & Use) - Delivering - Teachers review student assessment data and compare results from external assessments (e.g. NAPLAN and Check-in assessments, NESA writing samples) with internal measures to build consistent and comparable judgement of student learning. |

## Strategic Direction 2: Wellbeing and Community Engagement

### Purpose

To ensure that every student is able to connect, succeed, thrive and learn, there will be a planned approach to a whole school wellbeing process that supports high levels of wellbeing and engagement. Community partnerships are visible and strong, giving students a deep sense of belonging and confidence through a broad connection to community.

### 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 and Engagement
- Community Partnerships

### Resources allocated to this strategic direction

**Location:** $7,649.00
**6101 Carry Forward Funds:** $2,100.00

### Summary of progress

In 2022 we continued to deepen staff, student, and parent understanding of our learning dispositions, developing the use of learning dispositions to improve wellbeing and engagement, attendance, and community partnerships.

Professional dialogue on focus area teaching strategies drawn from evidence-base to ensure student learning was at the forefront of all practices and these practices were targeted at student need. Teachers used student and parent surveys to reflect on success of embedded learner dispositions, teacher anecdotal assessments, and assessment of attendance data, which was shared with all stakeholders.

Next year in this initiative we will work with teachers to continue to establish a process to provide staff with feedback on the implementation of learning dispositions and continue to build fidelity. We will continue to provide information regarding the importance of attendance and its impact on student wellbeing and engagement. This will support further improvement in teaching practice and learning across the school.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

| Annual progress measure | Progress towards achievement |
|---|---|
| Increase to 70% or above of students attending > 90% of the time. | We are trending towards our 2023 annual progress measure goal of 70% or above of students attending > 90% of the time. Increasing attendance from Term 1 in 2022, from 50% of students attending 90% or more, to 62.5% of students attending 90% or more of the time in Term 4. |
| Increase in student engagement and achievement as measured in the Visible Learner survey from baseline data 2021. | The results indicate that we still have a way to go in terms of embedding visible learning authentically into our everyday school practice, language, and culture. Students do have a deeper understanding of engagement and achievement due to the lessons and discussions around our learning dispositions and our social/emotional program, You Can Do It! (YCDI!). |
| **School Excellence Framework**<br><br>Improve in the following SEF-SaS themes from baseline data taken in the Situational Analysis:<br>• Attendance (Learning Culture) - Sustaining & Growing working towards Excelling<br>• Community Engagement (Educational Leadership) - Sustaining & | Initiatives have contributed to the below progress measure results:<br><br>* Attendance (Learning Culture) - Sustaining & Growing - Attendance data is regularly analysed and used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.<br><br>* Community Engagement (Educational Leadership) - Delivering - Parents and community have the opportunity to engage in a range of school-related activities which help build the school as a cohesive educational community. |

Growing working towards Excelling

| Funding sources | Impact achieved this year |
|---|---|
| Socio-economic background<br><br>$714.00 | Socio-economic background equity loading is used to meet the additional learning needs of students at Tanja Public School who may be experiencing educational disadvantage as a result of their socio-economic background.<br><br>**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**<br> • Other funded activities<br><br>**Overview of activities partially or fully funded with this equity loading include:**<br> • resourcing to increase equitability of resources and services.<br><br>**The allocation of this funding has resulted in the following impact:**<br>improved classroom resourcing.<br><br>**After evaluation, the next steps to support our students will be:**<br>continue to utilise these funds in this way to positively impact student growth and attainment. |
| Low level adjustment for disability<br><br>$14,480.00 | Low level adjustment for disability equity loading provides support for students at Tanja Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.<br><br>**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**<br> • Explicit teaching supported by research<br><br>**Overview of activities partially or fully funded with this equity loading include:**<br> • 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.<br><br>**The allocation of this funding has resulted in the following impact:**<br>improved student needs based teaching and learning.<br><br>**After evaluation, the next steps to support our students will be:**<br>to continue the impact of the learning support team, the school will provide additional support for identified students through the employment of a classroom teacher. |
| Location<br><br>$7,649.00 | The location funding allocation is provided to Tanja Public School to address school needs associated with remoteness and/or isolation.<br><br>**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**<br> • Community Partnerships<br><br>**Overview of activities partially or fully funded with this operational funding include:**<br> • • Artisan program (creative arts, performing arts and ceramics).<br> • Music program<br> • Kitchen garden program<br><br>**The allocation of this funding has resulted in the following impact:**<br>improved community connections and development and performance opportunities for students.<br><br>**After evaluation, the next steps to support our students will be:**<br>continue to utilise funds in this way to positively impact student engagement and wellbeing and community partnerships. |

| Literacy and numeracy

$6,380.57 | The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Tanja Public School from Kindergarten to Year 6.

**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**
 • Explicit teaching supported by research
 • Other funded activities

**Overview of activities partially or fully funded with this initiative funding include:**
 • resources to support the quality teaching of literacy and numeracy.
 • targeted professional learning to improve literacy and numeracy

**The allocation of this funding has resulted in the following impact:**
improved student needs based teaching and learning.

**After evaluation, the next steps to support our students will be:**
to continue to build teaching resources and professional development to support student
outcomes in literacy and numeracy, and meeting the teaching and learning requirements of the new English and mathematics syllabuses. |
|---|---|
| QTSS release

$2,873.00 | The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Tanja Public School.

**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**
 • Explicit teaching supported by research

**Overview of activities partially or fully funded with this initiative funding include:**
 • additional staffing to support staff collaboration in the implementation of high-quality curriculum

**The allocation of this funding has resulted in the following impact:**
improved explicit teaching with attention to individual needs.

**After evaluation, the next steps to support our students will be:**
continuing to employ an additional teacher to allow staff to observe and coach  to improve teaching practice.. |
| COVID ILSP

$8,970.00 | 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.

**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**
 • Other funded activities

**Overview of activities partially or fully funded with this targeted funding include:**
 • employment of teachers/educators to deliver small group tuition
 • providing targeted, explicit instruction for student groups in literacy

**The allocation of this funding has resulted in the following impact:**
Analysis of the data showed that the small group tuition has been implemented well in literacy across Years 1-5. Most students met the expected growth intended by the MultiLit program. This is evidenced in a comparative review of student diagnostic and summative assessments provided by the program itself, classroom teacher observations and data collection. Most
students have demonstrated an increased ability to segment and blend |

| | |
|---|---|
| COVID ILSP<br><br>$8,970.00 | unfamiliar words and read fluently with prosody.<br><br>**After evaluation, the next steps to support our students will be:**<br>Recommendations are that students have progressed as far as they are going to on the MultiLit program and that the 2023 focus will need to be re-assessed through data analysis and reflection to meet students individual learning needs. |
| Professional learning<br><br>$5,870.00 | 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 Tanja Public School.<br><br>**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**<br> • Explicit teaching supported by research<br> • Every student learning, not by chance, but by design<br><br>**Overview of activities partially or fully funded with this initiative funding include:**<br> • Corwin - Visible Learning:<br>- Feedback that makes learning visible<br>- Evidence into action day 3<br>- Impact coach day 3<br> • The Writing Revolution training:<br>- Advancing thinking through writing K-2<br><br>**The allocation of this funding has resulted in the following impact:**<br>increased capacity of teachers to embed effective practices in the explicit teaching of writing, resulting in improved internal student results.<br><br>**After evaluation, the next steps to support our students will be:**<br>personalised and targeted professional learning in the form of mentoring and co-teaching. |

# Student information

## Student enrolment profile

| Students | Enrolments | | | |
|---|---|---|---|---|
| | 2019 | 2020 | 2021 | 2022 |
| Boys | 11 | 12 | 11 | 10 |
| Girls | 0 | 2 | 4 | 6 |

## Student attendance profile

| School | | | | |
|---|---|---|---|---|
| Year | 2019 | 2020 | 2021 | 2022 |
| K | 90.4 | 81.4 | 89.1 | |
| 1 | 78.4 | 89.1 | | 78.1 |
| 2 | 80.1 | 96.8 | 76.7 | 79.5 |
| 3 | 84.0 | 83.9 | 87.6 | 72.9 |
| 4 | 91.0 | 96.4 | 75.6 | 75.7 |
| 5 | 87.7 | 93.2 | 91.9 | 64.7 |
| 6 | | 88.5 | 82.0 | 89.1 |
| All Years | 85.8 | 89.6 | 84.4 | 76.6 |
| State DoE | | | | |
| Year | 2019 | 2020 | 2021 | 2022 |
| K | 93.1 | 92.4 | 92.8 | |
| 1 | 92.7 | 91.7 | | 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 | | 91.8 | 91.5 | 86.3 |
| All Years | 92.9 | 92.0 | 92.4 | 87.3 |

## Attendance

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

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

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

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

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

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

## Management of non-attendance

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

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

# Workforce information

## Workforce composition

| Position | FTE* |
|---|---:|
| Principal(s) | 1 |
| Assistant Principal(s) | 0.2 |
| Classroom Teacher(s) | 0.15 |
| Learning and Support Teacher(s) | 0.1 |
| Teacher Librarian | 0.08 |
| School Administration and Support Staff | 1.18 |

*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** | 77,842 |
| **Revenue** | 466,696 |
| Appropriation | 459,418 |
| Grants and contributions | 6,693 |
| Investment income | 585 |
| **Expenses** | -457,251 |
| Employee related | -397,490 |
| Operating expenses | -59,761 |
| **Surplus / deficit for the year** | 9,445 |
| **Closing Balance** | 87,286 |

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** | 15,241 |
| Equity - Aboriginal | 0 |
| Equity - Socio-economic | 714 |
| Equity - Language | 0 |
| Equity - Disability | 14,527 |
| **Base Total** | 327,753 |
| Base - Per Capita | 3,790 |
| Base - Location | 7,649 |
| Base - Other | 316,313 |
| **Other Total** | 84,674 |
| **Grand Total** | 427,668 |

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

Parents/caregivers were surveyed to assess engagement with the school. The parents/caregivers were sent the link via the school messenger group and notified in the newsletter. The survey was completed in Term 3, with a continuing decrease in parent/caregiver completion of the survey. The survey results indicated satisfaction in all areas, but with so few responses the validity of the survey as a feedback tool is questionable.

Student survey in Term 1 indicated that students appreciate and value our learning dispositions and have a developing understanding of what they mean in general as well as what they mean in terms of their happiness and success at school and beyond.

Staff movement may indicate a need to focus on teacher engagement and satisfaction in 2023.

# 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.