

2022 Annual Report

Yetman Public School



3559

Introduction

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

Yetman Public School

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School vision

Yetman Public School is a place where exploration, creativity and imagination make learning exciting and where all learners aspire to reach their potential. Our staff are innovative and dynamic, providing leadership that inspires academic success. We work together as a whole school community to prepare our students to be confident, persistent and resilient learners within our ever-changing, challenging world.

School context

Yetman Public School's motto 'Play The Game' promotes the concepts of inclusivity and social and academic development so that all students can reach their full potential. It demonstrates a dedication to an enthusiastic involvement in sporting experiences and the continual growth of the human spirit. The town of Yetman is a Rural and Remote community approximately 120km from the nearest large town of Inverell.

The school enjoys community support to collectively ensure that all students are given the opportunity to develop and achieve their maximum potential. We have highly experienced and dedicated staff who are committed to innovative, quality learning outcomes for all students. The local mobile preschool, Tharawonga, resides in the school on Mondays and we have developed strong connections and transition programs with staff and preschoolers. Staff collaboratively liaise with the local high school, Warialda High School, in order to ensure students are prepared for high school.

As a result of a thorough Situational Analysis, and External Validation process in 2021, the school has identified key areas for development. These include:

- Growing on the Visible Learning strategies that have been implemented across the school and have resulted in improvement for all students. The teaching staff will continue to develop and implement a consistent learning culture across the school including language, resources, lesson planning and assessment.
- The You Can Do It Framework and Smiling Minds. Student wellbeing and behaviour will continue to be underpinned by the YCDI framework which is valued by students and teachers. Analysis of school, wellbeing and behaviour data has shown that students value the YCDI program and feel connected to the school. There is a need for further explicit teaching around resilience in learning and relationships for students.
- Explicit teaching and learning for reading and numeracy in line with Department of Education targets.

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

Our purpose is to ensure students grow in their learning through explicit, consistent and evidence based teaching and learning programs.

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 Reform and Implementation
- Highly Effective Leadership

Resources allocated to this strategic direction

Professional learning: \$5,971.10

Socio-economic background: \$9,932.45

Low level adjustment for disability: \$14,370.33

AP Curriculum & Instruction: \$30,114.20

QTSS release: \$2,643.18

Summary of progress

In 2022, staff members have been focused on utilising the highly effective leadership team to support curriculum reform and implementation.

Staff have used the implementation pathway of engage, enact and embed to support the new K-2 Curriculum in English and Mathematics. The school has made significant investment in resources such as decodable texts and suggested mentor texts to support the implementation of the new curriculum in English.

Through staff meetings and staff development days all staff members have had the chance to engage in the micro-learning for the new curriculums supported by the Assistant Principal, Curriculum and Instruction. Face to face meetings to discuss new concepts and how they will look in our context have been vital to the success of the implementation.

Students will receive expertly differentiated lessons that are supported by best practice to improve their educational outcomes in English and Mathematics.

Teachers have been supported by the leadership team in adopting the new changes in curriculum and continuing to follow best practice for teaching for maximum impact on student learning.

There was a slight delay in accessing the learning ahead of implementation due to a shortage of staff. This was rectified with flexible timetabling when staff structure allowed. The ability to ensure our physical resources are the best quality and available to our staff and students is extremely important. Our significant investment in these resources has positively impacted the process.

Next Steps

In 2023, we will continue to focus on curriculum reform and implementation using highly effective leadership teams with the following areas of focus:

- K-2 English and Mathematics Syllabus - supporting staff to successfully implement this curriculum reform as well as preparing for the ongoing delivery of future syllabus documents
- 3-6 English and Mathematics - using the implementation pathway to engage, enact and embed ready for 2024
- Assessment practices - continual refinement of whole school assessment practices and data collection methods to ensure that the achievement of all students can be monitored and that teaching is data driven

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
<p>NAPLAN - Expected Growth Reading</p> <p>Move the proportion of students achieving expected growth in NAPLAN Reading towards the lower bound target of 60%.</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>
<p>NAPLAN - Expected Growth Numeracy</p> <p>Move the proportion of students achieving expected growth in NAPLAN Numeracy towards the lower bound target of 60%.</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>
<p>SEF - Assessment</p> <p>The school will validate itself as Sustaining and Growing by using the School Excellence Framework in the Element of Assessment.</p>	<p>Teachers routinely use evidence of learning, including a range of formative assessments, to inform their teaching, adapt their practice and meet the learning needs of students. Assessment is a tool that supports learning across the school. Teachers use reliable assessment to capture information about student learning. Teachers share criteria for student assessment with students. Formative and summative assessment creates opportunities for students to receive feedback on their learning. In 2023, the school will target refining the whole school assessment strategy to ensure that the learning of all students is systematically monitored.</p>

Strategic Direction 2: Students Connect, Succeed, Thrive and Learn

Purpose

To ensure that all of our students are able to connect, succeed, thrive and learn through high levels of wellbeing and engagement.

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.

- Student Wellbeing Framework
- STEAMMEE Program (Science Technology Engineering Art Music Mathematics Environmental Education)

Resources allocated to this strategic direction

Integration funding support: \$142,934.00

Per capita: \$3,537.52

Professional learning: \$500.00

Location: \$25,239.36

Summary of progress

In 2022 we worked rigorously to implement the STEAMMEE program at Yetman Public School, underpinned by the student wellbeing framework.

Through timetabled, dedicated lessons students were able to engage in the STEAMMEE program on a daily basis. A state wide "Smart Home" project with participants from the Barwon community of schools and other NSW schools provided the opportunity to connect online and in person with students completing the same project. Kids Creating Space, Smiling Mind and You Can Do It were dedicated wellbeing programs that supported growth in cognitive, physical, social, emotional and spiritual development.

These wellbeing initiatives utilise the departments evidence-based interventions and allows student experiences that develop character by promoting mindfulness, curiosity, courage, resilience, ethics and leadership. These experiences benefit students as they grow and develop. This includes strengthening their cognitive, physical, social, emotional and spiritual development.

Through a deep understanding of the wellbeing framework teachers have been able to consider aspects of, and factors contributing to wellbeing in the delivery of teaching and learning and make adjustments to the learning environment as required.

Staff reported a need to streamline the STEAMMEE and Wellbeing programs to maximise learning time and other curriculum outcomes.

Next Steps

In 2023 we will continue our STEAMMEE program and using the Student Wellbeing Framework with the aim of streamlining processes. Initial adjustments include:

- Using Kids Creating Space (KCS) as a whole fitness and wellbeing program
- Resting the use of Smiling Mind for the year as we investigate only using KCS
- Micro Cities project timetabled and connected more clearly into STEAMMEE program and outcomes

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
Attendance	The number of students attending school 90% of the time or more has

Attendance data shows 60% of students attend 90% or more of the time.	slightly decreased from 2021 however this figure was significantly affected by public health orders.
SEF - Wellbeing The school will validate itself as Delivering by using the School Excellence Framework in the Element of Wellbeing.	The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential. Every student can identify a staff member to whom they can confidently turn to for advice and assistance at school. Students, staff and the community recognise that student wellbeing and engagement are important conditions for learning. The school plans for, and monitors, a whole school approach to student wellbeing and engagement. The school's wellbeing approach focuses on creating an effective environment for learning. Teachers and other school staff explicitly communicate expectations of behaviour across school settings.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$142,934.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Yetman 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"> • Student Wellbeing Framework <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs. <p>The allocation of this funding has resulted in the following impact: The employment of three School Learning Support Officers (SLSO) provided extra support for the identified students. This has resulted in all students having access to the curriculum, the assessment tasks and all learning tasks. Adjustments were made to ensure equitable access to all facets of school life. Student progress was evidenced by school-wide student goal setting, differentiated tasks and assessments.</p> <p>After evaluation, the next steps to support our students will be: Identified students will continue to be supported by additional staff members to continue to achieve equitable access to all facets of school life.</p>
<p>Socio-economic background</p> <p>\$9,932.45</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Yetman 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"> • Curriculum Reform and Implementation <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • technology resources to increase student engagement. <p>The allocation of this funding has resulted in the following impact: Through participation in the year long Micro Bit coding challenge, students in Years 3-6 were able to engage in virtual lessons within our community of schools culminating in a large network gathering for finalisation of project and presentation of awards. Students and staff reported positive feedback of the project and have built their skills in coding Micro Bits.</p> <p>After evaluation, the next steps to support our students will be: We will continue to participate in this project in 2023 and build on the skills we have acquired through this project in 2022.</p>
<p>Low level adjustment for disability</p> <p>\$14,370.33</p>	<p>Low level adjustment for disability equity loading provides support for students at Yetman 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 Reform and Implementation <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support Multi-Lit program

<p>Low level adjustment for disability</p> <p>\$14,370.33</p>	<p>implementation.</p> <p>The allocation of this funding has resulted in the following impact: Identified teaching and support staff engaged in professional learning in MiniLit and MacqLit to support identified students in Years 1-5 in the COVID-Intensive Learning Support Program. Two teachers and two School Learning Support Officers (SLSO's) engaged in professional learning with the MiniLit and MacqLit programs at the beginning of the year. Two students in Stage 1 were initially identified to participate in the MiniLit program 4 sessions per week. In Semester Two, a student enrolled in Year 4 also participated. According to data from Wheldall Assessment of Reading Nonwords (WARN), Wheldall Assessment of Reading Lists (WARL) and teacher observations show all students made gains in their reading and spelling skills.</p> <p>After evaluation, the next steps to support our students will be: All targeted students will continue MultiLit in 2023.</p>
<p>Location</p> <p>\$25,239.36</p>	<p>The location funding allocation is provided to Yetman 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"> • STEAMMEE Program (Science Technology Engineering Art Music Mathematics Environmental Education) <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • incursion expenses. <p>The allocation of this funding has resulted in the following impact: Through excursions, students were able to connect with the students and teachers of One School North. This assisted to break down the isolation barriers and increased engagement in learning experiences. Incursion experiences allowed students to connect their learning in the STEAMMEE program to real life scenarios. Students and teachers report high satisfaction and engagement levels with the STEAMMEE program and participation in the One School North Learning Alliance.</p> <p>After evaluation, the next steps to support our students will be: The STEAMMEE program and our One School North Learning Alliance will continue in 2023.</p>
<p>Professional learning</p> <p>\$6,471.10</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 Yetman 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"> • Curriculum Reform and Implementation • STEAMMEE Program (Science Technology Engineering Art Music Mathematics Environmental Education) <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • unpack the new K-2 English and Mathematics curriculums. <p>The allocation of this funding has resulted in the following impact: The Assistant Principal, Curriculum and Instruction (APC&I) was able to unpack the new K-2 English and Mathematics curriculums and lead the implementation journey for staff. A professional development plan was created for all teachers surrounding the Curriculum Reform Quality curriculum K-6 and the new K-2 English and Mathematics curriculums. All staff engaged with and completed these modules. Staff then engaged in</p>

Professional learning \$6,471.10	<p>collegial discussions about changing teacher practices and started making preparations for implementation in 2023. School Learning Support Officers also engaged with targeted sections of the micro learning modules to gain background knowledge about future pedagogical changes.</p> <p>After evaluation, the next steps to support our students will be: Staff will continue to be supported by the Assistant Principal, Curriculum and Instruction in the implementation of the new curriculum in 2023.</p>
QTSS release \$2,643.18	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Yetman 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"> • Highly Effective Leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Assistant Principal, Curriculum and Instruction supports collaboration in the implementation of high-quality curriculum. <p>The allocation of this funding has resulted in the following impact: The Assistant Principal, Curriculum and Instruction (APC&I) engaged in professional learning with the Group One cohort to complete training in data, curriculum reform and DoE system data practices such as Scout and SIP. The APC&I now has a better understanding of these systems and is able to access and edit as required. Training through the micro learning units on curriculum reform and the K-2 syllabus changes was also completed and discussed with colleagues.</p> <p>After evaluation, the next steps to support our students will be: The APC&I will now target professional development for all staff members on effective use of systems to enhance teaching and learning programs.</p>
COVID ILSP \$14,227.00	<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 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"> • providing intensive small group tuition for identified students. <p>The allocation of this funding has resulted in the following impact: Through relevant data analysis students were identified to participate in MiniLit sessions four times per week in small group instruction. Student MiniLit assessment data shows growth in all areas of reading for participating students.</p> <p>After evaluation, the next steps to support our students will be: All identified students will continue with the Multi-Lit suite in 2023.</p>
Per capita \$3,537.52	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Yetman 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"> • STEAMMEE Program (Science Technology Engineering Art Music Mathematics Environmental Education)

<p>Per capita</p> <p>\$3,537.52</p>	<p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • students engaged in meaningful and curriculum connected Science, Technology, Engineering, Art, Music, Mathematics, Environmental Education experiences to develop their skills. <p>The allocation of this funding has resulted in the following impact: STEAMEE learning experiences allowed students to connect their learning to real life scenarios. Students and teachers report high satisfaction and engagement levels with the STEAMMEE program.</p> <p>After evaluation, the next steps to support our students will be: The STEAMEE program will continue in 2023 supported and implemented by all staff members.</p>
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Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	7	9	8	10
Girls	6	6	6	5

Student attendance profile

School				
Year	2019	2020	2021	2022
K	88.3	97.0	92.1	89.0
1	88.6	94.7	92.7	88.5
2	79.5	95.7	81.8	92.1
3	89.6	90.1	81.8	
4	85.7	91.0	80.2	
5	90.6	94.4		79.8
6	87.1	96.2	83.0	
All Years	85.9	93.7	85.0	85.6
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	
4	92.9	92.0	92.5	
5	92.8	92.0		87.2
6	92.1	91.8	91.5	
All Years	92.8	92.0	92.5	87.6

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)	0.61
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.7

*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	65,621
Revenue	705,702
Appropriation	689,561
Grants and contributions	15,936
Investment income	206
Expenses	-659,376
Employee related	-594,778
Operating expenses	-64,598
Surplus / deficit for the year	46,326
Closing Balance	111,946

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	142,934
Equity Total	24,303
Equity - Aboriginal	0
Equity - Socio-economic	9,932
Equity - Language	0
Equity - Disability	14,370
Base Total	422,547
Base - Per Capita	3,538
Base - Location	25,239
Base - Other	393,770
Other Total	52,888
Grand Total	642,672

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

Stakeholder satisfaction in school operations across 2022 were measured in the following forms: informal interviews, survey requests, staff meeting feedback sessions, interactions on school social media and through our formal communication channels of parent-teacher interviews, personalised learning support plan interviews and email correspondence.

All key stakeholders in our school community were represented in the data including: Parent/carer, teacher, SASS, community members, students. Feedback was provided from both Aboriginal and Non-Aboriginal participants.

The data and feedback from the sources listed above are summarised as:

- the majority of parents who responded were satisfied with the education their child/ren received
- the majority of students who responded were satisfied with what they do at school
- the majority of staff who responded were satisfied with their employment at the school

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.