

2022 Annual Report

Palinyewah Public School



3912

Introduction

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

Palinyewah Public School

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School vision

We strive to provide learning experiences which will inspire the students to become resourceful and resilient citizens who can confidently collaborate, think creatively and problem solve.

At PPS we ... **P**articipate **P**ersevere **S**ucceed.

School context

Palinyewah Public School is a small rural school situated on the Darling River 40km north of Wentworth. Students come from the locality of Ellerslie and the surrounding farming community located to the north of the school. Palinyewah Public School is classified as a TP1 school with two multi-stage classes. Providing quality educational experiences in a small rural setting is a priority, where meeting the individual learning needs of students is paramount.

Our school expectations are:-

- * Be wise - responsibility
- * Be kind - respect
- * Be true - integrity

Strong community relationships are an important aspect of the school with a high level of community consultation and involvement. The school culture is positive with students and parents taking great pride in their school. Our school community values education and is very supportive of the school. The school is part of two networks - the local area Sunraysia Network, and the broader Far West Network.

Based on the outcomes of our Situational Analysis, External Validation process and School Excellence Framework, we have determined that we need to:-

- * Focus on explicit teaching and feedback practices, specifically in reading and numeracy
- * Develop strategies to ensure the effective use of data in practice
- * Promote meaningful teacher collaboration to improve teaching and learning
- * Build teacher and student capacity in using assessment as a tool to support learning.

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	Working towards Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Working towards Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Working towards Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in reading and numeracy, and build strong foundations for academic success in all key learning areas, all staff will identify, understand and implement the most explicit teaching methods in which student assessment data is regularly used to identify student achievements and progress.

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 and feedback
- Data skills and use

Resources allocated to this strategic direction

Professional learning: \$2,553.00

AP Curriculum & Instruction: \$15,060.00

Socio-economic background: \$1,102.00

Low level adjustment for disability: \$11,492.00

Location: \$3,806.00

Summary of progress

Explicit teaching and feedback

Throughout 2022, staff have undertaken professional learning to further develop their skills in the explicit teaching literacy. The focus areas were vocabulary, fluency and comprehension, oral language and communication, phonological awareness and phonic knowledge. The skills learnt were aligned to the new K-2 syllabus to enhance teaching and learning practices. There was also a focus on the explicit teaching of numeracy, specifically the instruction of additive and multiplicative strategies. This supported students to be use different strategies in their numeracy learning.

The development and planning between the small school network and teaching staff in school allowed for consistency in implementation and instruction. The initial joint professional learning indicated an increased level of confidence between teaching staff.

Teaching staff deepened their understanding of the new curriculum due to a shared learning approach. Using an evidenced-based approach, the small school network Assistant Principal, Curriculum and Instruction (APCI) delivered quality professional learning where teaching staff discussed what learning looks in each school setting, and what is effective in each school setting. In addition to this, staff developed their understanding of the new K-2 syllabus by exploring what other schools have implemented successfully, building their understanding of programming and the teaching and learning cycle.

The impact of these programs and professional learning were that the teachers' understanding of the new K-2 curriculum were profoundly increased, resulting in improved teaching and learning outcomes. Teachers had a greater understanding of the content being taught and expressed that they were able to embed syllabus outcomes into their daily teaching and learning.

In 2023, staff will implement the new K-2 curriculum and continue to refine and embed these programs, supported by professional learning with a specific literacy and numeracy focus.

Data skills and use

As part of this initiative, professional learning was undertaken in using SCOUT to analyse student data with a specific focus on supporting teachers to analyse NAPLAN and Check-In assessment data. As part of the InitialLit program targeted assessments were undertaken to support the differentiated instructions for students in the class. Teachers developed skills in using this data to inform their practice.

In 2022, staff participated in professional learning directed at implementing the phonological and phonemic awareness assessments across the whole school. Staff learnt how to correctly assess students using these department assessments and how to extract data and use this to inform future teaching directions. Using this data from ALAN, staff recognised several areas for development for students. These areas were then taken and tracked on the whole school data wall. Further professional learning about unpacking and extracting data is needed to support teachers to use this to

inform their practice.

In 2023, time will be allocated to collaboratively analyse NAPLAN and Check-In data in SCOUT to assist staff to identify gaps in student learning and use the linked tools and learning strategies to support teachers in planning and program delivery. Staff will work with the APCI to further develop their skills in purposefully collecting, analysing and using data with a focus on using the Learning Progressions and recording progress in ALAN.

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
An increase in the percentage of students in the Far West network achieving in the top 2 NAPLAN reading bands by 10% from the system negotiated target baseline.	The Far West small schools target for reading was not met this year. The small cohort size precludes the publication of percentages. Individual student progress is reported directly to parents and carers throughout the year.
An increase in the percentage of students in the Far West network achieving in the top 2 NAPLAN numeracy bands by 10% from the system negotiated target baseline.	The Far West small schools target for numeracy was not met this year. The small cohort size precludes the publication of percentages. Individual student progress is reported directly to parents and carers throughout the year.

Strategic Direction 2: Connecting and Collaborating

Purpose

To maximise the learning outcomes for every student through the strengthening of quality teaching practice, explicit strategies will be put in place to enable teachers to engage in effective, intentional and purposeful collaboration and feedback.

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.

- Collaborative Teaching Practices
- Assessment

Resources allocated to this strategic direction

Location: \$7,612.00

Professional learning: \$2,706.00

QTSS release: \$2,298.00

AP Curriculum & Instruction: \$15,060.00

Socio-economic background: \$1,102.00

Low level adjustment for disability: \$1,915.41

Summary of progress

Collaborative Teaching Practices

During 2022, there was a focus on developing collaborative structures that supported professional learning in explicit teaching across the Sunraysia Small Schools Network. The professional learning was focused on the explicit teaching of literacy and the implementation of the K-2 curriculum, undertaking the micro-learning modules provided by the Department of Education.

The collaborative delivery provided the opportunity for teachers to share their learning and participate in rich conversations to build their understanding of the new curriculum. The Small Schools Network are now working together to develop a shared scope and sequence to support its implementation. This will allow for teachers to share practice across schools in the future.

As a result of this collaboration, teachers now have a greater understanding of the requirements of the new syllabus and are confident in planning their teaching and learning programs for 2023.

Next year the focus will be on the collaborative development of a shared assessment schedule aligned to the new curriculum. This will allow for the moderation of tasks to build consistency of teacher judgement across the schools.

Assessment

Throughout 2022, teachers collaborated to discuss the effectiveness of current assessment strategies and how they can be adapted and improved to ensure they align to the new K-2 curriculum. The school trialled the use of Essential Assessment, the Department of Education's Interview for Student Reasoning (IFSR), phonological and phonemic awareness assessments.

This is the first time phonological and phonemic awareness assessments were undertaken and this information was used to establish a baseline of student data and to differentiate student learning in the classroom. Essential Assessments were undertaken in Term Four as a trial to identify the benefits of using these assessments in the future.

As a result, staff feedback informed the decision to continue with these assessments in future practice. Teachers also discussed the current numeracy assessment, Maths Plus. Teacher's unanimously decided to discontinue its use in 2023 as it does not align to the new curriculum.

In 2023, staff will review and update the assessment schedule to embed robust assessment practices across all key learning areas and ensure the assessments are engaging and gather valid, reliable and useful information to guide student learning. Whole school practices for recording data will be established and maintained by all staff. Staff will further investigate the IFSR suite of online numeracy assessments to identify how students construct their mathematical understandings and to identify specific student needs. Students will reflect and monitor their progress using exit slips

which is designed to help them reflect on their lessons and their growth mindset. Additional measures, such as student-set goals and student growth charts will be implemented into daily teaching and learning practice.

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
At least 50-70% of Year 3 and Year 5 students in the Far West network achieving expected growth in reading.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
An improvement of 60-100% of Year 3 and Year 5 students in the Far West network achieving expected growth in numeracy increases.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
The school will have an increase of at least 10% of students attending at greater than 90% of the time.	The number of students attending school 90% of the time or more has decreased.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$3,854.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Palinyewah 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"> • Explicit teaching and feedback • Data skills and use • Collaborative Teaching Practices • Assessment • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support program implementation. • providing students without economic support for educational materials, uniform, equipment and access to excursions <p>The allocation of this funding has resulted in the following impact: students felt supported across the school and all could identify an adult they could turn to for help.</p> <p>After evaluation, the next steps to support our students will be: to continue the role of the additional staff member focusing on improving wellbeing and attendance.</p>
<p>Low level adjustment for disability</p> <p>\$13,407.41</p>	<p>Low level adjustment for disability equity loading provides support for students at Palinyewah 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"> • Explicit teaching and feedback • Data skills and use • Assessment <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 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 • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in the following impact: an increase in the number of students achieving at or above expected growth in NAPLAN results</p> <p>After evaluation, the next steps to support our students will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of an SLSO</p>
<p>Location</p> <p>\$11,418.00</p>	<p>The location funding allocation is provided to Palinyewah 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"> • Data skills and use

<p>Location</p> <p>\$11,418.00</p>	<ul style="list-style-type: none"> • Collaborative Teaching Practices • Assessment <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • technology resources to increase student engagement • additional staffing for teaching principal release • subsidising student excursions to enable all students to participate <p>The allocation of this funding has resulted in the following impact: increased opportunities and experiences for students.</p> <p>After evaluation, the next steps to support our students will be: developing and delivering professional learning open to other schools, supporting the school to increase collaboration and overcome isolation.</p>
<p>Professional learning</p> <p>\$5,259.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Palinyewah 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"> • Explicit teaching and feedback • Data skills and use • Collaborative Teaching Practices • Assessment <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed effective practices in the explicit teaching of literacy, resulting in improved internal student results</p> <p>After evaluation, the next steps to support our students will be: personalised and targeted professional learning in the form of mentoring and co-teaching.</p>
<p>QTSS release</p> <p>\$2,298.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Palinyewah 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"> • Collaborative Teaching Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in the following impact: improved staff confidence and teaching practice as result teachers have now embedded evidence-based, high impact teaching strategies within their classroom.</p> <p>After evaluation, the next steps to support our students will be: continued employment of a specialist teacher to lead improvement in literacy and numeracy.</p>
<p>COVID ILSP</p>	<p>The purpose of the COVID intensive learning support program is to deliver</p>

<p>\$8,970.00</p>	<p>intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy and numeracy • employing staff to supervise and monitor progress of student groups engaging in small group tuition <p>The allocation of this funding has resulted in the following impact: a majority of the students in the program achieving significant progress towards their personal learning goals</p> <p>After evaluation, the next steps to support our students will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need</p>
<p>AP Curriculum & Instruction</p> <p>\$30,120.00</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student 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"> • Explicit teaching and feedback • Data skills and use • Collaborative Teaching Practices • Assessment <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • employment of APCI to support the delivery of evidence-based literacy and numeracy programs and data driven practices • employment of an APCI to address the literacy and numeracy learning needs and implement differentiated and personalised intervention for students. <p>The allocation of this funding has resulted in the following impact: differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage</p> <p>After evaluation, the next steps to support our students will be: engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	4	6	9	9
Girls	8	6	5	5

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.7	97.2	94.3	
1	94.5	94.8	93.5	90.0
2	96.7	95.5	94.6	91.1
3	97.8	92.7	94.3	90.6
4		92.7	97.2	92.2
5	94.9		90.9	91.1
6	98.9	98.3		92.8
All Years	95.7	95.1	94.5	91.0
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	
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		92.0	92.5	87.4
5	92.8		92.1	87.2
6	92.1	91.8		86.3
All Years	92.8	92.0	92.6	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	1.02

*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	81,218
Revenue	452,478
Appropriation	437,922
Sale of Goods and Services	109
Grants and contributions	13,510
Investment income	936
Expenses	-453,912
Employee related	-404,427
Operating expenses	-49,485
Surplus / deficit for the year	-1,435
Closing Balance	79,783

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	15,073
Equity - Aboriginal	0
Equity - Socio-economic	1,666
Equity - Language	0
Equity - Disability	13,408
Base Total	328,639
Base - Per Capita	3,538
Base - Location	15,224
Base - Other	309,878
Other Total	70,786
Grand Total	414,498

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

Palinyewah Public School is committed to building positive relationships between students, staff, parents and the broader community.

This year Microsoft Form surveys were completed by staff, students and parents. 6 out of the 7 families completed the survey in 2022. Parents were satisfied with the communication that they receive from the school. They stated that the communication is clear and concise. They felt that staff were approachable and provided their child with the opportunity to succeed and were encouraged to achieve their best. Sentral, an online student management system was implemented as a means of communication between school and the home. Weekly notices and events were sent through to parents and carers using the Parent Portal App. This app also allows parents to complete online absentee notices which automatically populate into the school's attendance data. Staff were proactive in finding ways to communicate with parents. These included phone calls, messaging and emails to check-in on families and support parents, carers and students in times of need.

All staff completed the staff survey.

All staff felt valued and found the work environment an enjoyable place to be. They felt that they were consulted about changes to school routines and given the opportunities to express their opinions and ideas and allowed time to further their knowledge with professional development. The staff felt that communication was clear and the school was one of high expectations for both staff and students. Staff felt that resources needed were sometimes difficult to source.

All students completed the student survey.

All students felt that their teachers expected them to do their best at school. They felt supported in their learning by receiving regular feedback from the teachers about their work. They felt welcomed at school and recognised that their opinions were taken seriously. The students stated that all students are treated fairly at school and that school is a safe place to be.

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.