

# 2022 Annual Report

## Queanbeyan West Public School



4127

# Introduction

The Annual Report for 2022 is provided to the community of Queanbeyan West 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

---

Queanbeyan West Public School  
Morton St  
Queanbeyan, 2620  
<https://queanbeyaw-p.schools.nsw.gov.au>  
[queanbeyaw-p.school@det.nsw.edu.au](mailto:queanbeyaw-p.school@det.nsw.edu.au)  
6297 2020

## School vision

Committed to providing a safe, supportive learning environment that promotes strong connections and positive relationships. We foster lifelong learners through high expectations where students strive to achieve their personal best.

## School context

Queanbeyan West Public School currently caters for the social, emotional and learning needs of approximately 500 students in 19 mainstream and 4 supported learning classes. The school is made up of 11% Aboriginal and Torres Strait Islander (ATSI) and 27% Language Background other than English (LBOTE) students and has a reputation for excellence in the local area.

We promote and advance the intellectual, social, physical and moral development of all students to become responsible, contributing citizens. We work in partnership with our community to ensure a safe and happy environment. Our Positive Behaviour for Learning values; Responsibility, Safety and Respect underpin all aspects of school life and is the heart of our students' success in learning.

Queanbeyan West Public School provides students with an innovative and comprehensive curriculum and also provides additional opportunities through extra-curricular learning experiences. Some significant programs include: Creative Arts opportunities such as dance, choir and music, including a specialist Musicorp teacher providing regular lessons, The Music Bus catering for all students as part of an enrichment group; Environmental programs which deepen students' understanding of environmental issues and sustainability; Academic support and remediation programs in literacy and numeracy, including entry into competitions such as the NSW Spelling Bee, Public Speaking, Debating and Tournament of Minds; Sporting teams and opportunities for individual and team sports at school and representative level; Personal Development and Health programs such as Peer Support and Positive Behaviour for Learning which focuses on student wellbeing, health and safety; and Technology upgrades within classrooms and the inclusion of Robotics Clubs. These programs inspire all students to strive to achieve *"nothing but the best"*.

In 2019 a review of strengths, opportunities and areas for development across the school took place, and in late 2020 and early 2021 a comprehensive process was undertaken to review current practices and collect evidence, including forums and survey data from staff, students and parents/carers to form our situational analysis. In response, three Strategic Directions were identified as a basis for a shared commitment to future developments across the school.

The Strategic Directions for 2021-2024 show how Queanbeyan West Public School will move forward with a collaborative, considered and consistent approach to delivering the curriculum and excellence in teaching and learning. It provides staff with the expertise to competently implement evidence-based teaching practices through data analysis as we prepare students for a future defined by technology, creativity and critical thinking. The Strategic Directions show the school's commitment to academic, social and emotional progress. They also maintain our commitment to an inclusive and equitable whole school learning environment that encourages and supports positive relationships, personal responsibility and partnerships with community.

## 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	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
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	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

*To improve student learning outcomes in reading and numeracy through development of sustainable whole school processes for collecting and analysing data. This is in order to ensure that the implementation of quality teaching and learning programs occurs and these programs are underpinned by evidence-informed strategies.*

### Initiatives

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

- Data Collection and Analysis
- High Quality Teaching and Learning Programs and Explicit Teaching

### Resources allocated to this strategic direction

**Professional learning:** \$15,819.58

**Per capita:** \$7,230.00

**Literacy and numeracy intervention:** \$72,400.23

**QTSS release:** \$105,382.56

**Literacy and numeracy:** \$17,848.11

**6101:** \$32,087.00

### Summary of progress

#### Data Collection and Analysis

Throughout 2022 a variety of data sources were used to create a clearer snapshot of student achievement so that teachers had a better understanding of student direction and targeted teaching and learning programs. Spreadsheets were developed for recording data and tracking student achievement and growth. Staff engaged in specific professional learning around data analysis using internal assessments to guide teacher judgement. The school adopted a new numeracy assessment program to assist with whole school tracking, monitoring and future learning steps for each class. All classes collected writing samples throughout the year, and these were moderated during stage meetings to ensure there was consistent teacher judgement across classes and alignment with Departmental expectations. Staff use the Literacy Progressions to track and monitor student growth in the sub-element of Understanding Texts. Staff started to use Areas of Focus in the Literacy Progression to create focused learning intentions for groups of students during Reading Groups. As a result, valid and reliable assessment data is regularly collected, monitored and analysed in regard to reading and numeracy. Teachers have developed a better understanding of how to grade students in reading and maths as evidenced by stage meeting data discussions and class programs have shown teachers are differentiating lessons to suit student ability. There is increased correlation between external and internal assessments aligning teacher professional judgement and majority of teachers embed data-informed formative assessment practices as an integral part of daily instruction in every classroom.

The next steps in this initiative will involve further professional learning in regarded to analysing external data to a deeper level and using this to also guide future planning whole school K-6.

#### High Quality Teaching and Learning Programs and Explicit Teaching

During 2022 executive staff members continued to support teachers to develop a deeper knowledge of high-quality teaching and learning programs through implementation of demonstration lessons, observations and feedback cycles. Explicit teaching practices continued to be a focus through this cyclical approach which has resulted in increased capacity of staff regarding curriculum knowledge and implementation. Online programming was consolidated with majority teachers using the digital platform through collaborative planning and ensuring up-to-date evaluations, registration and feedback could occur that was responsive to student formative and summative assessment data. Years 3 - 6 staff developed their knowledge and understanding of pedagogy and practice around effective guided reading strategies through high impact professional learning, to improve students knowledge, skills and confidence in reading and ensure high quality, consistent practices are occurring across the school. Years 3 to 6 staff have begun to utilise the structures and strategies in place for reading to build effective and explicit teaching and learning programs in mathematics by introducing numeracy groups. Years K - 2 staff have engaged in the early learning of the K-2 syllabus and are positive regarding the implementation in 2023 due to the explicit structure of the units of work, the digital online

The next steps in this initiative is for Years 3-6 staff to continue to consolidate differentiating reading lessons, particularly in the area of inferential comprehension to support individual student learning need. Ongoing professional development is to be implemented in 2023 to reintroduce and refine processes around guided reading. Work will be done to upskill all new staff on the processes of the English Block. Succession planning will be in place as the Stage 2 AP will train the next leader. Years K-2 staff are to engage in the implementation phase of the new syllabus with regular feedback sessions to check understanding of the Department provided sequence and lesson deliverables. Further professional learning is needed on how to instruct with decodable readers from initial code and extended through to independent reading.

### 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 the proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN reading by 9% from baseline data towards the system-negotiated target.	<p>2022 NAPLAN data indicates 33.87% of students are in the top two skill bands for reading indicating the school did not achieve the system negotiated target, however progressed beyond the target baseline by 5.82% and grew by 7.87% since 2021.</p> <p>Data highlights a marked increase of syllabus outcomes and improvement in word recognition and language comprehension. Year 3 students have increased by 4% and Year 5 students increased by 13.7% in the top 2 bands for reading in NAPLAN 2022.</p>
Increase the proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy by 7.7% from baseline data towards the system-negotiated target	<p>2022 NAPLAN data indicates 21.67% of students are in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target, however progressed beyond the 2021 results by 0.77%</p> <p>Data highlights a marked increase of syllabus outcomes and improvement in interpreting data in statistics and probability. Year 3 students have increased by 6.14%. and Year 5 students increased by 8.26% for numeracy in NAPLAN 2022. Data from Check-In Assessments 2022 also demonstrated improvement in statistics and probability compared to the state, with an increase of 12%</p>
Increase the proportion of Year 5 students achieving expected growth in NAPLAN reading by 3.55% from baseline data towards the system-negotiated target.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase the proportion of Year 5 students achieving expected growth in NAPLAN numeracy by 3.35% from baseline data towards the system-negotiated target.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase the proportion of Year 3 and 5 Aboriginal students achieving in the top three bands in NAPLAN reading by 5% from baseline data towards the system-negotiated target.	An increased percentage of Aboriginal students achieved in the top three skill bands for reading indicating the school met the system negotiated target. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.
Increase the proportion of Year 3 and 5 Aboriginal students achieving in the top three bands in NAPLAN numeracy by 5% from baseline data towards the system-negotiated target.	The percentage of Aboriginal students achieving in the top three skill bands for numeracy plateaued indicating that the system negotiated target was not met. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.

### Purpose

*To improve student outcomes through whole school, future-focused, collaborative practices where staff will engage in professional learning that is targeted to Departmental and school priorities, and student and staff need. This is in order to develop high quality 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.

- Collaborative Practice
- Professional Learning

### Resources allocated to this strategic direction

**Refugee Student Support:** \$1,680.38  
**New Arrivals Program:** \$14,794.00  
**English language proficiency:** \$50,471.28  
**Low level adjustment for disability:** \$137,905.20  
**Socio-economic background:** \$32,326.38  
**Beginning teacher support:** \$60,868.00  
**Professional learning:** \$28,561.95

### Summary of progress

#### Collaborative Practice

Teacher professional learning is implemented in a culture of high expectation and collaboration. Leadership teams provide routinely scheduled opportunities to share teaching challenges in a supportive environment during stage and team meetings as well as in collaborative planning days. There is a culture of collaboration, knowledge and expertise sharing within the school. New knowledge and skills, gained through professional learning, are shared and applied to strengthen classroom practice. The school identifies expertise within its teaching staff and draws on this to further develop its professional community and provide leadership opportunities through the use of the lesson study model to enhance classroom practice. There was a continuous cycle of evaluation and formative assessment practices where staff worked collaboratively to compare base line data from internal and external assessment sources to ascertain impact on student outcomes. Staff engage with Learning Support and EALD teachers to build knowledge and deeper understanding of student need and targeted areas for growth by working partnership with colleagues within the school.

The next steps in this initiative is to continue strengthening collaborative practice by building on the culture of knowledge sharing by promoting collaborative opportunities for all teachers to learn from each other in ways that support use of evidence-based practice, identified through the use of a variety of data sources.

#### Professional Learning

Teachers engage with professional learning priorities embedded in the school's Strategic Improvement Plan and the Australian Professional Standards for Teachers. Teachers have a clear understanding of and contribute to the school's professional learning priorities including the development process where the leadership team leads the collaborative development of professional learning planning and prioritisation. During 2022 the school leadership team undertook and enhanced process for professional learning using the High Impact Professional Learning Framework which focused on observation and feedback cycles and ongoing data analysis of teacher and student need. Staff started at the beginning of the year with a reading project to refine practices through an approach regarding lesson structure which targets modelled, guided and independent practices for a whole school approach. This approach was then adopted to focus on numeracy towards the end of the year. Staff engaged in many professional learning cycles over the year to meet department priorities such as IER and K-2 curriculum reform. There were formalised opportunities and schedules for beginning teachers to engage in a variety of professional learning activities to strengthen their practice in the delivery of the curriculum and to promote student growth. They engaged with a mentor frequently who assisted them in the development and delivery of their teaching and learning programs to promote harmonious classrooms. Strong professional learning focused on behaviour management and student engagement to foster a positive, safe classroom space. Throughout 2022 identified members of staff participated in the Middle Leadership Network Priority which focused on developing the potential teacher leaders to enhance their leadership impact and support those aspiring to formal leadership positions.

The next steps in this initiative is to continue utilising the High Impact Professional Learning Framework to meet teacher and student need. Continued engagement is needed to strengthen teachers explicit professional learning around school improvement priorities, using internal expertise as well as accessing effective practice outside the school or through department professional learning initiatives. In the next 2023 - 2026 school plan professional learning will be embedded into each initiative rather than stand alone. There will continue to be a planned approach to using school professional learning resources for maximum impact of teacher knowledge, confidence and student 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
Improve the school's self-assessment level in the theme of collaborative practice and feedback to sustaining and growing against the School Excellence Framework.	Self-assessment against the School Excellence Framework shows the school is currently performing at sustaining and growing in the theme of collaborative practice and feedback.
Improve the school's self-assessment level in the theme of professional learning to sustaining and growing against the School Excellence Framework.	Self-assessment against the School Excellence Framework shows the school is currently performing at sustaining and growing in the theme of professional learning.



## Strategic Direction 3: Positive School Culture

### Purpose

*To ensure that all members of our school community are respected, valued and empowered to succeed through a whole school planned approach to support well-being 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.

- Connecting to Community
- Well-being

### Resources allocated to this strategic direction

**Aboriginal background:** \$58,650.96

**P&C Breakfast Club Grant:** \$10,000.00

**6101:** \$100,000.00

**Per capita:** \$40,000.00

**Socio-economic background:** \$53,454.83

**Integration funding support:** \$56,423.00

**Low level adjustment for disability:** \$87,339.45

### Summary of progress

#### Connecting to Community

We continued with goal setting sessions for all students as a targeted approach to connect and engage parents and carers which strengthened the home school partnership. Goals were reviewed and updated throughout the year to ensure student progress was being made and parents and carers were kept informed and updated on this progress and how to assist at home. Personalised Learning Pathway meetings for Aboriginal students were held with family groups in attendance which meant siblings all met together as a family so that common cultural knowledge could be shared with the whole family in attendance. This year we saw an increase in parents and carers attending these meetings and staff gained a deeper understanding of family background.

In 2022 we increased the attendance of parents and friends at the P and C meetings. these meeting were held offsite which encouraged more families to attend being able to join for dinner beforehand. There two fundraisers held each term with increasing numbers of volunteers.

The breakfast club couldn't be spent in the manner intended so the grant was used to provide fresh fruit in the classrooms each week. This started in late term 2 and continued through to the end of Term 4. The impact of this was that many students who weren't able to bring fruit were able to get it at school.

Over the course of the year many school upgrades took place to ensure Queanbeyan West is an inviting, welcoming and modern learning environment. These upgrades included a substantial amount of new technology to allow students to continually build on the skills they learnt in 2021 during home learning. Continuation of the gardening project and upgrades with new seating to create outdoor learning spaces. The library was refurbished to make it a flexible learning space promoting collaboration between grade groups. The new hall project began with building set to complete early 2023. Mural works for the street facing walls showing our school as as a diverse community. Our new electronic school sign will be erected in early 2023 to promote our school by displaying visual updates of events in the school and share our successes.

The next steps in this initiative is to increase parent and carer participation in feedback sessions through the use of surveys and forums to ensure the whole community has a voice. The new school hall will be completed which will allow greater capacity to engage with the community an host various events.

#### Well-being

This year all staff completed 'Classroom Management Fundamentals' eLearning to develop and refine classroom management and well-being strategies to maximise the behaviours which enhance learning. This targeted approach with all staff members doing the same learning meant that they all had the same baseline knowledge. Through the training with staff in stage groups they engaged in professional dialogue to support each other with the implementation of the strategies. The school implemented and adjusted positive reinforcement systems and continued data analysis to target

interventions for increased responsiveness to student need. The PBL team also surveyed students staff and parents to modify PBL practices and implement new systems for achieving a Value Certificate and a Value Pin. New streamlined practices and adjustments to the PBL checklist meant it was simplified and applicable to all students across the school, the checklist was based on our PBL matrix addressing the school values in all settings. In 2022 we will also do the Life Skills Go program across the school, the program involved students doing daily check ins of how they were feeling. Emotional regulation was the key component of the program where students could engage and identify their feelings. Teachers also used lessons from the program to cover our PDHPE syllabus.

This year the library was refurbished to make it a flexible learning space where we could have 2 classes at time in the space. Student borrowing increased with greater access to the library. Improvements in the school have promoted a sense of belonging. Staffroom upgrades and meeting room facilities have provided additional meeting spaces for staff enhancing staff morale. New outdoor furniture has been ordered to provide outdoor learning spaces for students. Murals have also been designed to feature on our street facing walls to look inviting and enhance our school presence in the community. We also were successful in gaining a grant for the school chaplaincy program and this program should start in 2023 with the employment of a school chaplain.

The next steps in this initiative will be to promote student well-being with the continuation of the Life Skills Go program, the school will also continue with the revised PBL award system and this will be reviewed at the end of 2023 once it has been in place for two years. The school upgrades including the outdoor learning spaces will also engage students with extra learning spaces. With the employment of a school chaplain the school will have extra support for 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
Increase the proportion of students reporting a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) by 2.7% from baseline data towards the system-negotiated target.	Tell them from Me (TTFM) data indicates a decrease of 12.61% in the proportion of students reporting a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) from baseline data indicating progress yet to be seen toward the system-negotiated target.
Increase the proportion of students attending school 90% of the time or more by 3% from baseline data towards the system-negotiated target.	Attendance data indicates a decrease of 33.55% in the proportion of students attending school 90% of the time or more from baseline data indicating progress yet to be seen toward the system-negotiated target.
increase the proportion of community reporting in the Tell Them From Me survey that 'Parents feel Welcome' and 'Parents are Informed' to be at or above state norms.	Tell Them from Me Survey data indicates a decrease in the proportion of community reporting 'Parents feel Welcome' and 'Parents are Informed' from baseline data indicating progress yet to be seen toward the school-based target.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$14,794.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Queanbeyan West Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaborative Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students receiving extra support were engaged more in classroom activities as their understanding and confidence improved in small sessions targeted at increasing their proficiency in English.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023 funding will be spent to support students in the same manner by withdrawing small groups for targeted support in Speaking/Listening and Reading</p>
<p>Integration funding support</p> <p>\$56,423.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Queanbeyan West Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Well-being</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increased student outcomes with students achieving their PLSP goals. Increased capacity of SLSO's to support student need to engage with their PLSP and behaviour plan. Reduction in suspensions for the identified students who were receiving the targeted support.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continuation of funding for SLSO's to assist identified student who need additional support. Professional learning for SLSO's to align with student need.</p>
<p>Socio-economic background</p> <p>\$127,616.21</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Queanbeyan West Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaborative Practice</li> <li>• Well-being</li> <li>• Other funded activities</li> </ul>

<p>Socio-economic background</p> <p>\$127,616.21</p>	<p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support Personalised Learning Support Plans</li> <li>• professional development of staff through Life Skills Go program to support student learning</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>Increased capacity of SLSO's to support student need to engage with their PLSP and behaviour plan.</p> <p>Reduction in suspensions for the identified students who were receiving the targeted support.</p> <p>Increased student outcomes with students achieving their PLSP goals.</p> <p>65% of surveyed staff are completing wellbeing check-ins with students 3-5 times per week, using the Life Skills Go website.</p> <p>79% of surveyed staff are regularly using the lessons provided by Life Skills Go, to improve student emotional regulation.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>In 2023 LST will be continued using the same model of in-class support for targeted students.</p> <p>Specific students in the LST groups who require ongoing support have been identified and will be further supported in 2023.</p> <p>64% of surveyed staff indicated they would like to continue with the Life Skills Go program in 2023. Adjustments to the program will be made, with daily wellbeing check-ins to take place.</p> <p>Continue to upskill new and returning staff to use the Life Skills Go website and program.</p> <p>Build capacity of teachers to use check-in data to conference with students and provide further support in emotional regulation.</p> <p>Department PDHPE lessons will be utilised to continue to build students emotional regulation.</p> <p>Continuation of funding for SLSO's to assist identified student who need additional support.</p> <p>Professional learning for SLSO's to align with student need.</p>
<p>Aboriginal background</p> <p>\$58,650.96</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Queanbeyan West Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Connecting to Community</li> <li>• Well-being</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• community consultation and engagement to support the development of cultural understanding in PLP's</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>Term 1 Personalised Learning Pathways (PLP) Creation - 25 families attending PLP meeting with Aboriginal executive member, Aboriginal Education Worker, Classroom teacher and parent/s. 18 PLP meetings face-to-face and 7 meetings online.</p> <p>Term 3 Personalised Learning Pathways Reviews - 31 families attending PLP meeting with the Aboriginal executive member.</p> <p>Resulting in an increased number of parents in attendance and an</p>

<p>Aboriginal background</p> <p>\$58,650.96</p>	<p>improvement with parents attending in person.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Increase of family participation and review the PLP process to increase the number of parents engaging in the completion of the PLP's. Continuation of employment of an additional SLSO to support achievement of PLP's.</p>
<p>English language proficiency</p> <p>\$50,471.28</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Queanbeyan West Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaborative Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>• employment of additional staff to support delivery of targeted initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students receiving extra support were engaged more in classroom activities as their understanding and confidence improved in small sessions targeted at increasing their proficiency in English.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023 funding will be spent to support students in the same manner by withdrawing small groups for targeted support in Speaking/Listening and Reading.</p>
<p>Low level adjustment for disability</p> <p>\$225,244.65</p>	<p>Low level adjustment for disability equity loading provides support for students at Queanbeyan West Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaborative Practice</li> <li>• Well-being</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• targeted students are provided with evidence-based intervention to increase learning outcomes</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increased capacity of staff in knowledge and confidence to deliver differentiated learning programs. An increase of 24% of students achieving phonological awareness indicators. Increase in the number of students showing growth in the Literacy and Numeracy progressions. Reduction in suspensions for the identified students who were receiving targeted support. Increased student outcomes with students achieving their PLSP goals. Increased capacity of SLSO's to support student need to engage with their PLSP and behaviour plan.</p>

<p>Low level adjustment for disability</p> <p>\$225,244.65</p>	<p><b>After evaluation, the next steps to support our students will be:</b>  In 2023 LST will be continued using the same model of in-class support for targeted students.  Specific students in the LST groups who require ongoing support have been identified and will be further supported in 2023.  Continuation of funding for SLSO's to assist identified student who need additional support.  Professional learning for SLSO's to align with student need.</p>
<p>Professional learning</p> <p>\$44,381.53</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 Queanbeyan West Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Collection and Analysis</li> <li>• High Quality Teaching and Learning Programs and Explicit Teaching</li> <li>• Professional Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging a specialist teacher to unpack evidence-based approaches to teaching of reading and explore modelled, interactive, guided and independent reading instruction.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Student reading views: Students have developed a clearer understanding of the skills and processes a good reader demonstrates. Rather than just identifying themselves as a 'good' reader, students were able to identify how they improved their reading and explained some of their current reading goals. Responses included 'I am working on reading around an unknown word to help me understand' and 'I have been trying to use my own knowledge to help me understand how a character might be feeling'. Students identified that there is a more consistent approach to reading across Stage 2 and 3, with majority of students identifying that during reading lessons they work with the teacher to develop their understanding of a text are more confident in answering questions about a text.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Teachers need to continue to consolidate differentiating comprehension lessons, particularly in the area of inferential comprehension.  Ongoing professional development to be implemented in 2023 to reintroduce and refine processes around guided reading.  Work will be done on Staff Development Day to upskill all new staff on the processes of the English Block.  Succession planning will be in place as the Stage 2 AP will train the next leader in Term 1 2023.</p>
<p>Beginning teacher support</p> <p>\$60,868.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Queanbeyan West Public School during their induction period.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Professional Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• the school leadership team create a professional learning environment that enables teacher engagement through performance and development plans, school development days, and access to technology for online learning.</li> <li>• the leadership team share evidence-based professional learning, knowledge, and academic research using specific structures and processes in order for staff to embed into programming.</li> </ul>



<p>Beginning teacher support</p> <p>\$60,868.00</p>	<p><b>The allocation of this funding has resulted in the following impact:</b>  Teachers were supported by mentors and made progress in their specific learning goals.  Specific support was given to teachers in regards to teaching reading.  Teacher views on reading support: Professional learning has had a profound impact on teacher practice in the classroom. Teachers are implementing an English block across all Stage 2 and 3 classrooms, with teaching and learning time spent on the responding and composing elements of the curriculum.  All Stage 2 and 3 students have developed skills to allow them to read independently, choosing appropriate and a wider variety of texts.  Teachers are consistently implementing guided reading sessions in their classrooms, with students grouped using PLAN 2 and observational data.  Students are reading more appropriate texts based on their learning goals.  Students understanding of texts is consistently monitored using the 'Area of Focus' from PLAN 2 and making progress against the progressions.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Funding will be spent in line with Departmental guidelines for beginning teachers. Beginning teachers will continue to have a reduced teaching load through increased RFF and access to a mentor to provide targeted support.</p>
<p>Literacy and numeracy</p> <p>\$17,848.11</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Queanbeyan West Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Quality Teaching and Learning Programs and Explicit Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staff training and support in literacy and numeracy</li> <li>• targeted professional learning to improve literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  QTSS and Literacy and Numeracy Intervention Funding sources were combined to give Assistant Principals more release time to support classroom teachers.  Increased borrowing in the library with lessons directly linked to classroom teaching and learning programs enhancing curriculum implementation.  Decreased wellbeing referrals due to targeted support and early intervention for students at need.  Increased learning goals achieved by targeted students due to implementation of social skills and extension groups.  Increased capacity of staff in regards to curriculum knowledge and implementation due to lesson observation and feedback cycles.  Targeted professional learning due to refined PDP process.  Increased behaviour management due to professional learning and targeted approach to individual classes highlighting high expectations of all students.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Continue to have APs off class to facilitate quality teaching in line with the SIP and maintain the improved wellbeing outcomes.</p>
<p>QTSS release</p> <p>\$105,382.56</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Queanbeyan West Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Quality Teaching and Learning Programs and Explicit Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p>

<p>QTSS release</p> <p>\$105,382.56</p>	<ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  QTSS and Literacy and Numeracy Intervention Funding sources were combined to give Assistant Principals more release time to support classroom teachers.  Increased borrowing in the library with lessons directly linked to classroom teaching and learning programs enhancing curriculum implementation.  Decreased wellbeing referrals due to targeted support and early intervention for students at need. Increased learning goals achieved by targeted students due to implementation of social skills and extension groups.  Increased capacity of staff in regards to curriculum knowledge and implementation due to lesson observation and feedback cycles.  Targeted professional learning due to refined PDP process.  Increased behaviour management due to professional learning and targeted approach to individual classes highlighting high expectations of all students.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Continue to have APs off class to facilitate quality teaching in line with the SIP and maintain the improved wellbeing outcomes.</p>
<p>Literacy and numeracy intervention</p> <p>\$72,400.23</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Queanbeyan West Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Quality Teaching and Learning Programs and Explicit Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices</li> <li>• implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Teacher Views on Teaching Reading: Teachers surveyed had inconsistent approaches to the English Block in the classroom. Majority of staff were trying to run Literacy Groups, with students completing a variety of comprehension, grammar and writing activities independently, while the teacher attempts to work in small groups with students. Teachers identified they were unsure on how to appropriately structure a guided reading lessons for primary students and were unsure what data to use to effectively group students.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Implications: Targeted PL on how to structure a guided reading session and incorporating focus areas based on student need. The employment of an AP, C&amp;I in 2023 will further support the implementation of targeted professional learning and intervention to facilitate literacy and numeracy improvement.</p>
<p>COVID ILSP</p> <p>\$114,000.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul>



<p>COVID ILSP</p> <p>\$114,000.00</p>	<p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy-comprehension skills</li> <li>• providing intensive small group tuition for identified students who were identified through the analysis of PAT data. These students were achieving just below grade expectation.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>The ILSP COVID Tutoring groups supported the selected students in their literacy levels, as was evident in the PLAN2 ALAN educational data analysis. Students who participated in COVID groups were selected according to NAPLAN data.</p> <p>Data was entered into PLAN 2 under Phonological Awareness, Phonemic Awareness and Understanding Texts set outcomes. All students showed progression.</p> <p>The program may have contributed to the NAPLAN data showing At or Above Expected Growth in the area of Reading for students who participated in the program.</p> <p>Student feedback was sought in the evaluation of the effectiveness of the program:</p> <p>The student experience was found to be overwhelmingly positive. Students were eager to attend the program and reported that they were generalising what they learned to classroom and out of school contexts. Some students expressed that they didn't like to miss out on some of the class activities.</p> <p>Students commented favourably about how the groups enabled them to concentrate in a quiet environment and learn specific reading skills such as skimming and scanning and collaborative writing.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>Continued strategic support for S2 and S3 as noted by data for end of 2022. Data such as Instructional reading levels/fluency/phonological awareness used for baseline data and to help provide growth measurement needs to be considered.</p> <p>Area of Focus could be further narrowed so that the small groups can focus on a small number of reading skills and strategies and the repeated application of these skills.</p>
<p>Refugee Student Support</p> <p>\$1,680.38</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaborative Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff for targeted student support</li> <li>• intensive English language and learning support to increase educational outcomes for students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>Students receiving extra support were engaged more in classroom activities as their understanding and confidence improved in small sessions targeted at increasing their proficiency in English.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>In 2023 funding will be spent to support students in the same manner by withdrawing small groups for targeted support in Speaking/Listening and Reading.</p>

## Student information

### Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	249	266	266	249
Girls	210	215	235	225

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	90.4	93.1	90.8	86.0
1	90.1	92.7	93.4	83.9
2	90.0	95.1	91.4	85.4
3	91.2	93.0	92.5	85.5
4	91.2	93.8	91.1	85.7
5	90.2	93.8	89.2	85.2
6	90.8	93.9	90.2	82.3
All Years	90.5	93.6	91.3	84.9
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

### Attendance

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

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

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

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

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

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

## Management of non-attendance

---

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

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

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	22.29
Literacy and Numeracy Intervent	0.63
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
School Administration and Support Staff	7.96

\*Full Time Equivalent

### Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

### Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

### Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to

improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	415,196
<b>Revenue</b>	5,994,512
Appropriation	5,840,418
Sale of Goods and Services	86,255
Grants and contributions	65,411
Investment income	1,527
Other revenue	900
<b>Expenses</b>	-5,941,270
Employee related	-5,042,221
Operating expenses	-899,049
<b>Surplus / deficit for the year</b>	53,242
<b>Closing Balance</b>	468,437

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 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	58,103
<b>Equity Total</b>	461,983
Equity - Aboriginal	58,651
Equity - Socio-economic	127,616
Equity - Language	50,471
Equity - Disability	225,245
<b>Base Total</b>	4,357,116
Base - Per Capita	132,677
Base - Location	0
Base - Other	4,224,439
<b>Other Total</b>	507,812
<b>Grand Total</b>	5,385,015

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

## School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.



## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of students, parents and staff. Throughout the year, communication and consultation took place with community regarding the school's direction and achievements. This was completed through surveys, bi-termly Parents & Citizen Principal reports, monthly Aboriginal Education Consultative Group school reports, fortnightly newsletter distribution and social media posts. This year our school sought the opinions of students, parents and staff using the 'Tell Them from Me' online surveys.

**Parents and Carers:** From the findings it was noted that those parents and carers participating in the survey indicated that they feel welcome at the school. 91% of parents and carers indicated that they had talked with their child's teacher about learning or behaviour. Parents and carers believe that staff take an active role in making sure that all students are included in activities. The majority of parents and carers identified that they had the opportunity to engage in school planning. 97% of parents and carers surveyed acknowledged that the school is a culturally safe place for all students. The majority of parents and carers indicated that they are not involved in any school committees, this will be a focus moving forward. Parent and carer surveys will be conducted to identify which opportunities for engagement parents are motivated by. This will be used to create a activities within 2023 - 2026 SIP that support the increase of parent engagement.

**Students:** A high percentage of students feel they have someone at school who consistently provides encouragement and can be turned to for advice. 84% of students reported a sense of school pride. 91% of students believe their teachers take time in class to revise previous learning and consolidate understanding. 93% of students report that they are treated with fairness and respect by teachers in regards to their social or cultural background. 94% feel that they are treated with fairness and respect by their peers in regards to their social and cultural background. Students surveyed in year 4 report a higher sense of advocacy, belonging and high expectations which trends downwards as they move into Year 5 and 6, this will be a focus moving forward. Data on student wellbeing will continue to be monitored through the 2023 - 2026 SIP. This will be used to develop activities that specifically target student belonging as they transition into Stage 3.

**Staff:** The majority of staff reported feeling supported by the school leadership team. Teachers report that there is a culture of sharing programming and assessment documents to support student learning. Most teachers reported consistent revision of background knowledge and prior content to support student mastery, this is inline with student perceptions reported in the TT4M data. Teachers report that they need to support to upskill their implementation of technology to enhance student learning and develop digital literacy skills for students., this will be a focus moving forward. The allocation of the Digital Classroom Office as part of the Rural Access Gap Program for 2023 will facilitate staff learning around the use of digital tools to enhance learning and upskill students.

A comprehensive list of all findings can be accessed by contacting the school for all results of reviews.

# 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.