

2022 Annual Report

Mount Riverview Public School



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Introduction

The Annual Report for 2022 is provided to the community of Mount Riverview 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.

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Message from the principal

As a school, our 2022 data shows significant improvements in attendance and in literacy and numeracy learning progress. However, I'd like to draw attention to something even more special than this, and that is our positive school culture. This is evident every day in the way we treat each other and work together, the fact we all want to be at school and the comments community members make about our school.

But the most important measure of our school culture is simply a feeling - the one we get when we walk in the gates or into a classroom, the one we get when we see our students smiling and having fun, the one we get when we have a conversation with a teacher that shows they care, the one we get when students are having a go and showing pride in their achievements. In the words of Scott Davidson, an educational leader, 'Culture is like your school's personality.' It's what we live and breathe every day. Our school culture is based on the belief that students are at the heart of all we do, and as a school community we are working hard to ensure we live out this vision.

The 'Mt Riv' culture is respectful, supportive, collaborative and aspirational. Let us all recognise the power this brings to us as individuals but also as a team.

Yours in education,

Elise Berwick

Message from the school community

The past year was marked by several successful events, fundraising initiatives, and projects completed by Mt Riv P&C and our wonderful volunteers. Our inaugural Rainbow Rush colour fun run was an epic success, raising funds for several important school projects, including the installation of shade sails over the outdoor classroom and new decodable readers to support the students home reading program. We were finally able to finalise and lay our 50th anniversary personalised pavers after a 2 year delay due to COVID restrictions. This project could not have been such a success without the generous contribution from our local community.

Overall, we are proud of the accomplishments of our amazing Mt Riv P&C volunteers and look forward to continuing our efforts to enhance the education and experience of our students in 2023.

Michelle Shone (P&C President)

School vision

At Mount Riverview Public School we strive to develop a positive culture where all people are respected and valued, and where high expectations for teaching and learning are achieved. We are committed to developing and maintaining open, collaborative relationships between students, staff, parents and the wider community. Our school is a place where students can achieve personal success in their academic, social-emotional, physical and behavioural development. Students are at the heart of all that we do.

School context

Mount Riverview Public School is situated in the Blue Mountains and is a proud member of the Lower Blue Mountains Learning Community, a group of schools committed to working together to provide the best educational opportunities for our students.

The school has a student enrolment of 213 including 9% from a non-English speaking background and 4% identifying as Aboriginal. The school is a focal point of the local community and is supported by parents and carers who value having input into school decision-making and contributing to school initiatives. Parents have strong aspirations for their children to access rich, quality educational and extra-curricular experiences. They want them to be challenged, supported and encouraged in ways that help them achieve their best, develop a strong interest in learning and for them to feel nurtured, happy and confident in a safe, respectful learning environment.

Students are supported to be safe, respectful learners by strong 'Positive Behaviour for Learning' systems, explicit teaching and a culture of high expectations. Students with additional needs are well supported by our experienced Learning and Support Team, which provides access to targeted funding, learning assistance programs and specialist support.

The school provides many opportunities for students to engage in extra-curricular learning and events, and has strong traditions in sport, performing arts and community service.

The school is well-resourced by highly committed, professional teaching and administrative staff, most with significant experience working in schools. The school facilities are aligned to supporting effective teaching practices and quality learning experiences, including the provision of various technologies for students and staff. Our school is consistently ranked in the top 20% of socio-economic advantage.

Through our situational analysis, the school has identified a need to focus on the areas of student learning growth, quality teaching and student wellbeing.



Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

| Elements | 2022 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture | Sustaining and Growing |
| LEARNING: Wellbeing | Delivering |
| LEARNING: Curriculum | Delivering |
| LEARNING: Assessment | Delivering |
| LEARNING: Reporting | Delivering |
| LEARNING: Student performance measures | Sustaining and Growing |
| TEACHING: Effective classroom practice | Delivering |
| TEACHING: Data skills and use | Delivering |
| TEACHING: Professional standards | Sustaining and Growing |
| TEACHING: Learning and development | Delivering |
| LEADING: Educational leadership | Delivering |
| 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 performance and growth in literacy and numeracy through the use of individualised learning goals and differentiating learning for the needs of high potential and gifted students.

Initiatives

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

- Curriculum Differentiation in English and Maths
- High Expectations Learning Culture

Resources allocated to this strategic direction

Professional learning: \$8,780.00

School support allocation (principal support): \$1,000.00

Per capita: \$15,000.00

: \$1,100.00

Summary of progress

One of our focus areas for 2022 was on developing a tracking system for literacy data. This was achieved using Google sheets, which enabled teachers to track and measure progress of all students in at least one aspect of the literacy progression. Teachers were able to see patterns in the data sets, and follow up with teaching focused on the needs identified. Continued work in this area will extend the data tracking to numeracy and utilise a similar system for tracking whole school end of year data, such as Progressive Achievement Tests.

Another focus was providing clearer communication to parents about their child's learning. As a school, we increased the amount of information sent out to parents about the learning happening in classrooms through stage newsletters every term and regular learning-focused Facebook posts. We continued to promote opportunities for open communication with parents, utilising phone calls, emails and meetings. There were slight increases in positive survey feedback from parents about being informed of their child's learning and much informal feedback sharing praise for our teachers and their support of our students.

With the focus on improving our teaching of literacy, teachers engaged in ongoing professional learning in stage teams throughout the year. They utilised a range of professional learning opportunities, including the Spiral of Inquiry, to develop their professional practice. Students assessment results indicated further progress towards our system-negotiated targets, achieving our best NAPLAN Reading result in the past 12 years.

To ensure we meet the learning needs of all students and support improved achievement of learning outcomes, next year in this initiative we will focus specifically on supporting students to improve in their achievement of Mathematics outcomes.

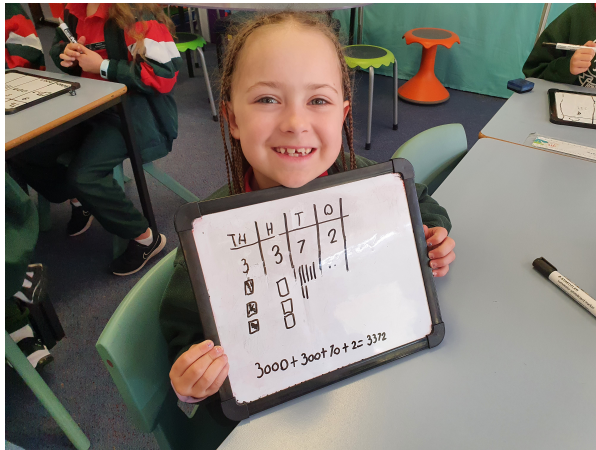
Progress towards achieving improvement measures

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 |
|--|--|
| Whole school reading and numeracy assessment digital tracking system indicates improved learning growth for 75% of students. 100% of teaching programs document adjustments for student learning across all strands of English and Maths, including for high potential and gifted students. | The digital data tracking system showed evidence that 60% of K-2 students progressed two or more levels on the phonological awareness aspect of the literacy progression, 35% progressed one level, leaving 5% who did not progress a level. The data also showed that in the phonic knowledge and word recognition aspect of the literacy progression, 85% of K-2 students progressed two or more levels, 11% progressed one level, leaving 4% who did not progress a level. The students who did not progress a full level were all in Year 1. The data also showed that in the understanding aspect of the literacy progression, 37% of Year 3-6 students progressed two or more levels and 54% progressed one level, leaving 8% of students who did not progress a level. This achievement exceeds our annual progress measure |

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| <p>100% of teachers set learning goals for all students in one strand of English and Maths, linked to syllabus outcomes or the literacy and numeracy learning progressions.</p> <p>60% of K-6 students identify a specific and measureable learning goal for English and Maths (increased from 37% of Year 4-6).</p> <p>'Tell Them From Me' parent survey responses indicate increase in average scores and the school mean for the element - parents are informed.</p> | <p>by a significant margin.</p> <p>The digital data tracking system is yet to be developed for use with numeracy assessment data.</p> <p>Analysis of class teaching programs indicated a majority of class teachers recording differentiation strategies in English and Maths. There are a variety of ways teachers record these strategies, some of which reference use of differentiated content, instruction, product and environment.</p> <p>Stage team meeting discussions revealed 100% of class teachers set learning goals for their students linked to the literacy and numeracy progressions at the beginning of the year. Most teachers across the school continued to monitor, adjust and utilise these goals in small group teaching contexts throughout the year.</p> <p>'Tell Them From Me' parent survey responses indicated a slight increase in the school mean for the element - 'parents are informed'. In particular, there were slight increases for three aspects of this element including being informed about concerns for their child's behaviour, about not making adequate progress and about opportunities concerning their child's future. The aspects showing the lowest average scores in this element include being well informed about their child's progress in school subjects and social-emotional development.</p> <p>71% of parent survey respondents indicated they had spoken with their child's class teacher about their learning or behaviour two or more times during the year, compared to 55% in 2021.</p> |
| <p>Increase students reading at or above expected benchmark levels to average 72.5% across K-2 and 83.5% across Year 3-6.</p> <p>Increase students achieving in top 20% in PAT Reading to 31% in K-2 (from 27% in 2021) and to 30% in Year 3-6 (from 27% in 2021) based on national norms.</p> <p>Increase students achieving in top 20% in PAT Numeracy to 27% in K-2 (from 24% in 2021) and to 20% in Year 3-6 (from 12% in 2021) based on national norms.</p> <p>Value-added data for K-3 increases from 'Delivering' to 'Sustaining and Growing'.</p> | <p>65% of K-2 students have achieved at or above the expected reading benchmark level, compared with 69% in 2021.</p> <p>94% of Year 3-6 students have achieved at or above the expected reading benchmark level, compared with 89% in 2021.</p> <p>The majority of students K-5 are reading at or beyond expected level, with the exception of Year 1 (K-60%, Y1-48%, Y2-88%, Y3-93%, Y4-87%, Y5-100%).</p> <p>Significant growth in the percentage of students achieving reading benchmark level at or above expectation in the some cohorts (Year 2-88% compared to 68% of the group in 2021, Year 3-93% compared to 87% of the group in 2021, Year 4-87% compared to 70% of the group in 2021).</p> <p>Increase in students achieving in top 20% in PAT Reading to 31% in K-2 (from 27% in 2021).</p> <p>No change in students in Year 3-6 achieving in top 20% in PAT Reading (27%).</p> <p>Slight decrease in students achieving in top 20% in PAT Maths to 21% in K-2 (from 21% in 2021).</p> <p>No change in students in Year 3-6 achieving in top 20% in PAT Maths (12%).</p> <p>There is no value-added data from NSW Department of Education available for K-3 in 2022.</p> |
| <p>62.1% of students in Year 3 and Year 5 achieve top 2 bands in NAPLAN Reading (upper bound system-negotiated target).</p> | <p>65% of students in Year 3 and Year 5 achieved top 2 bands in NAPLAN Reading, exceeding our upper bound system-negotiated target, and the highest result for our school over the last 12 years.</p> |
| <p>49.2% of students in Year 3 and Year 5 achieve top 2 bands in NAPLAN Numeracy (lower bound system-negotiated target).</p> | <p>44% of students in Year 3 and Year 5 achieved top 2 bands in NAPLAN Numeracy, an increase from 35% in 2021 and definite progress towards our lower bound system-negotiated target (49.2%).</p> |

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| <p>72% of students achieve expected growth in NAPLAN Reading from Year 3-5 (from 70% in 2021).</p> | <p>There is no growth data from NSW Department of Education available for 2022, as the NAPLAN test was not run in 2020.</p> <p>The average school score for Year 5 NAPLAN Reading was higher than the state and statistically similar school group averages, and equalled the school's highest average score since 2015.</p> |
| <p>66% of students achieve expected growth in NAPLAN Numeracy from Year 3-5 (from 64% in 2021).</p> | <p>There is no growth data from NSW Department of Education available for 2022, as the NAPLAN test was not run in 2020.</p> <p>The average school score for Year 5 NAPLAN Numeracy was higher than the state and statistically similar school group averages, and was the school's highest average score since 2015.</p> |



Strategic Direction 2: Quality teaching

Purpose

To develop and refine data driven teaching practices in literacy and numeracy that are responsive to the learning needs of all students.

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.

- Assessment Practices
- Data Skills and Use
- Instructional Leadership and Collaborative Practice

Resources allocated to this strategic direction

Professional learning: \$13,800.00

: \$21,600.00

QTSS release: \$36,998.00

Summary of progress

Our focus was to improve teacher quality in an aspect of literacy by using Executive staff in their capacity as instructional leaders to lead collaborative professional learning time with class teachers. We refined the whole school data tracking system and planned for a consistent focus and approach to using data conversations. Regular stage team data conversations were strategically scheduled every 3 weeks as part of our Spiral of Inquiry process. We began by using a variety of data including phonics and phonological awareness diagnostic assessments (K-2) and NAPLAN, Check In Assessments and PAT Reading (Year 3-6) to determine a starting point for each student in the school. We successfully tracked all students in one aspect of literacy using the literacy progression. Teachers used the progression to negotiate identified learning goals for students and support their achievement through targeted teaching. Teachers collaboratively planned teaching and learning programs targeting quality teaching strategies in response to identified student learning needs. As part of our collaborative meetings all teachers engaged in professional readings, data discussions and critical analysis of their current teaching practice. Student voice was used throughout these sessions as evidence of progress and need. Teachers evaluated the success of the programs implemented based on the assessment and observations of student learning.

To ensure we meet the learning needs of all students and support improved achievement of learning outcomes, next year in this initiative we will focus on developing teaching quality in Mathematics, utilising the numeracy learning progression. We will continue to use Executive staff as instructional leaders and the Spiral of Inquiry process as a tool for collaborative discussions and professional learning. We will further develop our data discussions, utilising a data wall in our newly established professional learning room.

In addition, we aim to work with our Assistant Principal, Curriculum and Instruction, to enhance our instructional leadership. Their role will be to support class teachers to improve professional practice, working closely with them in the focus areas of numeracy teaching, assessment and data informed practice, as well as for other more personalised professional learning goals. The AP C&I will also work collaboratively with the current Assistant Principals in developing and implementing professional learning opportunities using the Spiral of Inquiry process.

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 |
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| 100% of teaching programs align with curriculum programming and assessment expectations. Significant majority of teachers (85%) display, discuss and use learning intentions and success criteria in | At the beginning of 2022, all teachers met in their stage teams to collaboratively revise and update their stage assessment schedules in order to have a clear and consistent approach to identifying individual student data for class teaching. The revised assessment schedules supported teachers new to the stage to understand what parts of the curriculum are being assessed and the time-frames for assessment. Teachers reported that having a consistent assessment schedule allowed them to |

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| <p>English and Mathematics lessons and assessment tasks.</p> <p>All teachers (100%) set explicit, achievable and challenging learning goals for students in English and Maths.</p> <p>Significant majority of students (65%) achieve their identified learning goals for English and Mathematics.</p> <p>Significant majority of students (65%) can talk about what they are learning and how they know they will have achieved this learning.</p> <p>School Excellence Framework self assessment in the element of Curriculum shows improvement from 'working towards delivering' to 'delivering'.</p> | <p>collaboratively plan and prepare next steps in learning for their students. This supported teachers to set explicit, individual student learning goals in English and Maths, which were negotiated with students and shared with parents during parent/teacher interviews. Some teachers displayed the student learning goals in the classroom and some used them in a learning goal book. Several students commented that having visible learning goals assisted them to communicate about what they were learning and when they had achieved their goals. For most classes, learning goals were updated at least once a term. Teachers discussed the learning goals of their students in team meetings, which allowed other staff to understand where those students were in their learning. This supported development of a school culture highlighting the importance of all teachers knowing the needs of students across the school, not just for the students in their own class. It also helped teachers to discuss and share strategies about how best to support the learning of individual students.</p> <p>The 'Tell Them From Me' student survey data indicated the majority of Years 4-6 students (75%) feel they understand what they need to learn when their teacher uses learning intentions and success criteria.</p> <p>The 'Tell Them From Me' teacher survey indicated using results from formal assessment tasks to help set challenging learning goals was an area rated highly.</p> <p>Our school is currently evaluated as working at the 'delivering' stage in the School Excellence Framework element of 'Curriculum'.</p> |
| <p>100% of teachers engage in regular data conversations as stage teams.</p> <p>Data conversations are used to identify student learning progress and too plan for future teaching as part of the stage teams spiral of inquiry process.</p> <p>100% of teachers track student learning progress in at least one aspect of literacy or numeracy.</p> <p>School Excellence Framework self assessment in the element of Data Skills and Use shows improvement from 'working towards delivering' to 'delivering'.</p> | <p>Data conversations were heavily embedded into collaborative 'Spirals' meetings every three weeks. Teachers regularly updated their data tracking sheets for Phonics / Phonemic Awareness in Years K-2. and Understanding Texts in Year 3-6. Teachers discussed how their students were progressing towards achieving their literacy goals. Teachers also used 'student voice' to add evidence of learning progress, through forms such as student work samples, responses to learning walk questions and in-class comments/responses.</p> <p>We have begun the process of setting up a professional learning room which will display a whole school data wall. Currently, each teacher has a class-based data tracking folder and the Assistant Principals have a K-2 and Year 3-6 data tracking sheet which they share and show their teams as part of data discussions. This process has supported all teachers to know where all students in their stage team are at with their literacy learning and has fostered rich and authentic conversations about individual student progress.</p> <p>The 'Tell Them From Me' teacher survey indicated discussion about assessment strategies, monitoring progress of individual students and using results from formal assessment tasks to inform lesson planning were areas rated highly.</p> <p>Our school is currently evaluated as working at the 'delivering' stage in the School Excellence Framework element of 'Data Skills and Use'.</p> |
| <p>School Excellence Framework self assessment in the element of Educational Leadership shows improvement from 'working towards delivering' to 'delivering'.</p> <p>100% of executive staff achieve their PDP goal related to instructional leadership practice.</p> <p>100% of teachers engage with more than one Spiral of Inquiry process to explore an identified area of professional learning need.</p> | <p>The Executive team continued to develop their professional leadership and instructional practice skills by working closely with Principal mentors. These mentors were used to support and guide the Executive in a range of areas relevant to their leadership. The Executive were also connected to a variety of professional networks to support their ongoing leadership development. This engagement has supported all Executive to achieve their performance development goals related to instructional leadership.</p> <p>The Executive led all class teachers in regular collaborative professional learning opportunities throughout the year, utilising the Spiral of Inquiry process. Although only one 'spiral' was completed, this involved in-depth engagement with every aspect of the process, and resulted in improved understanding of the process itself, student assessment, data informed teaching and use of quality teaching strategies. It also resulted in positive learning progress for students in the focus literacy areas.</p> |

Stage team planning session minutes show evidence of regular use of assessment data and collaboratively programming of teaching and learning.

In the 'Tell Them From Me' teacher survey, our areas for highest growth included collaborative practice, learning culture and teaching strategies. It also indicated high ratings for teachers working with school leaders to monitor student progress, improve their teaching and creating new learning opportunities for students.

Our school is currently evaluated as working at the 'delivering' stage in the School Excellence Framework element of 'Educational Leadership'.



Strategic Direction 3: Student wellbeing

Purpose

To work collaboratively as a school community in developing safe, respectful learners by fostering a supportive environment where students are empowered to develop positive attitudes, values, goals and behaviours.

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.

- Attendance Procedures
- Personalised Support Plans
- Positive School Environment

Resources allocated to this strategic direction

Integration funding support: \$1,100.00

: \$24,000.00

Per capita: \$2,000.00

Summary of progress

Our aim was to proactively develop and maintain positive wellbeing for our students through staff professional learning, systems of support and improving the school environment.

We shared regular communication with parents about attendance, including data, information and advice. Our school was highlighted by the department in an article about our approach to attendance and the positive impact this had on our students and on our attendance data.

Our Positive Behaviour Learning team continued to develop data informed systems, including lessons to explicitly teach behaviour expectations in relation to areas needing improvement. The team also implemented two different tier 2 programs, focused on the needs of the target students.

Teacher professional learning focused on building capacity in trauma-informed teaching practices and on differentiating the curriculum for students with disability. The Learning Support Team developed draft school-based procedures for learning support which will be shared for consultation next year.

Our Aboriginal Education Team worked with the AECG and a local Aboriginal elder to hold events of cultural significance throughout the year, with a particular focus on increased exposure to Darug language and culture. The school purchased a range of recommended literacy resources to support teaching all students about Aboriginal histories and culture. Teachers also completed an Aboriginal Histories and Culture course offered by a department Aboriginal Education and Wellbeing Advisor.

To ensure we meet the wellbeing needs of all students and support engagement and success, next year in this initiative we will continue to build upon teacher capacity through professional learning, particularly in the areas of student mental health and learning support. We will also engage more deeply with the AECG, Aboriginal elders, and our Aboriginal students and parents to develop a meaningful personalised learning pathway format. Our PBL Team will explore the use of evaluative tools to reflect on the needs for our school, develop additional tier 2 opportunities, with a focus on supporting student mental health, and clarify the expectations for achievement of high level PBL awards. In addition, our school will continue to improve the facilities and physical environment to promote a sense of positive wellbeing, including the renovation of our weather shed to ensure it is an effective passive play space.

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 |
|---|--|
| 95% of students achieving 90% or more attendance rate (projected upper bound system-negotiated target). | The school's average attendance rate was 89.8%, which was higher than the state and Blue Mountains network attendance rates. |

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| <p>95% of students achieving 90% or more attendance rate (projected upper bound system-negotiated target).</p> | <p>Sentral attendance data indicated 67% of students achieved an attendance rate of 90% or more, which is a decrease from last year. This data was impacted by the need to follow COVID guidelines and ensure students who were sick did not attend school. The main reasons for extended periods of student absence were sickness, injury and family travel.</p> <p>Our school was recognised for it's high level attendance this year, being showcased in an article published by the department's media unit. The staff have been critically important in creating a positive, student-centred environment and ensuring follow up of student absences.</p> |
| <p>Sentral 'Wellbeing' data shows improved behaviour for students targeted for Tier 2 group interventions.</p> <p>100% of teachers and SLSOs to complete professional learning opportunities related to trauma informed education and the Disability Standards.</p> <p>All PBL team members are confident in using evaluation tools and Tier 2 intervention systems.</p> | <p>Our school Positive Behaviour for Learning team continued to have an active role. At regular meetings, trends in student behaviour were analysed and resulted in adjustments of whole school systems . Fortnightly lessons were developed to explicitly teach target behaviour expectations. These expectations were modelled by staff and reinforced through distribution of PBL rewards. Our Tier 2 small group program focused on meeting playground behaviour expectations and following the rules of handball. As a result, negative playground incidents related to the program focus were reduced for all students involved.</p> <p>Teachers and support staff completed the Trauma Informed Practice professional learning course. This learning developed staff knowledge in catering for the needs of students who have experienced trauma. Some staff have indicated a desire to continue their professional learning focus on trauma informed practice and student mental health and wellbeing.</p> |
| <p>Increase in students receiving School Medallions (from 2% in 2021 to 4%).</p> <p>Increase in students receiving Gold Certificate (from</p> <p>Decrease of students having repeated (3 or more) minor behaviour incidents (10% in 2021).</p> <p>An increase of students (60%) believe the school toilet facilities are clean and well looked after (increase from 50% in 2021).</p> <p>Significant majority of students can identify two people at school who they feel support them.</p> | <p>Increase in students receiving Gold Awards, from 92% in 2020 to 96%- a total of 204 students. Increase in students receiving School Banners, from 42% in 2021 to 63%- a total of 134 students. Increase in students receiving School Medallions, from 2% in 2021 to 9%- a total of 20 students.</p> <p>Each of the student toilet blocks had a 'deep clean' by a commercial cleaner mid year, to help our regular cleaners maintain high levels of cleanliness and hygiene in these areas. The 'Tell Them From Me' student survey responses indicated a decrease in students who believe the school toilet facilities are clean and well looked after (42%). The P&C toilet door renovation project is still planned, and is expected to be completed early next year.</p> <p>Executive staff engaged in scheduled and informal classroom visits, speaking with students about their learning goals and progress. All staff engage with students across the school in the playground and during special events, making connections with students beyond those they work directly with. Informal feedback from students showed they felt supported by having staff other than their own class teacher showing care and consideration for them.</p> |



| Funding sources | Impact achieved this year |
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| <p>Integration funding support</p> <p>\$98,900.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Mount Riverview Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Support Plans • 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 staff to provide additional support for students who have high-level learning needs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' Individual Education Plans (IEPs) <p>The allocation of this funding has resulted in the following impact: All students identified with targeted funding for a disability received personalised support from their class teacher and Learning Support Team, and had learning adjustments documented in an IEP. Class teachers were supported to develop and implement effective learning adjustments for students with disability. Improved teacher and School Learning Support Officer (SLSO) knowledge about targeted student needs and capacity to meet them. Effective consultation between staff, families and relevant community contacts.</p> <p>After evaluation, the next steps to support our students will be: Build capacity of school staff to cater for high level needs specific to individual students.</p> |
| <p>Socio-economic background</p> <p>\$20,000.00</p> | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Mount Riverview 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Students were supported to participate in all excursions and incursions by using funds to subsidise activities and reduce costs for families. All students were provided with their required textbook. Some students and families were supported by the provision of important equipment specific to their needs. A range of resources were purchased to support the implementation of teaching and learning programs.</p> <p>After evaluation, the next steps to support our students will be: Conduct a consultation process with all teachers to determine the resources required. Clarify with the Finance Team the resources and subsidies determined as the focus for this funding expenditure.</p> |
| <p>Aboriginal background</p> | <p>Aboriginal background equity loading is used to meet the specific learning</p> |

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| <p>\$7,300.00</p> | <p>needs of Aboriginal students at Mount Riverview 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>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 equity loading include:</p> <ul style="list-style-type: none"> • engaging with a local Aboriginal elder to assist with all students learning about Darug culture • consultation with specialist Aboriginal staff about professional learning options and recommended literature • audit of library literature by Aboriginal and Torres Strait Islander authors • hold events that acknowledge, recognise and celebrate Aboriginal history, culture and language • employment of additional staff to deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in the following impact: Teachers have access to quality literature which supports their teaching of Aboriginal history and culture to all students. Connections with our local Elder and Aboriginal Education and Wellbeing Advisor have developed shared knowledge and understanding that supports teachers to meet the needs of our Aboriginal students and families. Aboriginal students identified with a disability received personalised support from a School Learning Support Officer.</p> <p>After evaluation, the next steps to support our students will be: Develop opportunities for authentic engagement and consultation with our Aboriginal students, their parents, our AECG and Aboriginal Elders. Provide access to a quality Aboriginal immersion experience for all students.</p> |
| <p>English language proficiency</p> <p>\$5,500.00</p> | <p>English language proficiency equity loading provides support for students at all four phases of English language learning at Mount Riverview 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement Individual Educational Plans for targeted EAL/D students <p>The allocation of this funding has resulted in the following impact: Students identified as learning English as another language/dialect, and experiencing difficulty with their learning progress, received personalised support from a School Learning Support Officer.</p> <p>After evaluation, the next steps to support our students will be: Develop quality English learning support programs that meet the specific language learning needs of the targeted students, in consultation with their class teachers.</p> |
| <p>Low level adjustment for disability</p> <p>\$88,000.00</p> | <p>Low level adjustment for disability equity loading provides support for students at Mount Riverview 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</p> |

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| <p>Low level adjustment for disability</p> <p>\$88,000.00</p> | <p>including:</p> <ul style="list-style-type: none"> • 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 a Learning and Support Teacher (LaST) • providing support for targeted students within the classroom and playground through the employment of School Learning and Support Officers (SLSOs) <p>The allocation of this funding has resulted in the following impact: All students with a disability requiring supplementary adjustments received personalised support from their class teacher, with guidance and assistance from the LaST or SLSOs. Individual Education Plans for students with disability incorporate a range of strategies to meet student needs. Class teachers were supported to develop and implement effective learning adjustments for students with disability. All applications for integration funding support were successful.</p> <p>After evaluation, the next steps to support our students will be: Consult with staff and parents on the draft Learning Support Team procedures, prior to final review and publication. Develop quality learning support programs that meet the specific needs of the targeted students, in consultation with their class teachers and the LaST.</p> |
| <p>Professional learning</p> <p>\$24,280.00</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 Mount Riverview Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Curriculum Differentiation in English and Maths • High Expectations Learning Culture • Data Skills and Use • Instructional Leadership and Collaborative Practice • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Staff engaged in a range of professional learning activities relevant to their performance development plans, school priority areas and mandatory training requirements. <p>The allocation of this funding has resulted in the following impact: All staff, teaching and non teaching, engaged in targeted professional learning. Professional learning expenditure exceeded the school's allocation, mainly due to the high demand created by having to meet the professional learning needs of every staff member, including casual relief and increasing course fee costs.</p> <p>After evaluation, the next steps to support our students will be: Clarify with the Finance Team the courses/training determined as the focus for this funding expenditure. Closely monitor the professional learning requests of individual staff, including total costs and frequency of participation.</p> |
| <p>Literacy and numeracy</p> <p>\$24,600.00</p> | <p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Mount Riverview Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> |

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| <p>Literacy and numeracy</p> <p>\$24,600.00</p> | <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an additional Learning and Support intervention teacher <p>The allocation of this funding has resulted in the following impact: All students with disability have received personalised support from their class teacher, with guidance and assistance from the Learning and Support Teacher. Individual Education Plans for students with disability incorporated a range of strategies to meet student needs.</p> <p>After evaluation, the next steps to support our students will be: Utilise the Assistant Principal, Curriculum and Instruction to provide support for class teachers in their teaching of literacy and numeracy.</p> |
| <p>QTSS release</p> <p>\$36,998.00</p> | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Mount Riverview 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"> • Instructional Leadership and Collaborative Practice <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 teaching strategies • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: Class teachers engaged in the Spiral of Inquiry process to improve their teaching practice and student learning outcomes in targeted literacy areas. All stage teams engaged in regular professional learning focused on improving their data informed teaching practice. All teachers involved provided positive feedback about the impact of this professional learning on their teaching and assessment. Student assessment data showed positive learning growth for almost every student in the focus area of teacher's professional learning. Throughout the year, 90% of students in Year 3-5 progressed at least 1 or more level on their data walls and 80% of students in Year 6 progressed 1 or more levels.</p> <p>After evaluation, the next steps to support our students will be: Develop teacher capacity in addressing student's numeracy learning needs through the Spiral of Inquiry process, led by the new APC&I in conjunction with Executive staff.</p> |
| <p>COVID ILSP</p> <p>\$68,950.00</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>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 <p>The allocation of this funding has resulted in the following impact: Majority of students targeted for small group support demonstrated positive learning progress.</p> |

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| <p>COVID ILSP</p> <p>\$68,950.00</p> | <p>53% of Year 3-6 targeted students achieved stage appropriate reading outcome. 53% of Year 3-6 targeted students achieved stage appropriate number outcomes.</p> <p>77% of K-2 targeted students progressed 2 or more literacy progression levels in the aspect of phonic knowledge and word recognition. 19% of K-2 targeted students progressed 2 or more literacy progression levels in the aspect of phonic knowledge and word recognition.</p> <p>After evaluation, the next steps to support our students will be: Utilise the department's PLAN tool for tracking assessment data and analysing learning progress of students targeted for ILSP. Provide opportunities for the ILSP teacher to share the focus and impact of their teaching with other teachers across the school and with parents of target students. Utilise the literacy progression data as the starting point for determining target students.</p> |
| <p>Per capita</p> <p>\$17,000.00</p> | <p>These funds have been used to support improved outcomes and the achievements of staff and students at Mount Riverview Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Curriculum Differentiation in English and Maths • Positive School Environment <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • furniture purchased for playgroup • resources purchased to support implementation of English and Maths syllabuses <p>The allocation of this funding has resulted in the following impact: Teachers have access to resources and equipment required to effectively teach English and Maths. The purchased playgroup furniture was well received by the organiser and visitors. The impact of improving our school facilities has not been evident, in part due to the limited improvements completed.</p> <p>After evaluation, the next steps to support our students will be: Consult with Year 3-6 teachers to identify any resources required to implement the new English and Maths syllabuses. Consult with all teachers about how to improve our school facilities to ensure they support effective teaching. Finalise planning for the weather shed renovation and sensory play space installation in consultation with contractors, Assets Directorate, staff and students. Install sound and lighting systems in the COLA and improve sound amplification in hall.</p> |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2019 | 2020 | 2021 | 2022 |
| Boys | 108 | 109 | 107 | 111 |
| Girls | 108 | 122 | 108 | 101 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2019 | 2020 | 2021 | 2022 |
| K | 92.6 | 96.6 | 94.9 | 91.0 |
| 1 | 90.7 | 95.0 | 95.0 | 88.5 |
| 2 | 93.5 | 94.6 | 93.6 | 88.7 |
| 3 | 94.0 | 96.7 | 93.6 | 89.8 |
| 4 | 94.3 | 94.6 | 95.3 | 89.1 |
| 5 | 94.2 | 94.8 | 93.0 | 89.6 |
| 6 | 91.9 | 95.7 | 94.8 | 89.5 |
| All Years | 93.0 | 95.4 | 94.3 | 89.5 |
| 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) | 2 |
| Classroom Teacher(s) | 8.13 |
| Learning and Support Teacher(s) | 0.6 |
| Teacher Librarian | 0.6 |
| School Administration and Support Staff | 2.42 |

*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 | 120,167 |
| Revenue | 2,449,564 |
| Appropriation | 2,319,540 |
| Sale of Goods and Services | 4,563 |
| Grants and contributions | 123,561 |
| Investment income | 1,900 |
| Expenses | -2,397,716 |
| Employee related | -2,065,485 |
| Operating expenses | -332,230 |
| Surplus / deficit for the year | 51,848 |
| Closing Balance | 172,015 |

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.

The majority of funds depicted in the closing balance are 'School and Community' funds which will be allocated to projects aimed at improving school facilities. This year, these projects have been minimal due to the restrictions resulting from limited access to department project managers and appropriate external contractors.

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 | 93,939 |
| Equity Total | 119,646 |
| Equity - Aboriginal | 7,033 |
| Equity - Socio-economic | 20,836 |
| Equity - Language | 5,510 |
| Equity - Disability | 86,266 |
| Base Total | 1,828,999 |
| Base - Per Capita | 54,326 |
| Base - Location | 0 |
| Base - Other | 1,774,673 |
| Other Total | 102,978 |
| Grand Total | 2,145,562 |

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.

Some key results include:

- 65% of students in Year 3 and Year 5 achieved top 2 bands in NAPLAN Reading, exceeding our upper bound system-negotiated target, and the highest result for our school over the last 12 years.
- 44% of students in Year 3 and Year 5 achieved top 2 bands in NAPLAN Numeracy, an increase from 35% in 2021 and definite progress towards our lower bound system-negotiated target (49.2%).
- The average school score for Year 3 NAPLAN Reading was higher than the state and statistically similar school group averages, and was the school's highest average score since 2018.
- The average school score for Year 5 NAPLAN Reading was higher than the state and statistically similar school group averages, and equalled the school's highest average score since 2015.
- The average school score for Year 3 NAPLAN Numeracy was higher than the state and statistically similar school group averages, and was the school's highest average score since 2018.
- The average school score for Year 5 NAPLAN Numeracy was higher than the state and statistically similar school group averages, and was the school's highest average score since 2015.



Parent/caregiver, student, teacher satisfaction

The 'Tell Them From Me' student survey data indicated:

- 80 students in Years 4-6 completed this survey.
- Advocacy at school, where students feel they have someone at school who consistently provides encouragement and advice, is an area of growth for our school,
- The majority of students (79%) know where to seek help if bullied, which is a slight increase since 2021.
- The majority of students (83%) believe our playground is clean and well looked after.
- 42% of students feel that participating in Smiling Mind is helpful and supports their wellbeing, with 29% indicating they were 'unsure'.
- The majority of students (75%) feel they understand what they need to learn when their teacher uses learning intentions and success criteria.
- The majority of students (88%) indicated medium or high level of perseverance in pursuing their goals to completion, even when faced with obstacles, which is a decrease since 2021.
- Decrease in students who believe the school toilet facilities are clean and well looked after (42%).
- Decrease in students who believe there are enough shade areas in our school (56%).

The 'Tell Them From Me' parent survey data indicated:

- 49 parents completed the survey.
- Areas for growth included parents feeling welcome, being an inclusive school and the school supporting positive behaviour.
- Increase in parents (66%) attending meetings at least 2 times or more (34% in 2021).
- Informal meetings, emails and formal interviews remain the most useful types of communication when discussing their child.
- Emails, school newsletters and text messages are the most useful communication tools for finding out news about the school.
- Slight increase in parents who would recommend our school to others.
- Parents feeling informed remains an area for improvement, particularly in regards to their child's progress in school subjects, social-emotional development and positive or negative behaviour.

The 'Tell Them From Me' teacher survey data indicated:

- 53% of teachers completed the survey.
- Our highest rated drivers of student learning were being an inclusive school, data informed practice, collaborative practice and teaching strategies.
- 100% of teachers believe our school is a welcoming and culturally safe place for all students.
- 100% of teachers believe they have the knowledge required to engage with students on Aboriginal culture and histories.
- 88% of teachers use or reference student learning goals at least once every week.
- Decrease in teachers (75%) who believe the school is well maintained (100% in 2021).
- Significant proportion of teachers (38%) do not believe the school facilities support effective teaching practices.
- Some areas for improvement include having school leaders observe teaching, helping students set challenging learning goals and giving feedback on how students can improve performance on formal assessment tasks.



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.