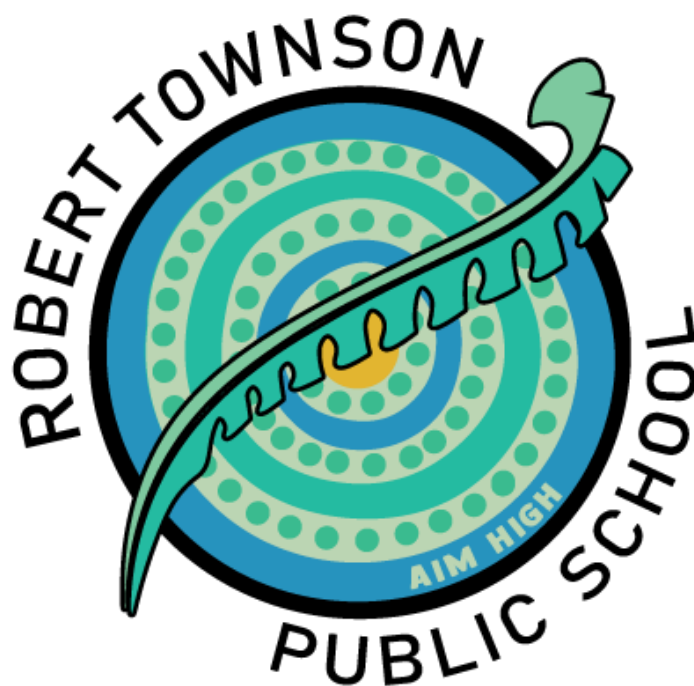# 2022 Annual Report

Robert Townson Public School

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Introduction

The Annual Report for 2022 is provided to the community of Robert Townson 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

At Robert Townson Public School, we aim to nurture, guide, inspire and challenge students to develop a love of learning, while building the necessary skills to prepare them for the future. Our priority is to develop happy, confident and successful children. We aim to open up new possibilities by encouraging students to be thinkers, communicators, inquirers and risk takers, who are knowledgeable, balanced, reflective, open minded and caring.

Throughout 2022 COVID restrictions were eased enabling the return of many school activities that had been missed over the last two years. The COVID Intensive Learning Support Program enabled many of our students to make dramatic improvements in literacy and numeracy.

A strong creative arts program which included the K-6 On Stage production at Event Cinemas provided every student with the opportunity to take part in a quality production. The School Band, Ukulele Group, Drumming Group and the Vocal Ensemble made numerous appearances. The Artists of Robert Townson exhibition enabled students to display their talent across many artistic mediums. 'Story workshop' has motivated students to engage with quality texts and expand their writing skills. Students have been successful in public speaking, winning both the Senior and Junior Divisions of the St Andrews Network Public Speaking Competition. Our school participates very successfully in numerous sporting activities. The children benefited from Swimming Scheme, a variety of excursions and camps as well as some talented visiting performers. The school values be safe, be respectful and aim high were actively taught and the playground initiatives program expanded. Student Parliament played an active role in school decision-making and supporting their fellow students in a variety of initiatives. A Network Infrastructure Upgrade Project improved internet speed and connectivity as well as bringing about improved communication between home and school through the introduction of the Sentral Parent Portal. The STEM program enabled students to experience 3D printing, coding and robotics as well as construction and engineering.

After 35 years, the school emblem has been modernised. Designed by Michael Fardon, a local artist, our new emblem retains many traditional elements and colours. Our motto, 'Aim High', continues to drive teaching and learning as each student is encouraged to do their best in all areas of school life.

I would like to extend my thanks to the students for their commitment to learning and the respectful way they have maintained the high standards expected of them. The staff at Robert Townson PS are sensational; they are dedicated and committed to providing the best for students in all areas of school life. This year we farewelled Sue Hasler who has retired after over 40 years of loyal service to public education and Sue Poto who has done a magnificent job running our school canteen for over 16 years. Congratulations to Sue Hasler and Bradley Wright on being inducted into the Hall of Fame. I would like to thank the P&C, the uniform shop and parents for the unwavering support they have provided to the school. A special thank you to our amazing administration team led by Sally Turner, Peter Smith, General Assistant, Kellie Swain, ICT Support Officer, our School Learning Support Officers, Naomi DeLamotte and the canteen team as well as Elenise and the cleaning team.

Linda Green - Principal

School vision

Successful learners, bright futures

To be a world class school developing successful learners, in all aspects of school life, who are well prepared to become creative, active and informed citizens, able to connect locally and globally.

Students are at the heart of our pursuit of excellence where all are known, valued and cared for. Leadership is strategic, collaborative and future focused. Staff are professional, inspiring and knowledgeable. The community is informed and involved and we respect and value Aboriginal and Torres Strait Islander people as Australia's First Nation Peoples.

We will be a school community that embraces life-long learning, positive relationships, integrity and high expectations. We aim to be reflective, open minded, resilient, passionate and respectful as we focus on the development of the whole child and value student voice.

School context

Robert Townson Public School, located in Raby, a suburb of South Western Sydney, has an enrolment of 481. Forty-six percent of the student population has English as an Additional Language or Dialect (EAL/D) and 6.8% are of Aboriginal or Torres Strait Islander background. The strongly supportive community has high expectations of the school.

The school is committed to the pursuit of excellence in all areas of school life and providing exceptional educational opportunities for each and every child. We aim to open up new possibilities by encouraging students to be thinkers, communicators, inquirers and risk takers, who are knowledgeable, balanced, reflective, open minded and caring.

Our focus on literacy and numeracy provides students with strong foundation knowledge, skills and capabilities for future success. Technology, which has undergone a considerable upgrade, underpins teaching across all curriculum areas. The K-12 Campus initiative with Robert Townson High School continues to thrive with the schools being involved in collaborative programs. Professional and highly qualified educational leaders and teachers are dedicated to providing learning opportunities that are challenging and inspiring using teaching strategies that are evidence-based in a caring and supportive environment. Teachers recognise that all children learn in different ways and ensure programs cater for individual intellectual, physical, creative, social and emotional differences. Extra-curricular activities include band, vocal ensemble, choirs, public speaking and debating, a strong creative arts program and numerous sporting activities.

We recognise that it is imperative that all students must learn in an environment that enables them to connect, succeed, thrive and learn. We currently implement the Positive Behaviour for Learning whole school program but intend to extend and refine this program to improve student wellbeing.

A situational analysis indicated the need to use data driven practices that ensure all students have access to stage appropriate learning which is closely monitored and modified as required. Consistency of teacher judgement will be a focus as teachers develop both formative and summative assessment strategies. Collaborative planning and professional learning will focus on quality differentiated instruction for all students including those who require high potential and gifted education. Teachers will be supported by an instructional leader to facilitate this process. Targeted support will be provided in literacy and numeracy by the learning and support team for students identified as needing intervention. An integrated scope and sequence has been developed to ensure quality delivery of all Key Learning Areas and capabilities which fosters critical and creative thinking.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
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 maximise student learning outcomes in reading and numeracy and ensure that students are challenged and engaged. We will develop and refine data driven teaching practices that are responsive to the learning needs of individual students and develop explicit teaching practices for school wide consistency.

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 Driven Teaching Practices
- Explicit Teaching for Mastery

Resources allocated to this strategic direction

COVID ILSP: $263,107.00
English language proficiency: $198,148.96
AP Curriculum & Instruction: $180,685.20
QTSS release: $105,382.56
Per capita: $59,000.00
Socio-economic background: $67,922.22
Integration funding support: $174,116.00
Low level adjustment for disability: $223,880.22
Professional learning: $15,000.00

Summary of progress

High expectations and explicit teaching practices were the pedagogical tools examined and refined in 2022, to improve reading comprehension and the application of mathematical language and skills across curriculum areas. Literacy and numeracy were delivered through the Literacy in Focus Teaching (LIFT) program and targeted numeracy groupings. Assistant Principals, Curriculum and Instruction led teams to plan explicit teaching and learning programs, to ensure the development of consistent evidence-informed practices and increase levels of student attainment in literacy and numeracy.

Baseline literacy and numeracy data were gathered in the form of Little Learners Assessment of Reading Skills (LLARS), benchmarked reading levels and fluency levels, together with comprehension, writing and numeracy skills. Best Start Kindergarten Assessment, MiniLit, MultiLIt, MacqLit and English Proficiency EAL/D assessments were implemented and analysed at the beginning of Term 1 to determine flexible student groupings.

Assessments such as the Phonological Awareness Diagnostic Assessment, Year 1 Phonics Screening, PAT tests, NAPLAN, and Check-in online assessments were employed throughout the year and used to further identify the points of need for student learning. Students identified to be at risk of not making expected progress engaged with the COVID Intensive Learning Support Program. NAPLAN writing and spelling results were the strongest of the areas assessed. Staff have engaged in ongoing analysis of student results, identifying reading and numeracy as ongoing priority areas. We will continue to focus on consistent, high-impact approaches to the teaching of reading and mathematics.

To align teaching and learning practice Assistant Principals, Curriculum and Instruction implemented a high level of support to embed explicit teaching methods and set high expectations. This included delivering professional learning, demonstration, modelled lessons, observation, and feedback. All staff engaged in professional learning to implement the new K-2 English and K-2 Mathematics syllabuses in 2023.

Explicit Teaching for Mastery and Data-Driven Teaching Practices initiatives such as Writing Success and Story Workshop were successful. Opportunities for ICT and Digital Technologies such as coding and STEM challenges were implemented.

Overall, 2022 was a year marked by the successful implementation of a number of evidence-based, best practice teaching approaches that continue to contribute to the success and welfare of the students of Robert Townson. Our future focus will include professional learning to implement the new 3-6 English and 3-6 Mathematics syllabuses and we will continue to refine data driven practices to develop explicit teaching programs, targeting the individual needs of our 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
• A minimum of 40.3% of Year 3 and 5 students achieve in the top 2 bands in NAPLAN reading an uplift of 6.61%. (Lower bound system negotiated target).	In 2022, students in Year 3 that achieved the Top 2 bands or higher for Reading made up of 36.5% of students. Students in Year 5 that achieved the Top 2 bands or higher for Reading made up 31%, with a combined average of 33.75%. Therefore we scored 6.55% below our target of 40.3%
• A minimum of 31.4% of Year 3 and 5 students achieve in the top 2 bands in NAPLAN numeracy an uplift of 6.58%. (Lower bound system negotiated target).	In 2022, students in Year 3 that achieved the Top 2 bands or higher in Numeracy made up of 27.3% of students. Students in Year 5 that achieved the Top 2 bands or higher in Numeracy made up 14.9%, with combined average of 21.1%. Therefore we scored 10.3% below our target of 31.4%.
• A minimum of 63.0% of Year 3 and 5 students achieve expected growth in NAPLAN reading an uplift of 5.62%. (Lower bound system negotiated target).	Student growth cannot be calculated for 2022 as the NAPLAN test was not run in 2020. Student growth scores require the matching of student NAPLAN results across consecutive assessments so growth can be measured. Since NAPLAN was not run in 2020, we do not have the data needed to calculate student growth scores for 2022.
• A minimum of 57.1% of Year 3 and 5 students achieve expected growth in NAPLAN numeracy an uplift of 7.77%. (Lower bound system negotiated target).	Student growth cannot be calculated for 2022 as the NAPLAN test was not run in 2020. Student growth scores require the matching of student NAPLAN results across consecutive assessments so growth can be measured. Since NAPLAN was not run in 2020, we do not have the data needed to calculate student growth scores for 2022.
85% of students are working at or above school targets in reading aligning with the Understanding Texts sub-element of the Literacy Learning Progression.	63.7% of students have achieved at or above school targets in reading comprehension in the learning indicators within the Understanding Texts sub-element of the Literacy Learning Progression; this has been triangulated with internal literacy assessment data.
85% of students are working at or above school targets in numeracy aligning with the Additive Strategies sub-element of the Numeracy Learning Progression.	58% of students have achieved the learning indicators in the additive strategies sub-element of the Numeracy Progressions.
70% students achieve at or above proficiency in their writing skills: school-determined writing targets (goals) using syllabus outcomes, school-based assessment and PLAN2 data	Author's Journey NAPLAN style writing assessment together with school-determined writing targets indicate the percentage of students at or above proficiency in their writing skills is 61%.
Learning Domain Element: Curriculum (S&G) *Focus theme: Teaching and Learning Programs (S&G) Element: Assessment (S&G) *Focus Theme: Formative assessment (S&G) *Focus Theme: Whole School monitoring of student learning (S&G) **Teaching Domain** Element: Effective Classroom Practice (S&G)	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of learning culture. There is demonstrated commitment within the school community that all students make learning progress and the school seeks to collaborate with parents of students whose continuity of learning is at risk. Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of wellbeing. The school collects, analyses and uses data including valid and reliable student, parent and staff surveys and feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning. Teachers ensure high expectations and curriculum provision is monitored to meet the changing needs of students. Teachers use evidence of learning to inform teaching and summative assessment is used to identify learning progress. Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of

*Focus theme: Explicit teaching (S&G) *Focus Theme: Feedback (D) Element: Data Skills and Use (S&G) * Focus theme: Data use in teaching (S&G) * Focus theme: Data use in planning (S&G)	classroom practice while the focus themes of lesson planning and feedback have remained at delivering. Teachers actively evaluate, share and discuss learning from targeted professional learning with other staff to improve whole school practice. Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of data skills and use, with the focus themes of data use in teaching and data use in planning currently performing at delivering. Clear and accurate analysis of student progress and achievement data informs planning.
Value added data in Scout for K-3 and Years 3-5 continues to show Excelling; Value added data in Scout for Years 5-7 is maintained at 'Sustaining and Growing'.	Value added data for K-3 is not available for 2022 due to changes to the Best Start Kindergarten Assessment. Value added data for 2020/2022 for Years 3-5 is not available as NAPLAN was not completed in 2020.
Monitor the progress of students engaged in 2021 Covid ILSP program.	COVID Intensive Learning Support small group tuition targeted the literacy and numeracy learning needs of 126 students. The program was monitored and adjusted to ensure the continuity of learning, assessment and employment of educators. In Terms 1-3, five COVID ILSP educators delivered small group tuition to students identified as working below grade expectations in literacy and numeracy. In Term 4, two additional teachers were employed as COVID ILSP educators increasing the pool of COVID ILSP educators to 4 teachers and 3 SLSOS. The two additional teachers targeted student achievement in the Learning Progressions Understanding Texts and Additive Strategies with Stage 2 and Stage 3 students identified as working below the expectations in these areas. Student achievement data was evaluated every five weeks to monitor student progress and plan future teaching. Individual goals were set for each student in literacy, numeracy or both. These goals were recorded and monitored using PLAN2. In Term 4 students in Stages 2 and 3 completed a pre and post assessment aligned with the Understanding Texts Learning Progression. Results of this assessment determined the teaching and learning experiences and measured growth in this area. Overall, 81.48% of students who participated in the COVID ILSP achieved their literacy and numeracy learning goals.
Proportionally contribute to the St Andrews Principal Network target uplift of Aboriginal students attaining and increasing the % of students achieving the top 3 bands of NAPLAN in numeracy, while maintaining their cultural identity.	Overall, 62.5% of Aboriginal and Torres Strait Islander students who completed NAPLAN in 2022 achieved in the top three bands in numeracy (Yr 3 50% & Yr 5 75%). This percentage is an average of results across all assessments completed by a small number of students in Years 3 and 5 and represents a wide range of achievement. All Aboriginal and Torres Strait Islander students have a PLP with provision for numeracy goals appropriate to their level of academic achievement and receive learning support or opportunities for extension and enrichment as necessary.
Proportionally contribute to the St Andrews Principal Network target uplift of Aboriginal students attaining and increasing the % of students achieving the top 3 bands of NAPLAN in reading, while maintaining their cultural identity.	Overall, 50% of Aboriginal and Torres Strait Islander students who completed NAPLAN in 2022 achieved in the top three bands in reading. (Yr 3- 57% & Yr 5 42%). This percentage is an average of results across all assessments completed by a small number of students in Years 3 and 5 and represents a wide range of achievement. All Aboriginal and Torres Strait Islander students engage in stage based groups focused on cultural learning through quality literature and participate in various activities aimed at building and maintaining pride in their cultural identity.

Strategic Direction 2: Wellbeing

Purpose

To ensure that all students feel a sense of belonging to a whole school community and actively be part of a positive and engaging environment.

Initiatives

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

- Wellbeing and Inclusiveness
- Authentic Community Engagement

Resources allocated to this strategic direction

Socio-economic background: $100,000.00
Per capita: $7,000.00

Summary of progress

Student wellbeing focused on rebuilding a strong sense of connection and belonging, following the turbulence of previous years. The Positive Behaviour for Learning (PBL) Program continues to be implemented which includes a wide variety of playground initiatives, student centred activities and creative arts opportunities.

Student attendance data was continuously tracked and closely monitored. The increased communication and monitoring of student attendance was consistently shared with staff which promoted dialogue around attendance and an increased awareness of student engagement. Stage leaders and senior executives monitored individual students. Scheduling of student wellbeing and attendance during each leadership meeting and follow-up in stage meetings, ensured attendance was closely monitored. The introduction of SMS based attendance monitoring has seen improved explanation of absence and student attendance improved throughout the year as levels of illness and Covid restrictions slowly decreased.

Emphasis was placed on increased community engagement following the cancellation of many school events during 2020/2021. Two whole school events, On Stage and Art Show, were instrumental in bringing our community together with outstanding feedback indicating this was valued and appreciated by students and their families.

Our future focus will include the continued building of a sense of belonging at school through professional learning, ongoing community events and the development of connectedness through our school house groups and the relaunch of the PBL program.

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 percentage of overall student attendance to 93%, with 83% of students attending greater or equal to 90% of the time.	Overall percentage of student attendance is at 87.1% with 51.8% of students attending greater or equal to 90% of the time. This figure represents an increase from 35.8% in Term 1, 34.8% in Term 2 and 48.2% in Term 3 and 51.8% in Term 4.
Increase the percentage of students with a positive approach to learning (high sense of belonging and advocacy) to 92.5%.	2022 - Term 4 Tell Them from Me (TTFM) data shows 58% of students with a high sense of belonging. 88% of students enjoy participation in school sports, 77% of students have positive relationships, 85% of students value schooling outcomes and 87% of students describe their behaviour at school as positive. The school mean for advocacy at school is 7.3 and 7.7 for positive teacher-student relations.
Wellbeing practices are embedded into daily teaching practice.	Robert Townson Public School was established as a Be You Learning Community with professional learning undertaken by staff in the areas of mentally healthy communities, family partnerships, resilience, support and

Wellbeing practices are embedded into daily teaching practice.	response. This training is ongoing and aims to create a shared understanding among educators about mental health and how to build mentally healthy learning communities. Lunch initiatives were implemented, monitored and evaluated, offering all students the opportunity to engage in a variety of active, passive and creative activities. Some initiatives also cater specifically for students requiring tier three behaviour intervention.
Students are supported to provide peer assessment and feedback, and analyse their data to progress learning aligned to the agreed success criteria and personalised learning goals. Students are provided with opportunities to share their learning beyond the classroom. Student-led initiatives are increased at class and school level. Continued implementation of authentic leadership roles involving all Year 6 students in decision-making committees and Student Parliament.	Term 4 Tell Them From Me data showed 80% of students feel school staff emphasise academic skills and hold high expectations for them to succeed. 71% of students felt teachers set clear goals for learning, establish expectations and check for understanding. 64% of students reported a positive learning climate, 69% of students felt classroom instruction was relevant to their everyday lives; both representing areas for further development through wellbeing initiatives and the ongoing development of integrated learning sequences. In the teacher survey, the Eight Drivers of Student Learning (Leadership, Collaboration, Learning Culture, Data Informed Practice, Teaching Strategies, Technology, Inclusive School and Parent Involvement) were all reported at or above NSW Government Norms. Eighteen Student Parliamentarians and eight House Captains were elected by their peers. School leaders developed their understanding of leadership through their attendance at Young Leaders Day in March. Student Parliament met to discuss the implementation of playground initiatives and possible improvements to the school. They instigated the placement of water stations in Pollard Place and outside the canteen. A Student Newsletter was designed and created on a termly basis by the Public Relations Committee. House Captains formed the sport committee to help organise and run sporting events and initiatives.

Strategic Direction 3: Connected Learning

Purpose

To implement integrated learning that promotes connectedness between key learning areas, students' lives and the world in which they live. We will embed authentic use of ICT and Digital Technologies to enhance learning through creation, presentation and problem solving. Robert Townson is a learning community where commitment to growth and achievement is demonstrated by students, staff and the wider community through collaboration, professional learning 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.

- Future Focused Learning and Capacity Building in the use of Technology
- Integrated Learning Across the Curriculum

Resources allocated to this strategic direction

Per capita: $75,247.93
Socio-economic background: $71,000.00
Aboriginal background: $31,293.87
Professional learning: $16,344.42

Summary of progress

All stages, K-6 have continued creating connected units of learning based on linked skills and content alongside meaningful opportunities for students. Emphasis is placed on making genuine links between history, geography and science through a curriculum driven by content and skill development that is grounded in relevant learning. Meaningful links to creative arts support engagement. Events including Inquiry Days, excursions, the integration of rich texts and numeracy links provided authentic experiences connecting learning across key learning areas.

Technology resources have been significantly upgraded with purchases of Chromebooks for class borrowing and small sets permanently in all classrooms K-6. Desktop computers connected to interactive panels have been upgraded school wide, as have desktop computers in the computer lab, providing all classes with access to interactive technologies. A large-scale network upgrade has been completed through a shared funding project between our school and the Department of Education, providing high speed internet connectivity to classrooms. This included upgraded WiFi access in all classrooms, the library, the hall and some outdoor learning spaces.

Students K-6 had the opportunity to increase skills in information and communication technology (ICT) and digital technologies through explicit programs and learning experiences. Expanded technology and science, technology, engineering and mathematics (STEM) based programs and opportunities have been implemented through the setting up and staffing of a permanent 'STEM Room' in the second half of 2022. All classes K-6 visit the room weekly during RFF where a dedicated STEM program has been developed and piloted. Students have accessed robotics, 3D printing and various forms of construction while developing their knowledge and understanding of the design process. This program will be continued and refined in 2023 through planned links with science, history and geography within the integrated scope and sequence.

Aboriginal histories and culture are embedded in learning K-6 through history and geography programs, the inclusion of quality Aboriginal texts and the opportunity for quality discussion. The ongoing development of our integrated scope and sequence will include further opportunities to build quality Aboriginal Education K-6.

Aboriginal and Torres Strait Islander students participate in cultural learning based on quality literature, group connectedness and cultural pride. All Aboriginal and Torres Strait Islander students K-6 took part in the significant Yarning Circle Mural project during 2022 with local Dharawal artist Michael Fardon. Stage 3 students engaged in planning during Term One, with all students contributing to painting the mural throughout the year. Aboriginal and Torres Strait Islander families were invited to add their hand prints to the mural prior to it's completion. Students participated in other opportunities for cultural learning when available; these included the Opportunity Hub, Western Sydney University Heartbeat programs and Community of School NAIDOC celebrations.

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
Even year integrated scope and sequence that includes history, geography, science, literacy, numeracy and ICT is developed collaboratively by stage teams overseen by stage leaders and senior school leaders. Student achievement across key learning areas is measured using a variety of assessment tools.	Integrated units of learning continue to be developed by each stage incorporating history, geography and science. Elements of literacy are embedded through the use of quality literature, with additional resources being purchased for the Library. Opportunities to incorporate numeracy are embedded through authentic connections and problem solving. Various opportunities for assessment were planned and implemented. These included pre and post assessment tasks, analysis of work samples demonstrating a variety of critical and creative thinking tasks and visible thinking routines. All areas were reported on in Semester One and Two through indicators linked to content and skill development. The development of varied and effective assessment tools will continue to be a focus as 2023 integrated learning sequences are developed.
Aboriginal and Torres Strait Islander perspectives, histories and cultures are included in K-6 integrated scope and sequence.	All stages incorporate Aboriginal and Torres Strait Islander perspectives, histories and cultures through the use of quality texts, interactive resources and the opportunity for shared understanding through discussion. Teachers have all completed Aboriginal Cultural Education training and continue to access support through Aboriginal staff, links to community and the AECG to ensure quality lessons promote empathy and cultural understanding.
All Aboriginal and Torres Strait Islander students have a formal PLP document each year that has been developed in consultation with their family and builds on previous plans. PLPs are supported by a learning folio that includes work samples that support PLP goals and is a showcase of their cultural learning.	Personalised Learning Pathways (PLPs) have been established for all students, included those who identified during the year. Digital PLP documents are developed yearly and stored in Sentral, shared with families either at three-way conferences or through phone and digital communication. Photos, work samples and reflection on opportunities are collected throughout the year to build a PLP folio, which students recieve at the end of Year 6.
85% of students are achieving **basic proficiency** at updated grade expectation. Elements of ICT are present in the even year K-6 integrated scope and sequence. Teachers are upskilled in ICT through differentiated PL.	Increased connectivitiy and resourcing, as well as the implementation of STEM programs increased the capacity for our students to engage with and build skills in ICT. With these changes, formal assessment of ICT proficiency was difficult to collect at the end of 2022. Anecdotal evidence from classroom and specialist teachers indicates improvement in students' overall ICT proficiency and engagement in line with the ongoing development of the ICT scope and sequence, resource upgrades, access to technology and STEM resources. Following the ICT scope and sequence, content from the integrated learning sequences is used as a basis for explicit teaching of ICT skills in Stages 1, 2 and 3. This includes word processing, the use of presentation software and video presentation. Early Stage 1 focused heavily on foundation skills; logging in, accessing software and the student portal, mouse control and word processing. All stages incorporate technology through use of video, interactive software, websites, webinars and e-books and the use of simple robotic devices and coding strategies to engage learners in content across key learning areas.
Support and monitor the continued implementation of the policy. Train new staff members on school implementation.	HPGE key staff attended professional learning in coordinating support to lead learning for high potential and gifted students. Professional learning was delivered to build teacher capacity to focus in more on identifying a student's need to optimise their growth and achievement, rather than just identify HPGE students. The four domains of potential were mapped against opportunities provided for HPGE students to access and optimise growth and achievement.

Funding sources	Impact achieved this year
Integration funding support $174,116.00	Integration funding support (IFS) allocations support eligible students at Robert Townson Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Explicit Teaching for Mastery **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning for specific disabilities and learning difficulties • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students **The allocation of this funding has resulted in the following impact:** Individually funded students being supported in the classroom and playground Additional support for the LIFT Reading Program, resulting in increased reading achievement across Stages 2 & 3 PLaSPs updated or created for all integrated students The implementation of targeted and supplementary programs catering for individual learning needs The implementation of quality differentiated teaching and learning programs Ongoing meetings with parents/carers, class teachers, external services and the school learning and support team. **After evaluation, the next steps to support our students will be:** Continue to support individually funded students in the classroom and playground. Continue to implement quality differentiated teaching and learning programs Continue to update and create PLaSPs for all integrated students The implementation of targeted and supplementary programs catering for individual learning needs Continue to facilitate quality communication between all stakeholders.
Socio-economic background $238,922.22	Socio-economic background equity loading is used to meet the additional learning needs of students at Robert Townson Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Explicit Teaching for Mastery • Wellbeing and Inclusiveness • Authentic Community Engagement • Integrated Learning Across the Curriculum • Future Focused Learning and Capacity Building in the use of Technology **Overview of activities partially or fully funded with this equity loading include:** • Professional development of staff through instructional leadership in relation to the new curriculum to support student learning • Employment of additional staff to support reading (LIFT, MiniLit, MultiLit and MacqLit) program implementation • Resourcing to increase equitability of resources and services including the purchase of digital technology and STEM materials

Socio-economic background $238,922.22	• Employment of external providers to support students with additional learning needs - speech therapy • Providing students without economic support for educational materials, excursions, uniform, equipment and other items **The allocation of this funding has resulted in the following impact:** Effective reading programs focused on explicit teaching which have brought about improvement in student outcomes Teachers were supported by instructional leaders to further develop class writing programs Additional learning and support as well as the speech therapy program supported student learning The wellbeing team built student engagement and supported positive behaviour through the implementation of Positive Behaviour for Learning (PBL), numerous playground initiatives, a whole school performance, the Artists of Robert Townson Community Art Show, peer mediation and student parliament, boys education strategies and the STEM program Key staff undertook the Be You professional learning provided by Beyond Blue which enabled staff to support students to self-regulate and build resilience The school camping program successfully supported students to build social skills. **After evaluation, the next steps to support our students will be:** Continue to support literacy, numeracy, wellbeing and technology program implementation through the employment of specialised staff, resourcing and staff release as required in the initiatives and activities outlined in the school directions.
Aboriginal background $31,293.87	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Robert Townson 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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Integrated Learning Across the Curriculum **Overview of activities partially or fully funded with this equity loading include:** • Employment of additional staff to deliver personalised support for Aboriginal students • Staffing release to support development and implementation of Personalised Learning Plans • Purchase of resources to support Aboriginal Education, targeted programs for Aboriginal students • Resources and materials to support hosting the Yarn Up Public Speaking workshops day for schools across our local network. • Yarning Circle Mural **The allocation of this funding has resulted in the following impact:** Aboriginal students are supported to consistently gather each week, in stage groups, to form important community bonds and learn about their culture. Students are also able to attend school and community events throughout the year. Families are involved in the PLP process and other school events. Senior students had the opportunity to engage with other students from across the network and develop their own confidence in preparation for high school transition, while also showcasing their school to our community. Our whole school will benefit from the stories and cultural significance of our Yaring Circle mural. **After evaluation, the next steps to support our students will be:** Continue to develop and evauate the PLP writing and monitoring process by hosting establishment meetings for families. Engage community in additional experiences for students to be immersed in culture and share this

Aboriginal background $31,293.87	with the school community. Further develop the inclusion of Aboriginal histories and culture in learning sequences K-6.
English language proficiency $198,148.96	English language proficiency equity loading provides support for students at all four phases of English language learning at Robert Townson Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Explicit Teaching for Mastery **Overview of activities partially or fully funded with this equity loading include:** • additional staffing intensive support for students identified in beginning and emerging phase • withdrawal lessons for small group (developing) and individual (emerging) support • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional teacher time to provide targeted support for EAL/D students and for development of programs **The allocation of this funding has resulted in the following impact:** Students making appropriate growth in relation to the EAL/D progressions Student acquisition of the English language is progressing as expected Utilisation of school based data to track EAL/D students to ensure progress in English is appropriate to stage level. **After evaluation, the next steps to support our students will be:** To build staff capacity through professional learning in relation to the EAL/D Progressions Continuing EAL/D support sessions for targeted students particularly those students in the Beginning and Emerging phases.
Low level adjustment for disability $223,880.22	Low level adjustment for disability equity loading provides support for students at Robert Townson Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Explicit Teaching for Mastery **Overview of activities partially or fully funded with this equity loading include:** • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention MiniLit, MacqLit, reading Tutor and LIFT programs to increase learning outcomes • employment of Speech Pathologist to initially assess students and develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students • regularly update Learning and Support Database recording, L&S referrals, students on targeted programs, disability confirmations etc • regularly review both external and school based data to monitor student progress in both Literacy and Numeracy **The allocation of this funding has resulted in the following impact:** Successful completion of MiniLit, MacqLit and Reader Tutor programs for students across Stages 1, 2 and 3 Effective implementation of speech programs and assessment of targeted students by speech therapist

Low level adjustment for disability $223,880.22	Phonics assessment and monitoring across K-2. **After evaluation, the next steps to support our students will be:** Continuation of any incomplete MiniLit and MacqLit programs into 2023 Continue to identify, monitor and assess students at risk. Engage those students in school and evidence based Literacy programs Increase speech therapy allocation to 3 days per week in 2023 Learning and Support database to be accessible to stage leaders and school psychologists to ensure continuity of support.
Professional learning $31,344.42	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 Robert Townson Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Explicit Teaching for Mastery • Data Driven Teaching Practices • Future Focused Learning and Capacity Building in the use of Technology **Overview of activities partially or fully funded with this initiative funding include:** • Professional learning in relation to the new curriculum. • Upskilling in the use of newly acquired resources and assessment practices • Data collection and analysis. **The allocation of this funding has resulted in the following impact:** Professional learning delivered to all staff on wellbeing K-2 teachers were supported by the APC&I to undertake professional learning in regards to the new curriculum in English and Mathematics All staff undertook professional learning in regards to the introduction of the new curriculum The development of a High Potential and Gifted Education (HPGE) School Plan using the HPGE Policy Evaluation and Planning Tool All staff undertook mandatory training as required. **After evaluation, the next steps to support our students will be:** Embed and use professional learning models including Spirals of Inquiry, instructional leadership, demonstrations and observations to build teacher capability and knowledge of evidence-based best practice Present professional learning data literacy and the purpose of data collection and analysis Evaluate school procedures, programs, practices and analyse student growth and achievement data to inform school planning and policy implementation Continued school professional learning and implementation of the new curriculum To continue to implement Spirals of Inquiry Integrating the HPGE Policy into our Strategic Improvement Plan.
QTSS release $105,382.56	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Robert Townson Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Explicit Teaching for Mastery **Overview of activities partially or fully funded with this initiative funding include:** • additional staffing to support staff collaboration in the implementation of high-quality curriculum • apply professional learning to enhance student learning experiences • assistant principals provided with additional release time to support

QTSS release $105,382.56	classroom programs **The allocation of this funding has resulted in the following impact:** Built the capacity of teachers to develop quality literacy and numeracy learning sequences using the new K-2 English and mathematics syllabuses. Monitored student performance data across the school and ensured teachers were focused on the area of need - Understanding Texts Teachers have had shoulder to shoulder support in their classrooms. **After evaluation, the next steps to support our students will be:** To continue to identify areas of need across the school, analyse student performance data and ensure teachers are supported to target the areas of need.
COVID ILSP $263,107.00	The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Explicit Teaching for Mastery • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - phonic knowledge, understanding texts, additive strategies and quantifying numbers • development of resources and planning of small group tuition **The allocation of this funding has resulted in the following impact:** an improvement in student outcomes in literacy and numeracy. 89% of Stage 1 COVID ILSP students achieved their literacy/numeracy learning goals. 83% of Stage 2 COVID ILSP students achieved their literacy/numeracy learning goals. 72.45% of Stage 3 COVID ILSP students achieved their literacy/numeracy learning goals. **After evaluation, the next steps to support our students will be:** to continue to identify students using internal and external school data to participate in the COVID ILSP. Use student achievement data to set learning goals and develop learning plans. Continue to assess students at the five and ten week mark to track progress and make adjustments where necessary.
Per capita $141,247.93	These funds have been used to support improved outcomes and the achievements of staff and students at Robert Townson Public School **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Explicit Teaching for Mastery • Authentic Community Engagement • Integrated Learning Across the Curriculum • Future Focused Learning and Capacity Building in the use of Technology **Overview of activities partially or fully funded with this operational funding include:** • Employment of additional staff to provide MiniLit and Multi Lit programs • Employment of additional staff to provide positive social support for students • Acquisition of technology resources to support the establishment of a STEM room. **The allocation of this funding has resulted in the following impact:** Students provided with additional reading support

Per capita $141,247.93	Students provided with additional playground support Stem room established as an RFF program. **After evaluation, the next steps to support our students will be:** Continue to implement and further develop the STEM program Continue to provide additional support to students as required.
AP Curriculum & Instruction $180,685.20	Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Explicit Teaching for Mastery **Overview of activities partially or fully funded with this Staffing - Other funding include:** • familiarised and lead teacher understanding of the changes in the new syllabus. • worked in partnership with middle leaders to support teachers to understand the evidence underpinning the new syllabus. • coordinated and lead professional learning on meeting the demands of the syllabus to build the capabilities of teachers. • ensured processes and structures are in place to support staff to collaboratively plan for literacy and numeracy. • worked with all staff to create a culture of evidence based relective teaching and ongoing improvement. **The allocation of this funding has resulted in the following impact:** Staff can identify and meet the diverse learning needs of all students. Teachers have identified and planned for the changes required for effective curriculum implementation. Processes have been developed for the collection and analysis of student achievement data to identify teacher and students' needs. **After evaluation, the next steps to support our students will be:** To support staff to collaboratively plan using the new curriculum and optimise the learning for all students Support staff to refine processes for assessing and reporting on student progress with the new curriculum Establish effective processes to systematically use the SPaRO software to collect and organise data more effectively.

Student information

Student enrolment profile

Students	Enrolments			
	2019	**2020**	**2021**	**2022**
Boys	281	274	275	236
Girls	283	286	284	242

Student attendance profile

School				
Year	**2019**	**2020**	**2021**	**2022**
K	91.2	93.6	90.2	85.8
1	90.8	91.2	89.9	83.7
2	92.6	92.4	90.9	86.6
3	92.1	92.9	91.1	85.0
4	91.2	93.5	90.3	84.2
5	92.0	92.9	90.4	81.7
6	92.0	92.1	89.1	82.8
All Years	91.7	92.7	90.3	84.2
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
Deputy Principal(s)	1
Assistant Principal(s)	5.2
Classroom Teacher(s)	16.52
Learning and Support Teacher(s)	1.4
Teacher Librarian	1
Teacher ESL	1.2
School Counsellor	1
School Administration and Support Staff	3.78

*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	909,901
Revenue	5,511,216
Appropriation	5,340,004
Sale of Goods and Services	36,078
Grants and contributions	128,504
Investment income	6,630
Expenses	-5,294,771
Employee related	-4,540,803
Operating expenses	-753,968
Surplus / deficit for the year	216,445
Closing Balance	1,126,346

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

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2022 **SBAR Adjustments** ($)
Targeted Total	174,116
Equity Total	692,245
Equity - Aboriginal	31,294
Equity - Socio-economic	238,922
Equity - Language	198,149
Equity - Disability	223,880
Base Total	3,541,939
Base - Per Capita	141,248
Base - Location	0
Base - Other	3,400,691
Other Total	572,753
Grand Total	4,981,053

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

School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year, schools are required to seek the opinions of parents, students and teachers about the school. Students, teachers and parents were asked to respond to the Tell Them from Me survey. Their responses are presented below.

Satisfaction among students, teachers and parents remains high. Parents feel that school staff create opportunities for students who are learning at a slower pace, show an interest in their child's learning and take an active role in making sure all students are included in school activities. Parents reported that their children feel safe going to and from school. They indicate that school staff have high expectations of students and encourage them to do their best work. Parents feel welcome when they visit the school, can easily speak with their child's teachers and are listened to. They reported that they were contacted immediately if there were any behavioural concerns and written communication from the school was in clear, plain language. Parents of students with additional needs receive regular contact and support from the school and the classroom teacher.

Teachers indicated that they worked collaboratively, developing cross-curricular or common learning opportunities and discuss strategies that increase student engagement. They share the learning goals of their students and discuss assessment strategies that will be effective. The learning culture is high with teachers monitoring the progress of individual students, making lessons relevant and building on the student's experiences when presenting new concepts. Teachers reported setting high expectations for student learning and discussing learning goals for each lesson. They indicated that assessments helped them to understand where students were having difficulty and that results from assessment tasks were used to inform lesson planning. Teachers indicated that there was strength in their teaching strategies with clear expectations of learning intent and linking new learning to previously mastered skills and knowledge. Students receive feedback on their work that will help them to achieve their learning goals and they regularly discuss with students ways of seeking help that will increase learning.

Areas of strength identified in the student survey included:

85% of students valued school outcomes.

87% of students reported that they always display positive behaviour.

88% of students indicated that they have a high rate of participation in sports with an instructor at school, other than in a physical education class.

80% of students reported that school staff hold high expectations for all students to succeed. Teachers set clear goals for learning, establish expectations, check for understanding and provide feedback. They felt that teachers were responsive to their needs and encouraged independence with a democratic approach.

81% of students believe they are taught well, class time is used efficiently, and homework and evaluations support class outcomes and 70% feel they set challenging goals for themeselves in their school work.

Overall, 94% of students agree that their classroom environment is fit for purpose and supports their learning.

Future directions include building our students' sense of belonging at school; what this means, looks like and how it can be increased. Increasing our students' capacity to develop and maintain positive realtionships with their peers at school. Continuing to foster a challenging and engaging environment that supports student interst and motivation.

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.