2023 Annual Report

Pilliga Public School

2870

Introduction

The Annual Report for 2023 is provided to the community of Pilliga Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

Pilliga Public School
Dangar St
Pilliga, 2388
https://pilliga-p.schools.nsw.gov.au
pilliga-p.school@det.nsw.edu.au
6796 4338

School vision

At Pilliga Public School, we provide high quality, inclusive educational experiences. All studetns remain connected to country through staff, parents and students working in partnership to maintain high expectations ensuring that all students become resilient and successful learners.

School context

Pilliga Public School with a current enrolment of 13, is a rural and remote school located in the far west region of NSW, 100 kilometres from our nearest regional centre. School numbers have fluctuated in the past years with student numbers ranging from 9 to 24. We anticipate that numbers will settle around the 12 mark for the next five years. 77% of the students identify as Aboriginal or Torres Strait Islanders. Students have high levels of access to technology; all classrooms are fitted with Main Learning Display and all students have access to individual I Pads and laptops. The school currently has one full time teacher several casual teachers and two support staff, which includes additional temporary staff employed through school-based funding to better support the learning needs of all students.

Through our situational analysis an area of focus will be to develop our formative and summative assessment practices to ensure we teach students at their point of need. Both literacy and numeracy levels can be enhanced through improved data collection, analysis and use which underpins our belief in individualised and differentiated learning. Personal Learning Pathways (PLPs) and Individualised Education Plans (IEPs) will continue to be used for each student to promote learning and wellbeing growth.

The school community recognises education as a vital means for future success and supports the school's teaching and learning programs. The school provides a safe and welcoming environment that promotes a strong sense of belonging and self-worth.

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	2023 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student growth and performance	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

Improve student achievement, growth and performance in reading, writing and numeracy by developing data driven teaching practices.

To create a positive learning environment where a community wide approach to student wellbieng is established. A learning environment which is rich in local culture and history with many opportunities for community involvement will be created. The whole school community will work together to support students to achieve and succeed now and in the future by engaging in relevant learning opportunities and developing specific skills. that provide greater future prospects.

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 Practices

Resources allocated to this strategic direction

Socio-economic background
Aboriginal background
Low level adjustment for disability
Location
Integration funding support
Professional learning
QTSS release
Per capita
AP Curriculum & Instruction

Summary of progress

The school has well established and consistent data collections procedures which drives teaching and learning. The Virtual Assistant Principal Curriculum and Instruction (VAPC&I) collects student achievement data throughout the school year and collaborates with all staff to implement targeted interventions to address areas requiring improvement. Formal assessments are completed twice a year which are analysed for patterns in achievement and to measure student growth.

All staff participated in ongoing high-impact professional learning delivered by the VAPC&I to improve their reading instruction and explicit teaching of synthetic phonics. The VAPC&I modelled, team taught and delivered daily reading and phonics instruction throughout the year using levelled readers and the newly purchased decodables. As a result, in the Semester 2 Check-In Assessment 87.5% of students in Years 3-6 achieved higher than the Statistically Similar Schools Group's (SSSG) average and 62.5 % scored above state average, with all students achieving at least 2 more phases in the Australian Decodable phonics program.

The school leadership team created streamed Mathematics groups that enabled teachers to teach at point of need to ensure that students made continued progress. As a result, in the Semester 2 Check-In Assessment, 88% of students in Years 3-6 achieved higher than the SSSG average and 55% scored above state average.

Future directions are to:

Continue to embed number sense and algebra throughout the curriculum.

The leadership team will develop a new Scope and Sequence to align with the new curriculum, incorporating the Learning Through Doing Program within this.

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

Students demonstrate appropriate development as indicated by school based assessments and Check-In - Assessment.	The Check-in Assessment mean scale score indicates the percentage of students achieving growth in reading has increased by 21.1 %. All students have demonstrated growth in vocabulary as assessed using the Learning Progressions.
Students demonstrated appropriate development as indicated by school based assessments and Check-In - Assessments.	The Check-in Assessment mean scale score indicates the percentage of students achieving growth in numeracy has increased by 19.8 %.

Strategic Direction 2: Future focused, innovative learning within a culture of high expectations

Purpose

To improve student performance through high expectations, targeted support and explicit teaching of essential skills and abilities to foster a learning environment that is rich in critical thinking and problem solving which will enable students to become collaborative, creative and future focused learners.

We will have strong focus on utilising digital technologies and Information Communication Technology (ICT) capabilities as effective learning and collaborative tools as well as an integrated approach to applying practical mathematics and science Outcomes.

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.

- Well-being and Engagement

Resources allocated to this strategic direction

Location
Aboriginal background
Professional learning
QTSS release

Summary of progress

In term one staff participated in professional learning so that they could appreciate and analyse the importance of developing social and emotional learning skills. From Term 1 onwards all students participated in weekly sessions delivered through video lessons, slideshows, podcasts, animations and reflection journals to increase their wellbeing, connection and resilience. Internal school evidence shows that all students are able to use these skills learned in these sessions to build stronger friendships with their peers and to improve conflict resolution skills.

The school continues to employ a paraprofessional who works 1:1 with individual targeted students to improve their physical and psychological wellbeing. A number of students participate in weekly telehealth speech therapy lessons to support all areas of their learning.

In Term 4 the school implemented the digital program School Bytes, which improved communication with all families. This also supported the staff to improve the monitoring of student's attendance. The school has regular contact with the Home School Liaison Officer (HSLO) who has worked alongside staff to support families to improve attendance rates.

Next year students will use a digital emotion check-in tool at least once per day to enable staff to identify patterns and readily implement targeted interventions.

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
All students have increased their knowledge of social and emotional learning competencies to enhance resilience and wellbeing.	Students reporting positive wellbeing outcomes has increased across the positive wellbeing measures.
Increase the percentage of students attending >90% of the time to be at or above the lower bound system-negotiated target of 75%	Student attendance rates in 2023 have increased compared with 2022.

Funding sources	Impact achieved this year
Integration funding support $42,407.00	Integration funding support (IFS) allocations support eligible students at Pilliga 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:** • Data Driven Practices **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs • 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 **The allocation of this funding has resulted in the following impact:** The school successfully implemented a range or targeted support programs which focused on improving student's achievement in phonics, reading and comprehension. End of year assessment data showed that all students who were using decodables moved at least one phase level in reading and that students in Years 3-6 improved their reading ability by 19%. **After evaluation, the next steps to support our students will be:** In 2024 the school will move it's focus to reading fluency and increased achievement in writing, using funding support to ensure that individualised targeted interventions can occur.
Socio-economic background $48,161.77	Socio-economic background equity loading is used to meet the additional learning needs of students at Pilliga 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:** • Data Driven Practices **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to support synthetic phonics program implementation. • resourcing to increase equitability of resources and services **The allocation of this funding has resulted in the following impact:** The school's use of socio-economic funding ensured that students were able to be taught in age and academic appropriate groups. As a result, academic student data saw growth across the board, particularly in the areas of phonics, spelling and reading. **After evaluation, the next steps to support our students will be:** In 2024 the school will use this year's data to explore school-wide initiatives which will build on the solid foundations created in literacy over the past twelve months.
Aboriginal background $37,714.72	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Pilliga 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:**

Aboriginal background $37,714.72	• Data Driven Practices • Well-being and Engagement **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • employment of additional staff to support literacy and numeracy programs **The allocation of this funding has resulted in the following impact:** The school continues to integrate Aboriginal pedagogies K-6 across all Key Learning Areas (KLAs). As part of this approach all staff participated in the Aboriginal Cultural Education, Turning Policy into Action and Personalsied Learning Pathways professional learning. **After evaluation, the next steps to support our students will be:** In 2024, the focus for Aboriginal education will be on the development of a new Performance Development Plan (PDP) school-wide to ensure a more targeted approach to support students learning social goals and growing parent engagement.
Low level adjustment for disability $18,014.49	Low level adjustment for disability equity loading provides support for students at Pilliga 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:** • Data Driven Practices **Overview of activities partially or fully funded with this equity loading include:** • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of an Occupational Therapist to provide intervention programs that support student needs • targeted students are provided with an evidence-based intervention synthesised phonics to increase learning outcomes. **The allocation of this funding has resulted in the following impact:** The school's Learning and Support Team ran a number of intervention-based programs across the school. Staff used a range of data to track achievement, alongside the Assistant Principal Curriculum & Instruction who used external data sources to pinpoint key target areas. **After evaluation, the next steps to support our students will be:** In 2024 the school, will evaluate the impact of the intervention programs. There will be a focus on strategies and support to ensure best practice is shared amongst all staff.
Location $19,997.44	The location funding allocation is provided to Pilliga Public School to address school needs associated with remoteness and/or isolation. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data Driven Practices • Well-being and Engagement **Overview of activities partially or fully funded with this operational funding include:** • additional staffing for teaching principal release • subsidising student excursions to enable all students to participate • technology resources to increase student engagement

Location $19,997.44	**The allocation of this funding has resulted in the following impact:** Targeted technology lessons have been implemented to ensure staff and students are able to successfully access the suite of Apps provided by Microsoft 365. The school funded 66% of the Gold Coast excursion to ensure that all students could participate. **After evaluation, the next steps to support our students will be:** In 2024 technology lessons will continue to be delivered to ensure that all students are achieving at an appropriate level for their stage. The Life Skills Go program will be implemented alongside the School Bytes App to provide daily data on students' emotional regulation and readiness to learn.
Professional learning $6,792.07	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 Pilliga Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data Driven Practices • Well-being and Engagement **Overview of activities partially or fully funded with this initiative funding include:** • Staff were released to work with the Assistant Principal Curriculum & Instruction (APC&I) to further develop their understanding of phonemic awareness, synthesised phonics and decodable readers. • Principal released from class to prepare for small school Aboriginal Education Focused staff development day. • presentations by suitable and qualified facilitators, for example diabetes or first aid workshops **The allocation of this funding has resulted in the following impact:** All staff received high-quality professional learning (PL), in whole school and individual stage settings. Additionally , all staff participated in training led by the APC&I every term. Observations occurred to ensure that the professional learning was embedded in practice. Teachers reviewed the current Personalised Learning Pathways (PLP) process following the staff development day training. **After evaluation, the next steps to support our students will be:** In 2024 the school will introduce a new Personalised Learning Pathways process to increase Aboriginal and/or Torres Strait Islander student engagement, supporting improved learning outcomes and educational aspirations. Our APC&I will continue to provide PL in the areas of fluency, comprehension and writing.
QTSS release $3,551.04	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Pilliga Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data Driven Practices • Well-being and Engagement **Overview of activities partially or fully funded with this initiative funding include:** • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff **The allocation of this funding has resulted in the following impact:** The principal and the APC&I collaboratively designed high-quality professional learning based on student data and current school priorities. All staff participated in professional learning on the explicit teaching of phonics and the effective use of decodable readers.

QTSS release $3,551.04	**After evaluation, the next steps to support our students will be:** The APC&I and all staff will continue to develop their understanding of and their ability to implement the new Years 3-6 Mathematics and English syllabi.
COVID ILSP $14,496.11	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 2023. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • employing staff to provide online tuition to student groups in literacy/numeracy - [focus area] **The allocation of this funding has resulted in the following impact:** Phonemic awareness was taught to four separate groups with all students making sound progress throughout the program. Daily Phonic lessons were delivered to 3 separate groups and all students improved their outcomes; 2 students improved in reading by one decodable with phase level, the other 7 students improved by two decodable phase stages. **After evaluation, the next steps to support our students will be:** This funding source has been discontinued for 2024.
AP Curriculum & Instruction $31,017.60	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:** • Data Driven Practices **Overview of activities partially or fully funded with this Staffing - Other funding include:** • lead evaluative practice where a range of data supports the analysis of literacy and numeracy teaching and learning across the school • coordinate differentiated professional learning that builds teacher and leader expertise to understand and implement explicit, evidence informed teaching strategies for student literacy and numeracy improvement across the curriculum • lead the implementation of evidence-informed literacy and numeracy teaching strategies through mentoring, team teaching and demonstration in classrooms alongside teachers **The allocation of this funding has resulted in the following impact:** Literacy and numeracy data is successfully tracked across the school. Professional learning was delivered and tailored to target specific needs of groups and individual students based on assessment data. Students received daily explicit instruction on phonemic awareness, phonics and reading. **After evaluation, the next steps to support our students will be:** The 2024 focus for the AP Curriculum and Instruction is to support staff to understand and implement the new Years 3-6 English and Mathematics syllabuses. The APC&I will continue to tailor professional learning to specific stage needs, informed by student data tracking and analysis.

Pilliga Public School 2870 (2023)

Student information

Student enrolment profile

Students	Enrolments			
	2020	**2021**	**2022**	**2023**
Boys	11	10	5	6
Girls	11	10	6	7

Student attendance profile

School				
Year	**2020**	**2021**	**2022**	**2023**
K	89.3		66.8	
1	91.9	77.8	50.0	87.2
2		92.8	79.5	
3	92.8	53.4	93.7	68.6
4	89.4	93.2	41.8	86.3
5	92.2	89.3	86.2	86.7
6		86.1	91.8	92.6
All Years	91.6	85.8	81.4	85.4
State DoE				
Year	**2020**	**2021**	**2022**	**2023**
K	92.4		87.9	
1	91.7	92.7	87.4	90.5
2		92.6	87.8	
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6		91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.4

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See https://education.nsw.gov.au/schooling/covid-19/advice-for-families for advice).

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	0.2
Classroom Teacher(s)	0.68
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.7

*Full Time Equivalent

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 2023, 2.5% 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]	2023 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 **Actual** ($)
Opening Balance	294,023.71
Revenue	746,131.23
Appropriation	681,662.70
Sale of Goods and Services	213.20
Grants and contributions	58,485.71
Investment income	4,619.67
Other revenue	1,149.95
Expenses	-797,640.94
Employee related	-473,969.93
Operating expenses	-323,671.01
Surplus / deficit for the year	-51,509.71
Closing Balance	242,514.00

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.

	2023 **SBAR Adjustments** ($)
Targeted Total	42,407
Equity Total	103,891
Equity - Aboriginal	37,715
Equity - Socio-economic	48,162
Equity - Language	0
Equity - Disability	18,014
Base Total	395,833
Base - Per Capita	2,863
Base - Location	19,997
Base - Other	372,973
Other Total	52,831
Grand Total	594,962

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

The school has an active **Parent and Citizen Association** that meets regularly to discuss the strategic direction of the school and to provide feedback and clarification, working in partnership with the school and its community. This process will continue into 2024 and will incorporate formal evaluation instruments such as surveys and interviews with parents, staff and students.

Student feedback evidences a strong sense of connectedness to the school.

Staff collaboration and collegial discussion is an aspect of daily practice and evidences a strong level of cooperation, commitment to student learning and wellbeing and satisfaction.

The school will continue to consult with all members of the community in 2024 to inform its improvement journey.

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.