

2023 Annual Report

Clare Public School



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Introduction

The Annual Report for 2023 is provided to the community of Clare 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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School vision

Clare PS values a rich, rigorous education of discovery that respects childhood, builds resilient individuals and celebrates the human spirit. We honour each student's learning needs, readiness and interests through responsive planning, targeted explicit teaching and strategic assessment in order to maximise each student's learning potential and achievement.

Each child experiences the right to be heard, to be respected, to feel a sense of belonging to their family, school and community and to become responsible citizens.

'Learning with our head, heart and hands'.

School context

Clare Public School is situated 155 kilometres north of Balranald and 75 kilometres south of Ivanhoe. It provides quality education in an isolated rural setting for students drawn from the surrounding sheep stations. Families travel extensive distances, up to 300km daily, to transport their children to school. There are four school families with a total of seven students enrolled for 2021.

The school structure consists of one multi-grade class with one full-time teaching principal, one-part time teacher covering release from face to face and support teaching and one student learning support officer. The school has a part-time School Administration Manager and a part-time General Assistant.

Clare PS is focused on building individual and collective wellbeing through a climate of care and positivity. In our small school, children interact across age groups, playing with and caring for each other as a family. Each child is treated as an individual and their own needs, interests and talents are understood and catered for. Learning programs are student centred, highly responsive to personal learning needs and driven by evidenced based teaching and learning. Our learners are at the centre of everything we do.

The school is an important part of the Clare community. We seek to build collaborative partnerships with students, staff, families and our community to support and develop our students and our community.

In combination with feedback from staff, parents and students our school has identified two key strategic directions as a basis for a shared commitment to the achievement of our school vision statement. Our focus strategic directions will be student growth and attainment and nurturing and engaging learning culture.

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>

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in reading and numeracy we will develop and sustain whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence-informed strategies and embedded evaluative practice.

"The more leaders focus their influence, their learning and their relationships with teachers on the core business of teaching and learning, the greater their influence on student 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.

- Data Skills and Use
- Formative Assessment

Resources allocated to this strategic direction

Socio-economic background

Low level adjustment for disability

Professional learning

Location

Summary of progress

The focus for Clare Public School in 2023 was to prioritise support for the dedicated staff in providing consistent, clear, and explicit feedback to students regarding their learning in literacy. Despite challenges faced during Term 3 due to extenuating circumstances, the school remained steadfast in sustaining a focus on key initiatives outlined in the strategic direction, demonstrating resilience and dedication to the students' success.

The commitment of the teaching staff to work together in a cycle of collective inquiry has fostered an environment where ideas are shared, and experiences are pooled to enhance the overall feedback process. The emphasis on high-impact professional learning has empowered teachers with the tools and strategies necessary to deliver quality feedback effectively. Ongoing learning processes have played a pivotal role in refining our approach, ensuring that feedback practices remain dynamic and responsive to student needs. Open and transparent communication channels have been crucial in ensuring the effectiveness of the feedback loop between teachers and students. Regular meetings have facilitated collegial conversations, providing opportunities for the exchange of insights and reflections among staff members. Involving students in the feedback process has proven to be a powerful enabler. Encouraging students to actively participate in discussions about their learning has empowered them and provided valuable perspectives for our teaching staff.

All students showed growth in target areas of reading fluency and multiplicative strategies, as evidenced by the literacy and numeracy progressions, stage-based assessments, and formative classroom assessments.

In 2024, the focus will continue to be on fostering an environment where every student not only understands their achievements but is also inspired for future growth. Ongoing learning processes will continue to play a pivotal role in refining our approach, ensuring continuous and coherent professional learning. The commitment of staff and the collaborative spirit between teachers and students provide a strong foundation for the continued pursuit of excellence in delivering quality feedback to 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
All students are able to demonstrate growth and achievement in Fluency over the year, using the learning progressions.	All students have demonstrated growth in fluency, using the learning progressions. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.

All students are able to demonstrate growth and achievement in Multiplicative Thinking over the year, using the learning progressions.

All students have demonstrated growth in Multiplicative Thinking, using the learning progressions. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.

Strategic Direction 2: Nurturing & Engaging Learning Culture

Purpose

To actively support all students in achieving their potential and developing a love of learning in a high expectations environment, we seek to know and deeply understand our learners' identities, dispositions, values, attitudes and skills so that we may respond with nurturing learning environments to support their development as caring, creative thinkers and communicators.

'Engaged learning occurs when the lives, knowledge, interests, bodies and energies of young people are at the centre of classroom and school'.

Developing teacher capacity to systematically deliver a differentiated curriculum through instructional leadership and quality teaching and learning.

Initiatives

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

- Collaborative Practice
- Visible Learning and Feedback

Resources allocated to this strategic direction

Integration funding support

QTSS release

Location

Per capita

Summary of progress

The focus in 2023 was on equipping staff with the necessary tools and strategies to engage and enact with the new K-2 syllabus and new literacy and numeracy progressions. Clare Public School prioritized providing high-impact professional learning opportunities to enable staff to engage effectively with the new K-2 syllabus and literacy and numeracy progressions. These new insights have enhanced teachers' ability to support students' differentiated needs, fostering a collaborative partnership between students and teachers and cultivating a sense of belonging. These initiatives have provided clarity and confidence in supporting students' learning journeys, emphasizing the importance of collaboration and partnership between students and teachers.

Extenuating circumstances for the duration of Term 3 proved challenging for the planned sustained focus on these initiatives. However, the dedication of the Clare Public School team ensured that all students showed growth in our target areas. Specifically, all students achieved or exceeded their co-developed learning goals based on the Learning Progressions, demonstrating the resilience and commitment of both students and educators.

Throughout the year, the Clare Public School team continued to support teachers in adopting a student-centered approach to teaching and learning. This approach encouraged teachers to continue their exploration of becoming 'students of their students,' emphasizing visible teaching and learning practices, active questioning, and reflection. By investing in relationships, time, resources, and collaborative strategies, the school has fostered a culture of responsiveness and continuous improvement. Clare Public School has demonstrated a steadfast commitment to advancing professional learning and supporting student growth. Despite challenges, the school's dedication to collaboration, responsiveness, and student-centered approaches has contributed to the ongoing improvement of every student and teacher.

In 2024, Clare Public School will continue to prioritise professional learning and student-centered approaches, ensuring that every student receives the support they need to thrive. By strengthening the culture of collaboration and responsiveness, the school aims to continue to cultivate an environment where every student and teacher can reach their full potential. Building staff capacity in evidenced based literacy and numeracy teaching and learning to improve personalised learning outcomes will remain a focus.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of students attending school more than 90% of the time.	There has been an increase in the percentage of students attending school more than 90% of the time. Cohort size does not allow the publication of percentages however individual student attendance is reported directly to parents and carers throughout the year.
100% of students achieve or exceed their co-developed learning goals based on the Learning Progressions	All students have achieved their individual learning goals, using the learning progressions. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$53,087.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Clare Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaborative Practice <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: the School Learning Support Officer (SLSO) assisting in the support and inclusion of students with identified learning needs. This has led to increased well being of all students, enabling effective teaching and learning to occur, targeted at individual needs. Students have been highly supported to connect, succeed and thrive. The SLSO has developed their collaboration skills by being actively involved in consistent teacher judgement to assess where students are, where they need to go and how support will be offered to ensure progression of learning.</p> <p>After evaluation, the next steps to support our students will be: continuation of School Learning Support Officer employment 5 days a week a week to ensure optimal conditions and support for identified students. The School Learning Support Officer will continue to be involved in collegial discussions with staff, parents, allied health professionals and the school counsellor to extend their leadership capabilities.</p>
<p>Socio-economic background</p> <p>\$4,503.08</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Clare Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Classroom teacher employed to provide differentiated instruction for targeted students. <p>The allocation of this funding has resulted in the following impact: the enhancement of the collaborative and cohesive learning culture within the school leading to heightened engagement, wellbeing and explicit teaching and learning.</p> <p>After evaluation, the next steps to support our students will be: to continue the employment of classroom teacher so that the what works best themes of collaboration, high expectations, explicit teaching, effective feedback, use of data to inform teaching and assessment remain the focus in delivering inclusive and appropriate teaching and learning.</p>
<p>Low level adjustment for disability</p> <p>\$17,280.63</p>	<p>Low level adjustment for disability equity loading provides support for students at Clare Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use

<p>Low level adjustment for disability</p> <p>\$17,280.63</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: School Learning Support Officer has extended their knowledge and skills to collaborate with classroom teachers to build capacity in meeting the literacy and numeracy needs of identified students. Teachers have been capably supported to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs.</p> <p>After evaluation, the next steps to support our students will be: The continuation of employment of School Learning Support Officer so that identified students with specific needs are offered all chances to succeed.</p>
<p>Location</p> <p>\$17,328.49</p>	<p>The location funding allocation is provided to Clare Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use • Collaborative Practice <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • incursion expenses • technology resources to increase student engagement • additional staffing for teaching principal release <p>The allocation of this funding has resulted in the following impact: all students expressed positive feedback to being offered extended opportunities to participate in intensive swimming school, small school sporting events, cultural performances via incursions or excursions and increased confidence with using technology and 3D printer.</p> <p>After evaluation, the next steps to support our students will be: The school will continue to provide the students with an equitable school environment and seek to provide opportunities to overcome our isolation.</p>
<p>Professional learning</p> <p>\$5,878.34</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Clare Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engagement of a casual teacher during Term 3 and Term 4 so that teachers had dedicated time for collaborative learning <p>The allocation of this funding has resulted in the following impact: Time for teaching and support staff to collaboratively work together to improve their understanding of PLAN 2 and plot their students against the literacy and numeracy progressions applying consistent teacher judgement.</p> <p>After evaluation, the next steps to support our students will be: personalised and targeted professional learning in the form of mentoring and co-teaching to ensure all teachers experience professional growth.</p>

<p>QTSS release</p> <p>\$1,775.52</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Clare Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaborative Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment.</p> <p>After evaluation, the next steps to support our students will be: to continue to provide additional professional learning release time to enable capacity building with understanding the new syllabi and updated literacy and numeracy progressions.</p>
<p>COVID ILSP</p> <p>\$11,927.82</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • releasing staff to analyse school and student data to monitor progress of student groups. • releasing staff to participate in professional learning <p>The allocation of this funding has resulted in the following impact: releasing staff to analyse school and student data to identify students for and monitor progress of small group tuition groups</p> <p>After evaluation, the next steps to support our students will be: continue to provide targeted, explicit instruction for student groups in literacy and numeracy.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	2	3	3	4
Girls	4	4	4	4

Student attendance profile

School				
Year	2020	2021	2022	2023
K	94.0	97.5	86.4	82.7
1	97.5	91.1	87.7	95.1
2	94.9	100.0	86.1	87.7
3		87.3	95.1	91.4
4			84.0	97.5
5				88.9
All Years	94.7	92.8	87.1	90.7
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3		92.7	87.6	90.9
4			87.4	90.6
5				90.3
All Years	92.1	92.7	87.6	90.7

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)	0.14
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*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	253,885.66
Revenue	564,110.83
Appropriation	563,004.22
Sale of Goods and Services	180.91
Grants and contributions	-623.92
Investment income	1,549.62
Expenses	-479,994.37
Employee related	-389,324.83
Operating expenses	-90,669.54
Surplus / deficit for the year	84,116.46
Closing Balance	338,002.12

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	53,087
Equity Total	21,784
Equity - Aboriginal	0
Equity - Socio-economic	4,503
Equity - Language	0
Equity - Disability	17,281
Base Total	335,570
Base - Per Capita	1,822
Base - Location	17,328
Base - Other	316,419
Other Total	61,923
Grand Total	472,364

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

Throughout 2023, Clare Public School maintained a strong focus on striving for positive interactions and communication between parents, teachers, and students.

Parent interaction and communication at Clare Primary School remained specific to the school context, with parents actively sharing their satisfaction and concerns freely. Despite being a small cohort of families, the school strived to build upon the opportunities to know parents intimately. Daily, informal discussions during drop-off and pick-up times, along with 100% attendance at P&C meetings and school functions, facilitated open communication channels. Additionally, regular exchanges of messages and emails ensured that communication was shared openly between the school and parents. Parent responses to emails and messages were low although were often responded to via verbal channels. Parents expressed their satisfaction with the school culture and teaching and learning practices, appreciating the increased collaboration with small schools in the Murray Darling and Deniliquin Networks. While parents expressed satisfaction with the increased sporting and arts opportunities provided by these inter school relationships there was a noted desire for increased opportunities for excursions. Additionally, parents sought clarity in the use of incursions, indicating a need for clearer guidelines and communication regarding these activities. Clare Public School will strive to enhance opportunities for excursions and provide clarity in the use of incursions, addressing the expressed needs and preferences of parents. By continuing to prioritize parent engagement and communication, the school aims to further strengthen its partnership with parents and the wider community.

Teachers at Clare Primary School enjoyed a collegial climate and felt supported to flourish professionally. The respectful and trusting workplace environment fostered collaboration among staff members. Teachers appreciated the collaborative approach to identifying areas where students could be more engaged to improve their wellbeing and learning outcomes. This inclusive approach, involving students in discussions about their own learning, contributed to a sense of ownership and empowerment among students.

In Term 4, students were invited to offer feedback on how well Clare PS cares for and values the students. Students collaboratively completed the Student Participation Whole School Evaluation, with 'strongly agree' being the consensus for all statements. Students expressed their love for Clare Primary School, describing it as 'the best school in the 'whole wide universe'. They appreciated the emphasis on understanding the 'why' behind classroom activities, the use of the outdoors as learning spaces, having teachers who 'really cared' about each child and having no bullies.

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.