

2023 Annual Report

Parry School



**Parry
School**

**Successful
Futures**

5580

Introduction

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

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School vision

Parry's vision is to inspire students to be independent, responsible and socially appropriate members of the community. Together we will ensure students are equipped with the necessary social and learning skills to experience personal achievement in managing their emotional and behavioural needs. Parry students will have opportunities to develop skills that enable them to access their desired pathways in the future.

Parry School has a vibrant and innovative learning culture that is committed to delivering excellence within a specialist, rich and diverse learning environment.

At Parry School we respect ourselves, others and the environment through a safe, supportive atmosphere in which the rights and responsibilities of all to learn is acknowledged.

Parry encourage students to create their futures, striving to be successful young adults who use their setbacks as stepping stones to achieve their goals.

School context

Parry School is a specialist school established in 2002 for students who exhibit disruptive behaviours. The school also caters to the specialist needs of students who have been diagnosed with a range of emotional disorders. The New England Learning Centre (Suspension Centre) operates on the Parry site.

Parry School is an alternative Department of Education facility created to meet the needs of high school students whose behaviour has prevented them from being successful in regular school settings. Students are referred to Parry School through a Regional Placement Panel.

Parry's overall aim is to ensure that a more effective level of differentiated and individualised learning is available for our students. Parry supports students in transitioning to their chosen pathways TAFE, work, Distance Education or returning to their home school, based on their individual needs and goals.

Staff are committed to delivering high-quality education for all students. We assist parents and carers in the educational planning process through Individualised Learning Plans (ILPs), along with the development of the emotional and social wellbeing of their child to make all transitions successful throughout their schooling and beyond. Parry staff respond to individual needs ensuring that students improve in learning, reading, communication and numeracy skills.

As a result of our Situational Analysis we identified the need for Parry students are in the areas of Student Wellbeing, Learning, Literacy and Numeracy.

Our plan is designed to support staff working with our students complex needs so individual student needs are met through successful goal achievement and being able to successfully transition post Parry pathways.

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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal, School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Strategic Direction 1: Student growth and attainment

Purpose

Ensuring students have strong foundational learning, literacy and numeracy skills enabling confidence in their abilities to learn and adapt. Parry will continue to develop and sustain whole school processes for collecting and analysing data to ensure the implementation of students individual needs. Data collection will inform differentiated teaching for all students.

Initiatives

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

- Learning Literacy and Numeracy

Resources allocated to this strategic direction

Socio-economic background

Professional learning

Student Support Officer

SSP supplementary funding

Summary of progress

New staff and existing staff were given professional learning spread throughout the year around how we use Language Literacy and Numeracy (LLN) Assessment that links with the Australian Core Skills Framework (ACSF) outcomes and curriculum to create Entry and Exit Data for our students. Due to having new staff, all classroom teachers were delivered Professional Learning (PL) that focused on understanding the concept behind the reasons we use this specific assessment tool to gauge students' achievement and engagement. During each term, staff discussed how to use the analysed data to fit best practices in the classroom. Revisiting core information for using LLN and assessment schedule benefited all staff to learn or recall our systems to help build on student achievement and engagement. When working with new students, staff hold Personalised Learning Plan (PLP) meetings where we discuss what the student's results are from our testing and explain the student's personalised program at Parry. All parents/families/carers are involved in establishing learning goals for their child during entry conversations and ongoing PLP meetings. The outcome of this initiative was that it built staff's collective efficacy and enhanced their ability to bring a data informed approach to their teaching to lift student learning outcomes. In 2024 our focus will be to continue this considered approach to evaluating student progress to build student achievement through high quality classroom practice.

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
<ul style="list-style-type: none">• All students achieve improvement in Literacy, Numeracy and Learning skills (Entry Data, Exit Data).• All teachers undertake professional learning, understand and are using ACSF and LLN data to inform teaching and learning programs.• Increase student engagement in education.	<p>All students who attended school regularly demonstrated growth in their literacy, numeracy, learning skills and were actively engaged greater than 85% of the time.</p> <p>Students impacted by external influence when at school had the opportunity to be assessed in Literacy, Numeracy and Learning Skills. These students demonstrated fluctuations with their assessment data.</p> <p>All teachers undertook professional learning. Some teacher's leave patterns impacted their ability to access aspects of the professional learning on offer.</p>
All parents are involved in establishing learning goals for their child.	All students have a thorough entry meeting with parents, carers, census school and/or agencies involved. Long term and short term goals are discussed, identified and agreed upon to collaboratively guide future learning.

Strategic Direction 2: Establishing goals for success

Purpose

Ensuring students have individual goals based on learning, self-regulation of behaviour, wellbeing and in regards to future aspirations.

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.

- Appropriate attitudes and behaviours

Resources allocated to this strategic direction

Summary of progress

The introduction of individual diaries for students was successful. Diaries supports our students with organisation and planning. This initiative was based on research targeting specific wellbeing activities well-researched by staff to target specific wellbeing activities. Weekly activities promoted engagement and learning as students worked through lessons from their diaries. Staff supported the delivery of skill-based weekly initiatives daily to promote appropriate planning, organisational skills, attitudes, behaviour, and strategies that supported students to connect, succeed and thrive.

Barriers affecting students included inconsistent attendance of a particular cohort of students, leading to missed integral activities, discussions, and understanding of targeted lessons focused on working towards building 'your better self'. Students with strong attendance showed increased confidence as learners and growth in achieving their personal goals.

Moving forward, staff will continue to prioritise opportunities to implement enriching activities throughout the day, focusing on specific areas individual students require and may have missed. The individual diaries will continue to be used in 2024 to guide responsive wellbeing and engaging classroom practices.

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
<ul style="list-style-type: none">• Students who are impacted by illegal drug use have support with their drug usage with coordination of health support.• Students will achieve their Individual Educational Plan (IEP) goals in wellbeing, learning and behaviour.	<p>Students who have a history of non-attendance pre-Parry and/or have health impacted by outside factors are supported through a strong case management approach with appropriate agency support.</p> <p>Achievement of educational goals remains a high priority at Parry, with High expectations for all students. Some student attendance is affected by these outside influences. Students who maintain regular attendance and engagement successfully achieve their Individual Educational Plan (IEP) goals in wellbeing, learning and behaviour.</p>
<ul style="list-style-type: none">• Incorporate a tool that measures student connection to learning, positive, respectful relationships, expectations of success and experience a sense of belonging.• Provide students with the opportunity to have a successful educational experience.	<p>This year the school trialled an entry and exit survey with students. Evidence from this survey suggested that students enjoyed the variety of programmed activities that the school offers, and, if the student's wellbeing was stable, there is evidence from the school's formal assessment, including the Language Literacy and Numeracy assessment, that students demonstrate growth.</p>

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$47,263.54</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Parry 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"> • Learning Literacy and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support TAS/ACSF program implementation. <p>The allocation of this funding has resulted in the following impact: Throughout the year, new and existing staff received professional learning and mentoring focused on the connection between Learning Literacy and Numeracy (LLN) assessment, Australian Core Skills Framework (ACSF) outcomes, and curriculum to establish entry and exit data for our students. Due to the presence of new staff, all classroom teachers underwent professional learning sessions that centred on comprehending the rationale behind using this specific assessment tool to assess students' achievement and engagement.</p> <p>Each term, staff engaged in discussions on how to effectively utilise the analysed data to implement best practices in the classroom. Discussions provided evidence supporting areas of student growth, particularly for those attending more than 50%. The revisiting of core information related to the use of LLN and assessment schedules proved beneficial for all staff, aiding in the recall of systems and fostering the application of knowledge in building upon student achievement and engagement. When working with new students, staff conduct Personalised Learning Plan (PLP) meetings where the student's results, based on previous testing, are discussed and co-design. In these meetings, the staff co-design the student's PLP, ensuring a tailored approach to address individual needs.</p> <p>After evaluation, the next steps to support our students will be: New staff are acquiring the skills to integrate ACSF practices into the curriculum, facilitating daily learning for students and supporting them through an integrated learning program anchored by the LLN Assessment. In meetings, both staff and parents receive updates on students' goals and accomplishments, ensuring that all stakeholders are kept informed about the student's learning journey. During meetings and professional dialogues between staff, it has been noted that a beneficial professional learning (PL) initiative for the next year is to provide new and existing staff with explicit training around the teaching strategies that LLN (Language, Literacy, and Numeracy) provides. These strategies support each student with specific activities that can assist them in growing within each area of the ACSF. Providing professional learning to staff on ACSF, LLN, and other school-based assessments will help build consistency throughout the school to grow student learning and wellbeing outcomes.</p>
<p>Aboriginal background</p> <p>\$43,576.35</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Parry School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Aboriginal background</p> <p>\$43,576.35</p>	<p>include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in the following impact: This funding supported the employment of an Aboriginal SLSO to support the complex needs of our students, enabling them to access work ready programs and TAFE, thereby growing their skill development and engagement. Students would not be able to access these activities if additional staff were not employed.</p> <p>After evaluation, the next steps to support our students will be: In order for students to attend TAFE, community activities and work ready programs (3 days a week) employment of an additional staff is required. Parry will continue to employ additional staff to support the complex needs of our students.</p>
<p>Location</p> <p>\$1,763.00</p>	<p>The location funding allocation is provided to Parry 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> <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • incursion expenses <p>The allocation of this funding has resulted in the following impact: Increased learning opportunities and choices for students through the provision of rich, extracurricular activities such as mindfulness, cooking and various vocational focussed skill building activities.</p> <p>After evaluation, the next steps to support our students will be: To continue to offer a differentiated and supportive range of learning opportunities for all students.</p>
<p>Professional learning</p> <p>\$11,762.90</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 Parry 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"> • Learning Literacy and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing development. <p>The allocation of this funding has resulted in the following impact: Staff capacity and collective efficacy was grown through all staff, both teaching and non-teaching participating in the annual Special Education Principals' and Leaders' Association conference for Schools for Specific Purposes. Staff attended sessions with learning relevant to educators whose students exhibit extreme behaviour and may have complex mental health challenges.</p> <p>After evaluation, the next steps to support our students will be: To continue to embed the new learnings from 2023 in practice within and beyond the classroom and also to maintain support for staff to access professional learning that supports the complex needs of the school's students.</p>
<p>COVID ILSP</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</p>

<p>\$15,465.75</p>	<p>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 identify students for small group tuition groups/monitor progress of student groups <p>The allocation of this funding has resulted in the following impact: All students received QUICKSMART instruction and assessment if they were in attendance. Data demonstrated that students were achieving expected outcomes and growth inline with initial mathematic assessment data.</p> <p>After evaluation, the next steps to support our students will be: QUICKSMART is a valuable tool for the school's students who arrive at Parry and are not performing due to trauma or lack of engagement at their previous school. The school will continue to have this numeracy program as a specific staff member's special focus to continue to build key numeracy skills with students.</p>
<p>SSP supplementary funding</p> <p>\$210,399.30</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Parry 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"> • Learning Literacy and Numeracy <p>Overview of activities partially or fully funded with this site specific funding include:</p> <ul style="list-style-type: none"> • employment of additional staff to support in the creation of high-quality teaching and learning programs <p>The allocation of this funding has resulted in the following impact: Students have had access to broader curriculum activities that are not covered in the school's staffing entitlement as a School for Specific Purpose for secondary students only. Specialist programs have been delivered to support the individual needs of our students and to ensure individualised complex case management. This differentiated approach has ensured that students who attend regularly have achieved growth in their individual learning and wellbeing goals.</p> <p>After evaluation, the next steps to support our students will be: This funding has been reduced by \$95K rolling into 2024. An additional Student Learning Support Officer to support work ready programs will be unsustainable in 2024 within the resources available. Provision of a 0.2 Creative Arts teacher will also not be able to be sustained into 2024. Given budgetary restraints, the school has committed to providing a reduced curriculum offering to sustain its crucial capacity to provide complex case management to students.</p>
<p>Student Support Officer</p> <p>\$99,516.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Parry 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"> • Learning Literacy and Numeracy <p>Overview of activities partially or fully funded with this Staffing - Other include:</p> <ul style="list-style-type: none"> • Improve the wellbeing, resilience, and pro-social behaviours of students

Student Support Officer

\$99,516.00

by working in partnership with the wellbeing team and the school counselling service to prioritise and deliver individual, small group and whole-school evidence-based programs and strategies.

- SSOs contribute to the implementation of the whole-of school approach to wellbeing with a focus on early intervention.

The allocation of this funding has resulted in the following impact:
The Student Support Officer has worked proactively with students to support growth in resilience and engagement with learning. Such support has seen students with regular attendance progress in their achievement of their personal learning and wellbeing goals.

After evaluation, the next steps to support our students will be:
The Student Support Officer will continue to support the principal and executive staff to provide responsive support for students with complex mental health requirements and their families.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	11	13	14	12
Girls	8	8	4	7

The information above is a snap shot on the "census" date and is not an accurate reflection of the the "rolling" nature of Parry school's enrolment. Parry School had 14 BD positions, 7 ED positions and 6 New England Learning Centre positions.

Parry School students are non-census enrolments.

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.

Post school destinations

In 2023 Parry School had:

- 4 students graduate with a HSC
- 4 students graduate with a Cert 2 Tafe Qualification
- 2 students graduate with a Cert 3 Tafe Qualification
- 3 Students go into full time employment.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2023 Parry School had:

- 4 students graduate with a HSC
- 4 students graduate with a Cert 2 Tafe Qualification
- 2 students graduate with a Cert 3 Tafe Qualification
- 3 Students go into full time employment.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Head Teacher(s)	1
Classroom Teacher(s)	1.72
Teacher Librarian	0.17
School Administration and Support Staff	7.37
Other Positions	1

*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	1,039,686.82
Revenue	1,921,426.02
Appropriation	1,901,454.12
Sale of Goods and Services	1,776.82
Grants and contributions	2,940.46
Investment income	15,254.62
Expenses	-2,518,828.20
Employee related	-1,703,892.87
Operating expenses	-814,935.33
Surplus / deficit for the year	-597,402.18
Closing Balance	442,284.64

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.

During 2023 Parry held significant funds for regional programs which is reflected in our opening balance and carry over funds.

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	0
Equity Total	90,840
Equity - Aboriginal	43,576
Equity - Socio-economic	47,264
Equity - Language	0
Equity - Disability	0
Base Total	1,408,213
Base - Per Capita	10,447
Base - Location	1,763
Base - Other	1,396,004
Other Total	408,847
Grand Total	1,907,901

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.

During 2023 Parry held significant funds for regional programs which is reflected in our opening balance and carry over funds.

Parent/caregiver, student, teacher satisfaction

Parents, students, staff and agencies have been surveyed to assess the level that Parry is able to meet the complex needs of the students we teach.

83% of students surveyed indicated they were 'Very satisfied' with their experience at Parry. 15% of students surveyed indicated they were 'Satisfied' with their experience at Parry. 2% of students surveyed indicated they were 'Neither satisfied nor dissatisfied' with their experience at Parry.

87% of parents/carers surveyed provided positive responses in relation to the learning strategies, wellbeing or elements of the school that are most effective in helping their child improve.

All staff surveyed indicated through their data that Routine/Structure and Behaviour support, Understanding of students/Opportunities , Wellbeing of both staff and students were positive, conducive to students learning and regularly reviewed to ascertain what strategies were to be implemented according to individual student needs.

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.