

2023 Annual Report

Snowy Valleys School



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Introduction

The Annual Report for 2023 is provided to the community of Snowy Valleys 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

Snowy Valleys School

92 Capper Street

Tumut, 2720

<https://snowyvalleys-s.schools.nsw.gov.au>

snowyvalleys-s.school@det.nsw.edu.au

6947 2164

School vision

At Snowy Valleys School every student is known, valued and cared for. Our vision is to create a school environment of respect, inclusion and support for students to develop skills and strategies to meet the challenges and expectations of learning, employment and post school life.

School context

Snowy Valleys School is located in the rural town of Tumut and is part of the Gundagai network of schools. The school caters for students from kindergarten to Year 12 with the students attending from the Snowy Valleys council area as well as surrounding districts. Students come from a range of socio-economic backgrounds. The students present with a diverse range of disabilities with moderate to severe intellectual disability, autism and/or complex behaviours and physical disability, requiring individualised planning developed in consultation with students, parents, NDIS providers and other support staff. These individualised teams work collaboratively to create a positive school culture with high expectations.

The school provides an enthusiastic and specialised educational environment in which all students access quality educational programs within a varied and balanced curriculum. As well as assisting parents and carers with the planning process of developing personalised learning plans, programs are developed to support students emotional and social wellbeing and making successful transitions throughout their schooling and beyond.

Through the Situational Analysis, we have identified the need to ensure that students improve in reading, communication and numeracy. Teachers will be supported by quality professional learning which leads to collaborative programming, effective feedback and a range of assessment methods to ensure availability and accessibility of quality teaching practices.

The whole school community, including the local Aboriginal Education Consultative Group, students, staff, parents and local learning community was consulted through the Situational Analysis process.

The school will strive to ensure a better understanding of assessment using Students with additional needs (SWANS) and PLAN2 giving teachers and parents support in identifying targets specifically in reading and numeracy and refining the use of additional internal data sources.

Snowy Valleys School is committed to ensuring that parents and carers are important stakeholders in all educational opportunities presented to their children.

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

Strategic Direction 1: Student growth and attainment

Purpose

To maximise teaching and learning engagement of each student with appropriate adjustments and be responsive to identified needs in reading, communication and numeracy by using evidence based teaching methods.

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.

- Highly effective teaching practices
- Personalised Learning

Resources allocated to this strategic direction

SSP supplementary funding
Socio-economic background
AP Curriculum & Instruction
Beginning teacher support

Summary of progress

Highly effective teaching practices

In 2023 teaching staff engaged in professional learning to support the implementation of the K-2 English and mathematics syllabus and supporting units of work. This included adapting supporting units to allow for them to be accessible to all students in this setting. The professional learning was effective in building staff capacity and allowed for staff to be involved self reflection of their own classroom practices. Due to staffing limitations professional learning and the adaptation of units occurred in Term 4 instead of Term 1 as planned. Through the introduction of the specific professional learning and adjustments made to supporting units of work, teachers have shown increased confidence when planning and teaching English and mathematics in K-2.

In 2024, this initiative will continue to engage in professional learning opportunities centered on What Works Best in Practice, collaborative practice and syllabus updates. It will also center on building capacity and establishing best practice with our beginning teachers through mentoring and professional learning opportunities.

Personalised Learning

In 2023 all staff worked collaboratively to review and strengthen individual learning plans and to make clear links and alignment of teaching and learning programs to support the individual goals of all students. A new learning plan template has been implemented for all students including English, mathematics, transition and goals linking to personal outcomes. The adaptation of the personalised learning document has provided a positive impact on the accessibility for students, staff and families. This has included all relevant information pertaining to the individual student in one central location. Due to staff constraints the personalised plans were not implemented until Term 2. Staff have reported this document provides them with improved accessibility to relevant student based information and external provider information. This provides staff with the information to make informed decisions quality differentiated learning experiences. All teachers understand, identify and implement explicit teaching strategies identified through individual student personalised learning plans. Teachers have reported students have shown an increase in achieving their English and mathematics Personalised Learning Plan goals.

In 2024, the school will continue to collaborate, develop and implement quality teaching programs that support the individual learning plans of all students. Literacy and Numeracy teaching and learning programs will continually be evaluated to provide programs that best meet the individual needs of our students and show progression towards their Personalised Learning Plans.

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
The school will achieve Sustaining and Growing in the theme of Explicit teaching.	In the theme of explicit teaching the school has not achieved the theme of explicit teaching.
All students achieve expected outcomes in Literacy and Numeracy as outlined in Personalised Learning Plans .	Students have shown an increase in achieving their Literacy and Numeracy Personalised Learning Plan goals.
All teachers will understand, identify and implement explicit teaching strategies identified through individual Personalised Learning Plans.	All teachers understand, identify and implement explicit teaching strategies identified through individual student personalised learning plans.
Students will show growth from previous SWAN assessment and progress towards their PLP communication goals.	Students have shown an increase in growth from baseline in achieving their Communication PLP goals.

Strategic Direction 2: Building teaching capacity through collaborative practice

Purpose

Our purpose is to ensure collaboration is developed and embedded through effective observations and feedback, evidence informed practices, knowledge, problem solving and student data to improve teacher practice.

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 informed practice
- Collaborative practice and feedback

Resources allocated to this strategic direction

Beginning teacher support QTSS release

Summary of progress

Data-informed practice

"During Semester 1, the teaching staff engaged in professional development sessions focused on leveraging PLAN2 and progressions to enhance their assessment capabilities and update the Assessment Scope and Sequence. Through consistent utilization of PLAN2, teachers facilitated crucial updates in various key areas throughout the academic year. Specifically, two early-career teachers received additional support, while a comprehensive whole-staff training session on SWAN data entry was conducted, enhancing the staff's ability to pinpoint individual student needs.

Moving into Semester 2, an outcome checklist was crafted and adjusted to track progress across Key Learning Areas (KLAs), considering both Life Skills and Work Experience. All teaching staff have since implemented this checklist to monitor individual student needs and chart future directions for their growth. The hiring of a Para-Professional offered crucial support to teachers in developing literacy-focused group programming. Notably, PLAN2 data guided the adaptation of resources and programming to suit the unique needs of individual students.

Looking ahead to 2024, the forthcoming utilization of PLAN2 data will inform decisions about class structures and student grouping. A structured professional learning strategy will be devised for early-career teachers, focusing on effectively integrating and utilizing SWAN data in their teaching plans. Furthermore, a thorough review of the Outcome Checklist is scheduled to ensure alignment with the new syllabus and reflect the ongoing curriculum reform. Additionally, due to current qualifications, the role of the paraprofessional will revert to the SLSO level."

Collaborative practice and feedback

Planned collaborative practice opportunities for teaching staff were significantly impacted by staffing constraints. Efforts to provide engagement opportunities for staff will continue as a priority for 2024. Additional staff were trained to deliver the Stephanie Alexander Kitchen Garden program, incorporating literacy and numeracy elements. The Berry Street Model was further developed and adapted through further staff being trained, to better reflect restorative and trauma-informed practices. Staff attended Berry Street Model Implementation Masterclass to focus on the implementation of a whole school model and allow for adaptation for Snowy Valleys School. Teacher observation and feedback opportunities were embraced by all teachers. These opportunities allowed all teachers to build on capacity and receive feedback on teaching and learning. Whole staff engagement occurred to develop the whole school's Scope and Sequence. Mathematics was completed first to enhance the existing S&S. Extensive work was required for the English Scope and Sequence due to the changing of syllabus and consideration of the needs of the student. The English scope and Sequence are in the final draft and will require linking appropriate activities to support Teaching and Learning programs.

In 2024, additional teaching staff will be trained in the Stephanie Alexander Program. The whole school PL will be delivered to all staff in the Berry Street Model. A PBL team will be formed from staff and will focus on the formal implementation of Student Management Procedures. In 2024 a formalised teacher observation cycle to include termly/semester informal/formal observations and align this to PDP goals. English Scope and Sequence will be finalised and embedded in 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
The school is Sustaining and Growing in 'Data use in teaching' in 'Data skills and use' from the Teaching Domain.	The school did not achieve Sustaining and Growing in 'Data use in teaching' in 'Data skills and use' from the Teaching Domain.
Professional Development and Performance goals are identified through observation and feedback and are aligned to Strategic Improvement Plan and Australian Teacher Standards	100% of staff Professional Development and Performance goals are identified through observation and feedback and are aligned to Strategic Improvement Plan and teachers to the Australian Teacher Standards.

Purpose

To ensure that every student is supported to successfully develop skills and strategies to engage to their full potential within their community, through strong partnerships with all stakeholders.

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.

- Supporting students to reach their potential

Resources allocated to this strategic direction

Professional learning
SSP supplementary funding
Aboriginal background
Per capita
Location

Summary of progress

Supporting students to reach their potential

In 2023, this initiative had multiple facets based on trauma-informed practice, building and strengthening relationships and post-school transition. The key focus was to complement the additional extra-curricular programs to provide a range of experiences and opportunities for the students, both at school and in the community. The changes to provide a trauma-informed perspective has catered for the impacts effecting students on a daily basis. The School continues to strengthen our relationships with local primary, high and special needs schools to hold inter-school events and transition programs. Positive communication with parents and businesses has allowed for the school transition program to excel, building a variety of Life Skills in the community through school and community based work experience. Our transition program was impacted in semester 1 due to staffing constraints though this improved into semester 2. These initiatives have provided students with goals to improve attendance, building student social skills and learning workplace skills for the future. The introduction of personalised learning plans being reviewed each term, has increased parent engagement and the visible individual goals have provided students with increased ownership of their learning.

Looking ahead to 2024 initiative progression, building on our current relationships and parental involvement, this initiative will advance in 2024. We will continue to develop the PBL system with a focus on trauma-informed practices. Additionally, the transition to work program will be expanded in size, giving other nearby schools access to our group transition.

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
85% of students completing schooling have a resume detailing work experience, training, skills and strengths	100% of students completing schooling have a Transition Plan detailing work experience, training, skills and strengths.
The increase the proportion of students attending >90% of the time from the 2020 figure	Our data indicates that the school did not increase the proportion of students attending >90% of the time from the 2020 figure.
The school will be Sustaining and Growing in the theme of 'Individual Learning Needs' in the element of Wellbeing.	The school has self assessed at Sustaining and Growing in the theme of 'Individual Learning Needs' in the element of Wellbeing.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$57,761.11</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Snowy Valleys 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"> • Personalised Learning <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 [name] program implementation. • employment of external providers to support students with additional learning needs <p>The allocation of this funding has resulted in the following impact: A whole school collaborative approach in adapting the ILP process and teachers are more confident to make informed adjustments catering for individual needs.</p> <p>After evaluation, the next steps to support our students will be: Continue to use this funding to employ additional staff and external providers.</p>
<p>Aboriginal background</p> <p>\$3,271.26</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Snowy Valleys School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Supporting students to reach their potential <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (AEO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: Increase of cultural awareness and language for all students at the school.</p> <p>After evaluation, the next steps to support our students will be: Continuing our cultural awareness and Wiradjuri language for all students in 2024.</p>
<p>Location</p> <p>\$1,798.00</p>	<p>The location funding allocation is provided to Snowy Valleys 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"> • Supporting students to reach their potential <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 • student assistance to support excursions <p>The allocation of this funding has resulted in the following impact: Building interactions with students within the small schools network. Stephanie Alexander Kitchen Garden Day developed a focus on Aboriginal</p>

<p>Location</p> <p>\$1,798.00</p>	<p>ingredients.</p> <p>After evaluation, the next steps to support our students will be: Continue to build on interactions and experiences in 2024.</p>
<p>Professional learning</p> <p>\$13,325.64</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 Snowy Valleys 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"> • Supporting students to reach their potential <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • All staff completed trauma-informed practice professional learning and two executive and 1 CRT completed Berry Street training. <p>The allocation of this funding has resulted in the following impact: Staff have greater confidence in dealing with students who have experience trauma.</p> <p>After evaluation, the next steps to support our students will be: Continue to use trauma- informed practice to inform PBL and additional staff to be trained in Berry Street practice.</p>
<p>QTSS release</p> <p>\$8,877.60</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Snowy Valleys 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 and feedback <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional teaching staff to implement quality teaching initiatives • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact: Staff were released from classrooms to create scope and sequences for use in the K-12 setting. Assistant Principals used additional release to develop mentor programs including observation of practice.</p> <p>After evaluation, the next steps to support our students will be: Continue to fund additional release to adjust scope and sequences as required. Assistant Principals to continue additional release to run mentoring programs.</p>
<p>COVID ILSP</p> <p>\$16,218.84</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"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area]

<p>COVID ILSP</p> <p>\$16,218.84</p>	<p>The allocation of this funding has resulted in the following impact: The 14 students who were targeted all achieved learning goals in reading.</p> <p>After evaluation, the next steps to support our students will be: Continue using school funding to work on small group tuition with targeted 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 Snowy Valleys 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"> • Personalised Learning • Highly effective teaching practices • Supporting students to reach their potential <p>Overview of activities partially or fully funded with this site specific funding include:</p> <ul style="list-style-type: none"> • additional staffing to support the implementation of individual students' healthcare and Personalised Learning and Support Plans (PLSPs) • employment of additional staff to support SLSOs in training in phonics assessment and classroom application. <p>The allocation of this funding has resulted in the following impact: Staff and families developing and using improved personalised learning plans leading to improved student outcomes. SLSOs confidently assessing students using phonics assessments and working with students and their personalised learning plans.</p> <p>After evaluation, the next steps to support our students will be: Continue to use the funding as done in 2023.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	17	19	21	22
Girls	9	6	9	11

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)	2.2
Classroom Teacher(s)	3.76
Teacher Librarian	0.2
School Administration and Support Staff	6.64
Other Positions	0.1

*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	301,604.61
Revenue	2,119,770.71
Appropriation	2,106,020.16
Sale of Goods and Services	2,955.75
Grants and contributions	6,252.73
Investment income	4,005.71
Other revenue	536.36
Expenses	-2,128,781.21
Employee related	-1,955,607.23
Operating expenses	-173,173.98
Surplus / deficit for the year	-9,010.50
Closing Balance	292,594.11

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	0
Equity Total	61,032
Equity - Aboriginal	3,271
Equity - Socio-economic	57,761
Equity - Language	0
Equity - Disability	0
Base Total	1,590,827
Base - Per Capita	17,411
Base - Location	1,798
Base - Other	1,571,617
Other Total	304,440
Grand Total	1,956,299

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.

Parent/caregiver, student, teacher satisfaction

In 2023, the school sought the opinions of parents, students and teachers in a variety of ways. These included surveys, meetings and direct feedback from staff, parents and students.

Parents

In 2023 the school continued with a focus on improving communication with the school community. The school implemented a communication app in the later half of the year and this has provided clearer communication and taken away the issues of parents not receiving timely communication. The school community has been provided verbal feedback to recognise that these combined methods are far reaching and more effective in comparison. The school uses both informal and direct feedback with parents and carers to continually monitor and adjust their child's learning and priority goals.

Students

The school receives feedback from some students in relation to the current school wide programs and external learning opportunities available. Students continue to have a strong sense of belonging, safety and engagement in the school environment. They gain positive feedback and reflection from staff and clarify their understanding.

Staff

Teaching staff previously identified whole school scope and sequences as a future focus to support changes to the syllabus documents and these scope and sequences have been completed for kindergarten to Year 12. All staff have engaged, developed and or led professional development in areas associated with the PDP process. All staff reported the opportunities to work collaboratively in planning and programming have been invaluable and have provided consistency across classrooms.

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.