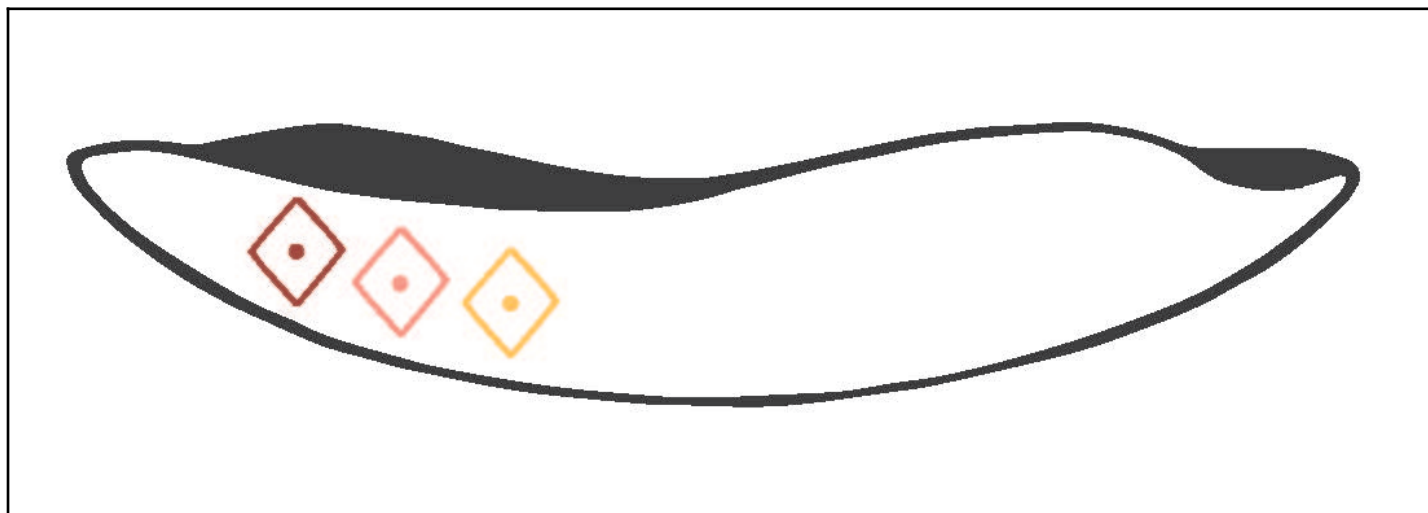


Queanbeyan Public School

2019 Annual Report



2922

Introduction

The Annual Report for 2019 is provided to the community of Queanbeyan 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 school 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

Queanbeyan Public School

Isabella St

Queanbeyan, 2620

www.queanbeyan-p.schools.nsw.edu.au

queanbeyan-p.school@det.nsw.edu.au

6297 2144

School background

School vision statement

Outstanding, holistic learning for all.

At Queanbeyan Public School, we collaborate with our community to create a safe and inclusive environment that encourages respectful, responsible and resilient learners.

School context

The land we are on is Ngunnawal Country. It is the limestone plains, the mountains, the fresh water rivers, swamps and streams, a place of platypus and wedge-tail eagle dreaming. The land is also Bogong Moth Country, capturing the annual trek of the moth during the summer months to the high country. Ngunnawal clans traditionally travelled across this land according to seasonal food sources and trade partnerships with neighbouring nations, linked to many songlines, to ceremonial country, to neighbouring clans and peoples. Ngunnawal people belong to the land as caretakers. The notion of caring for country is the basis for much of traditional Ngunnawal life, which involved a strong relationship between the people and the land based on respect, obligation and interdependence, and an intimate knowledge of the land. This land has been a traditional meeting place, a sharing place, a learning place. By enjoying these aspects of Country, you celebrate the people and the essence of this place.

Queanbeyan Public School, established in 1864, is the most historic school in Queanbeyan. The school community is diverse, welcoming students from a wide variety of cultures and backgrounds. 21% of the school population identifies as EALD and is supported by a dedicated EALD teacher.

The staff has a diversity of skills and experiences with a commitment to ongoing professional learning.

The school has a partnership with a 'Schools as Community Centres' facility that is sited on the school grounds. Parents and teachers work together to support students to be responsible, respectful and resilient individuals. The Parents and Citizens' Association contributes to school decision making and encourages family members to become involved in activities, workshops and discussions that promote strong collaborative partnerships.

The school community has a deep commitment to Aboriginal Education including ongoing reconciliation actions. It sustains a collaborative partnership with the local Aboriginal Education Consultative Group and conducts consultations with the local Aboriginal community.

The Coolamon, as featured on the front of the school plan, is representative of the school's connection with the Ngunnawal people. The Coolamon was traditionally used to carry most precious possessions, including infants. It is symbolic of the school's role in caring for and carrying the hopes, dreams and future endeavours of each child in the school community.

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 school plan and annual report.

Our self-assessment process will assist the school to refine our school 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>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Working towards Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Working towards Delivering

Strategic Direction 1

Learning

Purpose

To ensure learning is central to all we do. The Queanbeyan Public School community demonstrates aspirational expectations for learning and social / emotional progress and is committed to the pursuit of excellence.

Improvement Measures

Student learning is central to all decisions.

Staff explicitly teach students the 3 PBL expectations.

Consistent application of PBL 'All Areas' expectations.

Staff trained in literacy and numeracy.

Progress towards achieving improvement measures

Process 1: **PBL:**

Behaviour expectations that are co developed by students, staff and community are designed to create effective conditions for learning. They are explicit, consistent and applied across the school.

Evaluation	Funds Expended (Resources)
<p>Staff are beginning to use consistent approaches to sanctions and rewards in their classrooms. Splash tickets are being used more widely by our staff. There is going to be a focus on classroom whole school practice in Term 1, 2020, and there will need to be continued focus on playgrounds.</p> <p>PBL lessons will be revamped in 2020, with Year 5 and 6 students invited to help make improvements. The students will then be invited to lead the lessons with their PBL vertical group.</p> <p>Behaviour and welfare data indicates that only 4% of our children are Tier 3. Only 8% of our children are Tier 2.</p> <p>Tell Them From Me student survey data indicated that students see teachers speaking to the PBL expectations consistently.</p>	<p>Relief for PBL key staff to complete the audits.</p>

Process 2: **Staff Learning:**

Action research processes are employed in order to identify research and evidence based approaches, programs and assessment processes that have been shown to improve student outcomes.

Evaluation	Funds Expended (Resources)
<p>The Mathematics Project will continue into 2020. APs will help to take the lead on agreement of practice and a curriculum committee will be formed.</p> <p>Mathematical investigations have been added to the scope and sequence documents and are beginning to form the core of mathematical lessons in the school. Formative assessments are beginning to be marked collaboratively in stage meeting time.</p> <p>Data analysis will be a focus in 2020 to improve the teaching and learning cycle. Summative assessment data was analysed by the Deputy Principal and shared with staff.</p>	<p>Relief for APs to attend PL.</p> <p>Relief for stage representatives to compile the draft scope and sequence documents.</p>

Process 3: **Staff and Parents together:**

Progress towards achieving improvement measures

Process 3:

Teachers, parents and students work together to support consistent and systematic processes that ensure student absences don't impact on student learning. Attendance is monitored weekly and parents communicated with as required.

Evaluation	Funds Expended (Resources)
<p>Introducing whole school celebrations and rewards for students who attended for 100% of 5 week blocks was very successful this year. Children were motivated to attend school everyday to ensure they were in the attendance draw. The draw was supported by the school P and C, who provided funds to purchase the gift cards.</p> <p>The Home School Liaison Officer continued to work with our school to support families lift the attendance of their children.</p>	\$20 gift vouchers x 2

Process 4: *Strong in Culture, Smart in Thinking:*

Targeted support for Aboriginal students to raise Aboriginal student numbers in top two bands by 30%.

Evaluation	Funds Expended (Resources)
<p>High expectation relationships was a focus for Semester Two this year. We have a critical mass of people now trained in Stronger Smarter and are looking to train all staff in Murri Matters in 2020. Our Aboriginal students have a mentor in an ongoing basis and are invited to be key participants in Reconciliation Week, NAIDOC and Sorry Day whole school celebrations and events. The Tell Them From Me survey has indicated that they feel their culture is valued and our Aboriginal and Torres Strait Islander students are proud of their place in the school.</p>	<p>Relief for staff to attend Stronger Smarter training.</p> <p>Employ staff to monitor Aboriginal students in literacy.</p>

Strategic Direction 2

Embed Excellence in Teaching

Purpose

To embed clear systems for staff collaboration including classroom observation, programming, scope and sequences and school wide systemic processes. This will drive and sustain ongoing, school wide improvement in regards to teaching practice and student outcomes.

Improvement Measures

All teaching and learning in all stages aligned with school scope and sequence documents.

Explicit and clear systems are in place to support staff planning and programming.

All staff using agreed processes effectively in accessing learning and support for students.

Progress towards achieving improvement measures

Process 1: **Explicit teaching systems supporting learning:**

- Staff will be released to collaborate and learn from each other. Areas of observation are based around the Curiosity and Powerful Learning Theories of Action.
- Staff supported to develop and create scope and sequence documentation.
- All staff will be supported to improve their pedagogical content knowledge in mathematics teaching, especially for EAL/D students.

Evaluation	Funds Expended (Resources)
<p>Throughout 2019, we developed an approach to systematically observe each other's practice and provide feedback. The triads in Term 1–3 were very successful with 100% participation throughout the year. In 2020, we will move to a system of one triad per term for Terms 1–3 only.</p> <p>Scope and sequence documents are in progress. The aim is for these to be finalised by the end of 2020. This will include an overview for supported learning to follow in their multistage classes.</p> <p>The EALD project, focusing on mathematical vocabulary in lessons met its objectives. The learning that was completed will need to find a place in a whole school mathematics planning documents to embed it into practice.</p>	<p>Relief for staff to attend Curiosity and Powerful Learning PL.</p> <p>Course costs associated with Curiosity and Powerful Learning.</p>

Process 2: **Learning and Support:**

Learning and Support staff further develop school wide processes to enhance student learning and communication processes.

Evaluation	Funds Expended (Resources)
<p>Student growth in the Learning and Support program met expectations. The results translated into the PAT Maths and PAT Reading assessment data, which speaks to the success of both Dynamo and synthetic phonics for children requiring intervention.</p> <p>The new referral system for Learning and Support was very successful. It effectively identified children who needed support and ensured that APs, Learning and Support Staff, DPs and the principal were aware of these children on a weekly basis. Behaviour support from the Learning and Support team (for staff) will need to be improved for 2020.</p>	<p>Costs for Dynamo program</p>

Process 3: **Communicating Teaching:**

Review current assessment processes into a school wide procedure document. This includes the

Progress towards achieving improvement measures

Process 3: establishment of a school assessment database.

Evaluation	Funds Expended (Resources)
The school wide longitudinal data has showed that we are making great gains in both literacy and numeracy. This is indicative that Maths BURST, synthetic phonics, learning and support and whole staff PL in numeracy is effective. Our next strategic direction is to train staff to use this data more strategically to inform their teaching and learning and goal setting for students.	Costs for Grade Xpert database program.

Process 4: Improve reporting processes to parents and the collection of assessment data.

Evaluation	Funds Expended (Resources)
The new report formats were received well by parents. Extensive consultation and feedback was sought fro the parent community within this process. The reporting process at the end of the year was a much smoother process for staff, having had training and experience with the program.	Costs for Grade Xpert software.

Strategic Direction 3

Strengthen Effective Leadership

Purpose

To develop a school wide culture where everyone is a leader. Students are leaders in their learning and interactions with others. Staff are leaders of student learning. Executive staff maintains a strong focus on distributed instructional leadership.

Improvement Measures

Increased numbers of staff are engaging in leadership opportunities.

Student data reflects positive progress in engagement and behaviour.

Whole school Stronger Smarter strategies are a focus of professional learning.

Progress towards achieving improvement measures

Process 1: *Staff Leadership:*

Staff are supported and have the opportunity to take on formal and informal instructional leadership positions.

Student learning is explicitly directed with effective feedback processes linked to learning intentions and success criteria.

Staff will review, connect and align with the school plan as part of their professional development plans. Staff understand their unique place in the school plan's strategic directions.

Evaluation	Funds Expended (Resources)
<p>Three staff had the opportunity to co-lead the EALD project (mathematical vocabulary) and did so successfully. In 2020, it will need to be embedded into practice by introducing a maths program planner from K to 6.</p> <p>In stage teams, staff are beginning to take on leadership roles in the planning and programming of KLAs. More will need to be done in 2020 to encourage more wide spread collaborative and instructional leadership practices.</p> <p>Students continue to have a leadership presence in the school. Library monitors, captains, monitors and Aboriginal students have had the opportunity to lead assemblies and contribute to whole school celebrations and programs. In 2020 students will have the opportunity to redesign PBL lessons and lead these in their PBL vertical groups.</p>	Relief for staff to attend EALD PL

Process 2: *Student Leadership:*

Lessons chosen are reflective of data.

Evaluation	Funds Expended (Resources)
<p>Our student body have respectfully and responsibly represented our school at inter school sports events, excursions, and camps. They had the opportunity to be trained as playground monitors and Year 5 were upskilled in leadership expectations in preparation for the captain voting at the end of the year. The 2020 leadership team was recruited successfully, with a large number of Year 5 students wishing to nominate themselves.</p>	

Process 3: *High Expectations Leadership:*

Stronger Smarter 'high expectation relationships' are taught and expected of staff to staff, staff to

Progress towards achieving improvement measures

Process 3: student staff to parents.

Evaluation	Funds Expended (Resources)
<p>The school RAP has underpinned the Aboriginal Education Group's work for 2019. It is due to be reviewed in 2020. The RAP overview will need to be made into posters for each classroom in 2020 to create a greater awareness and sense of ownership in each room, and for each student. It will need to be placed 'on the agenda' in 2020 in stage meetings, again to create a greater sense of awareness.</p>	<p>Relief for staff to complete RAP milestones and events.</p>

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> • Aboriginal SLSO– 5 part days a week. • Graphic designer and publisher. • Community Elders and AECG members. Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$64 925.09) 	This year we were highly visible in our local community, supporting reconciliation efforts and the individual endeavours of our students. Our reputation as an inclusive, equitable school was further bolstered. We work diligently with our families to achieve the best possible education for their children. Our students showed good growth in their learning and have reported in the Tell Them From Me Survey's that they are proud of their culture.
English language proficiency	<ul style="list-style-type: none"> • SLSO staff • EALD staff • Professional learning in action research projects and teaching EALD students Funding Sources: <ul style="list-style-type: none"> • English language proficiency (\$48 854.03) 	This year our EALD students continued to demonstrate better than expected growth in reading and mathematics. The action research project proved fruitful, helping all staff to see the important link between mathematical language learning and EALD students. Our EALD students were supported to participate in a range of whole school events.
Low level adjustment for disability	<ul style="list-style-type: none"> • Transport companies • SLSO staff • Consultancy • Professional learning opportunities Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$99 478.73) 	Students with a disability were supported to participate in school excursions, camps and inter school sporting events. The whole school participated in the festival of ability this year and celebrated our uniqueness. Student learning showed good growth for a majority of students.
Quality Teaching, Successful Students (QTSS)	<ul style="list-style-type: none"> • RFF staff Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$182 000.00) 	Our staff embraced triads for the first time, in line with our Curiosity and Powerful Learning project. Staff were released from class, twice a term for three terms to observe each other's practice, give and receive feedback. It was very successful.
Socio-economic background	<ul style="list-style-type: none"> • Maths BURST program • SLSO support • Professional learning opportunities • Literacy resources Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$105 520.58) 	Our lower socio-economic students were supported to fully participate in a range of whole school and in-class endeavours. The showed good growth in the NAPLAN results and in school assessment measures. Maths BURST showed particularly impressive results for all students in the school. Our learning and support team supported a substantial number of students this year with good growth results.
Support for beginning teachers	<ul style="list-style-type: none"> • RFF time off class. • Synthetic phonics PL. Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$35 816.25) 	Three of our beginning teachers achieved proficiency this year, with the support of their mentors. Time was allocated to assist in planning and programming to help our beginning teachers improve their practice. The synthetic phonics professional learning was successful, helping to give beginning teachers an underlying research base for how students learn to read.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	359	384	387	344
Girls	410	391	386	329

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.9	94.8	92.5	92.4
1	95.4	93.9	93.1	92.8
2	94.3	94.9	93.6	93.3
3	95.3	95.1	93.9	93.1
4	93.7	94.5	92.5	94.3
5	93.7	93.1	93.5	93.1
6	93.4	94	90.4	92.9
All Years	94.4	94.4	92.8	93.1
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	5
Classroom Teacher(s)	30.02
Teacher of Reading Recovery	0.95
Learning and Support Teacher(s)	1.6
Teacher Librarian	1.2
Teacher ESL	0.8
School Administration and Support Staff	8.26
Other Positions	0.2

*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, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	713,125
Revenue	7,386,120
Appropriation	6,941,907
Sale of Goods and Services	140,700
Grants and contributions	299,968
Investment income	2,145
Other revenue	1,400
Expenses	-7,600,750
Employee related	-6,586,381
Operating expenses	-1,014,369
Surplus / deficit for the year	-214,629

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.

	2019 Approved SBA (\$)
Targeted Total	1,012,070
Equity Total	561,262
Equity - Aboriginal	63,972
Equity - Socio-economic	104,093
Equity - Language	132,036
Equity - Disability	261,161
Base Total	4,659,619
Base - Per Capita	167,316
Base - Location	0
Base - Other	4,492,303
Other Total	539,475
Grand Total	6,772,426

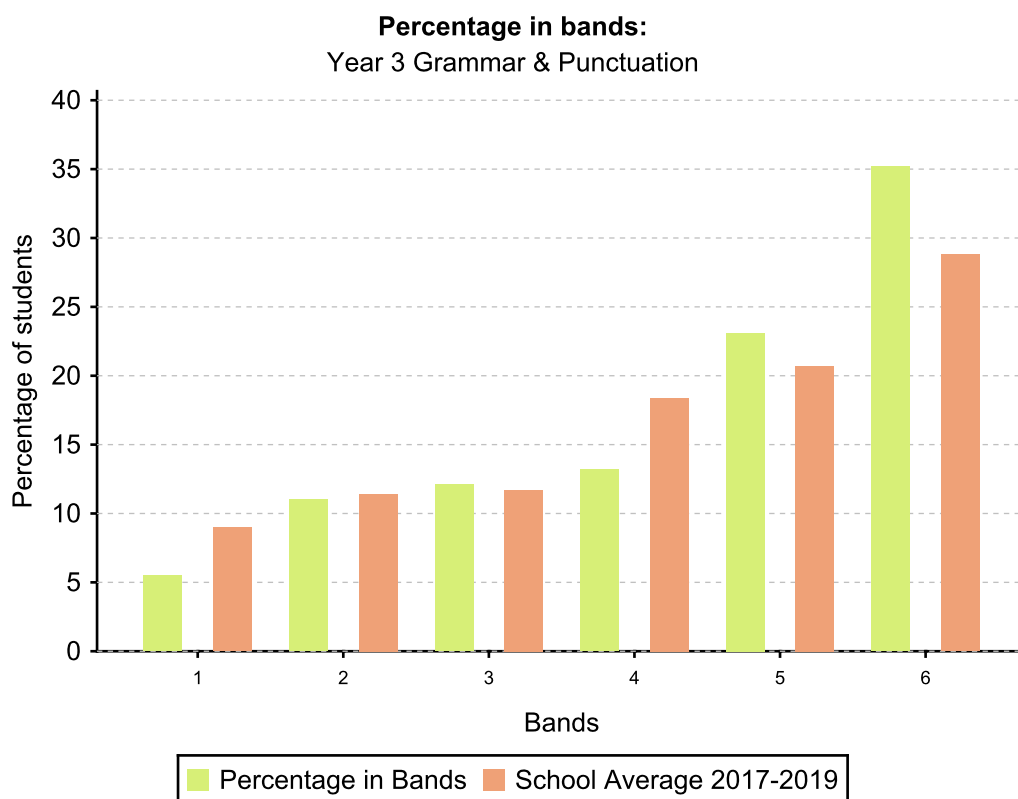
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

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

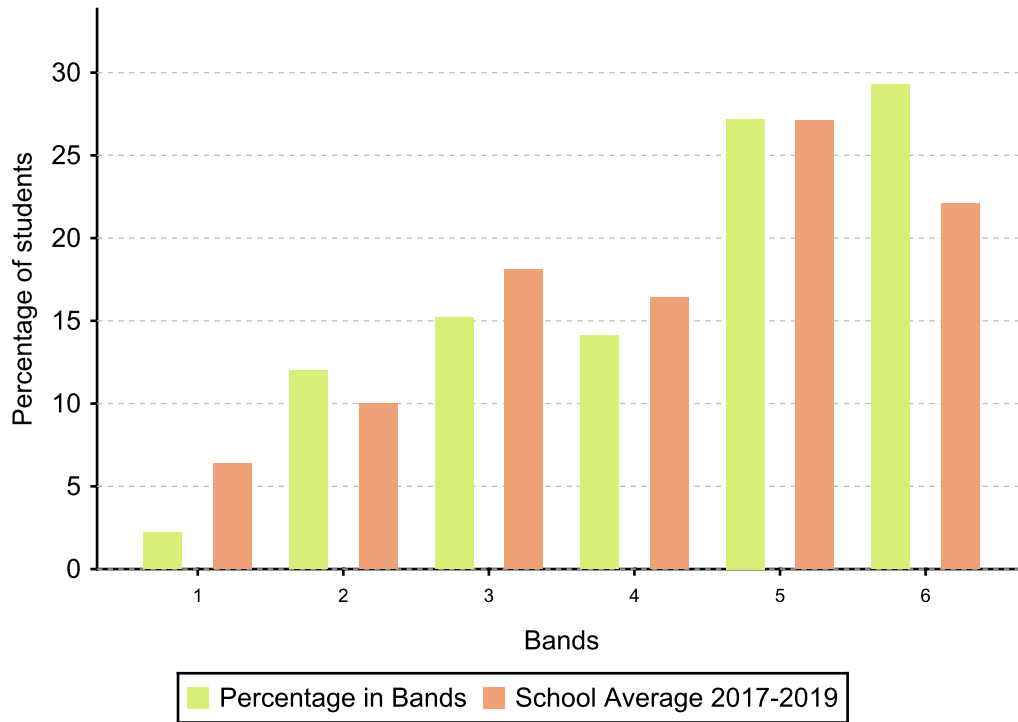
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



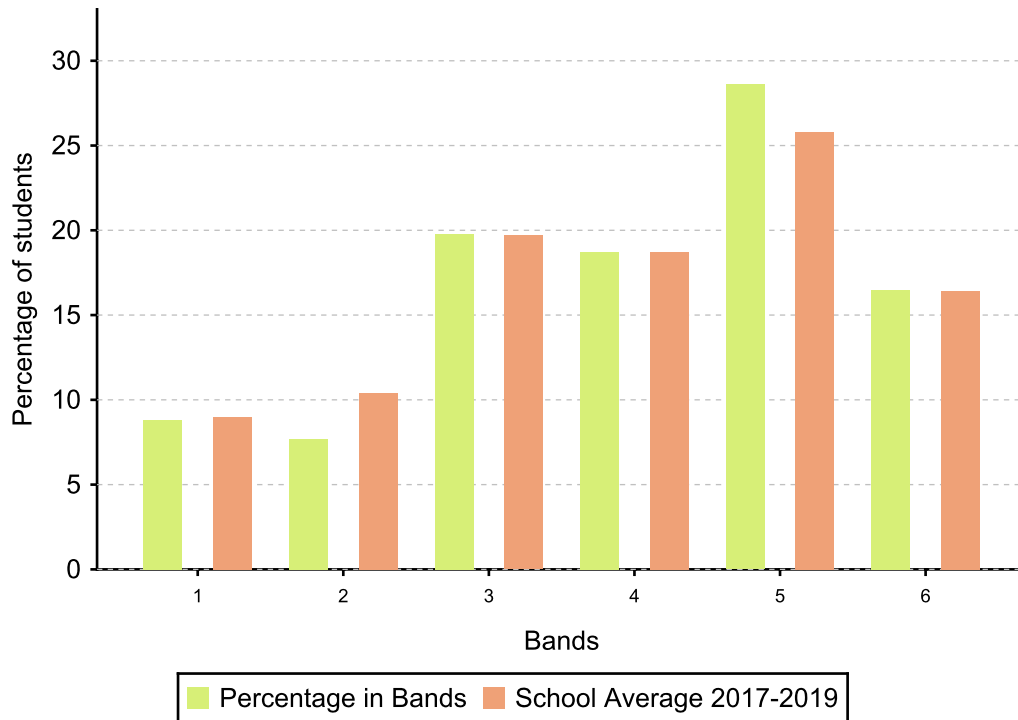
Band	1	2	3	4	5	6
Percentage of students	5.5	11.0	12.1	13.2	23.1	35.2
School avg 2017-2019	9	11.4	11.7	18.4	20.7	28.8

**Percentage in bands:
Year 3 Reading**



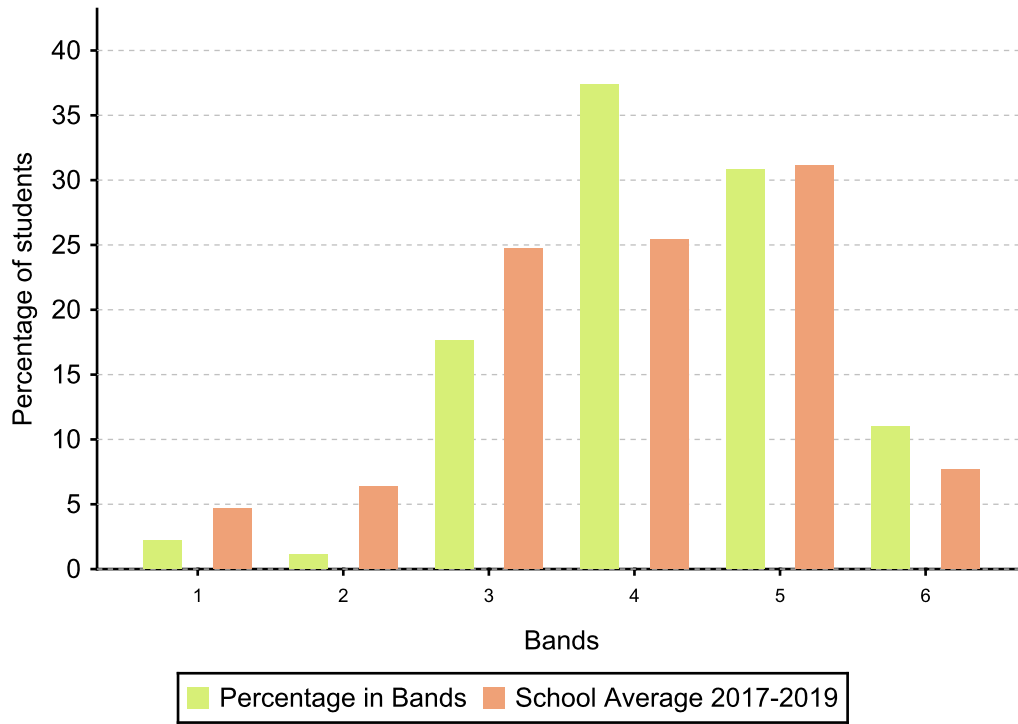
Band	1	2	3	4	5	6
Percentage of students	2.2	12.0	15.2	14.1	27.2	29.3
School avg 2017-2019	6.4	10	18.1	16.4	27.1	22.1

**Percentage in bands:
Year 3 Spelling**



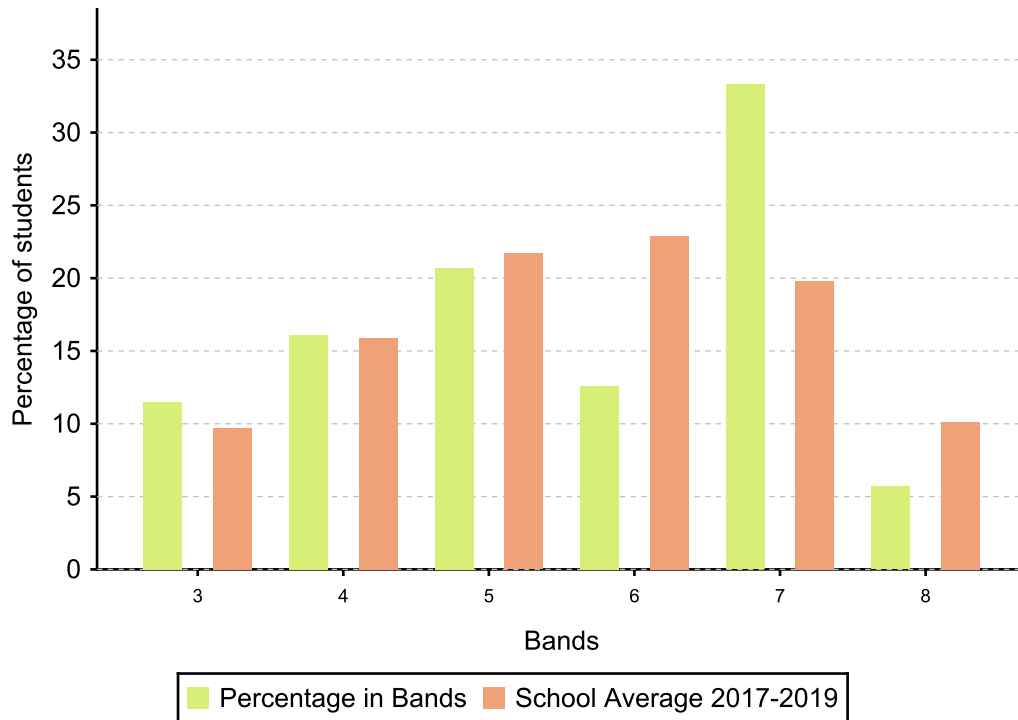
Band	1	2	3	4	5	6
Percentage of students	8.8	7.7	19.8	18.7	28.6	16.5
School avg 2017-2019	9	10.4	19.7	18.7	25.8	16.4

Percentage in bands:
Year 3 Writing



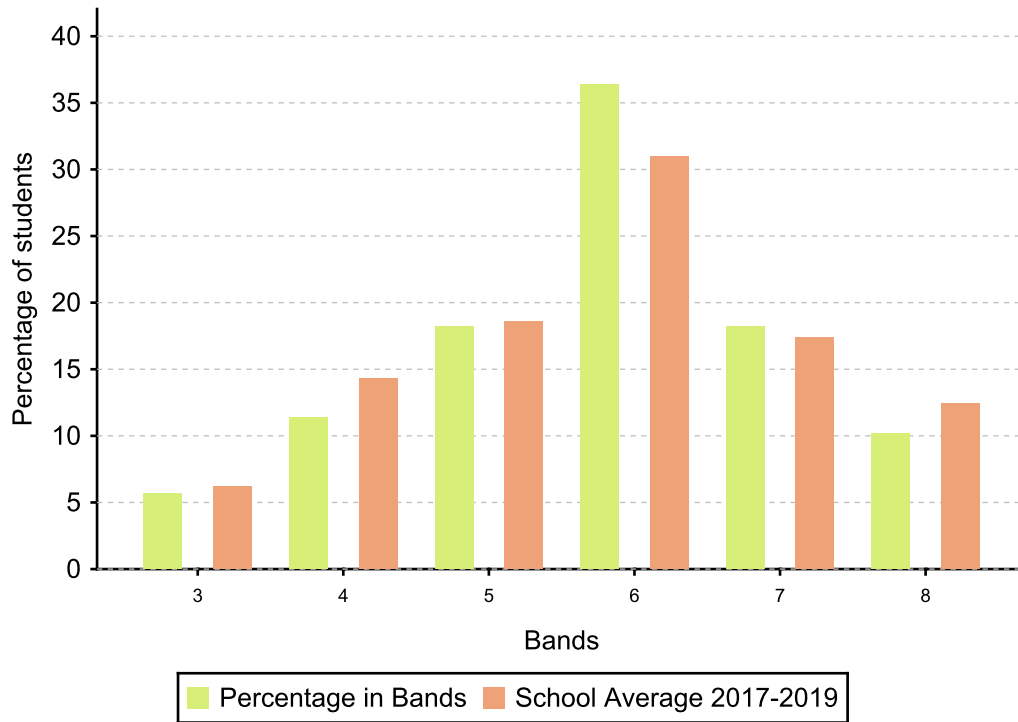
Band	1	2	3	4	5	6
Percentage of students	2.2	1.1	17.6	37.4	30.8	11.0
School avg 2017-2019	4.7	6.4	24.7	25.4	31.1	7.7

Percentage in bands:
Year 5 Grammar & Punctuation



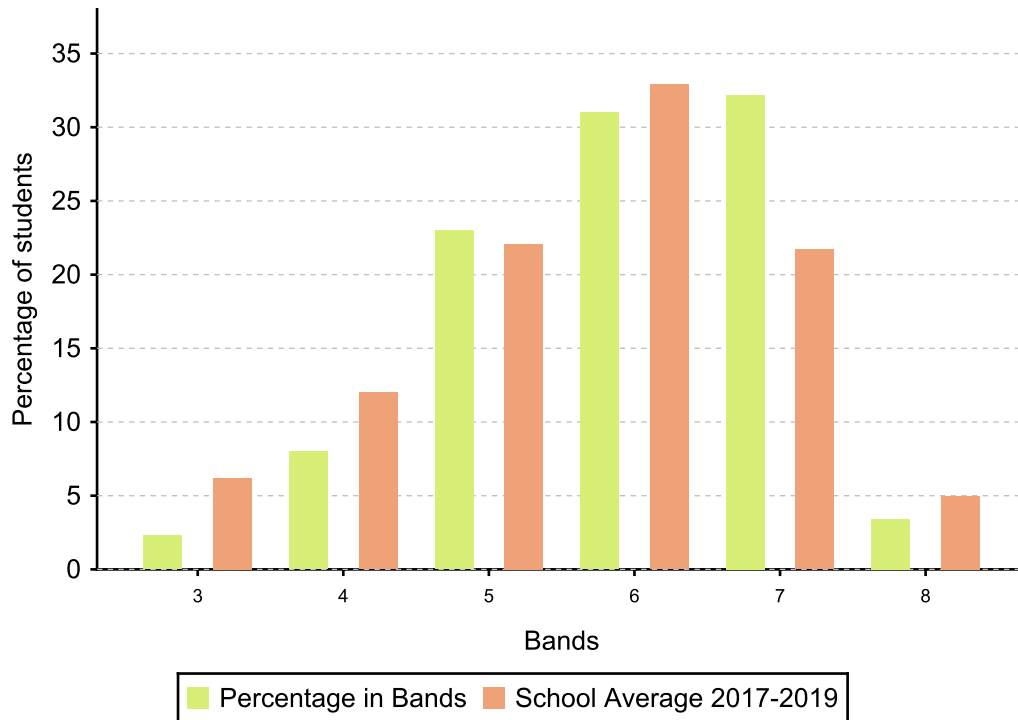
Band	3	4	5	6	7	8
Percentage of students	11.5	16.1	20.7	12.6	33.3	5.7
School avg 2017-2019	9.7	15.9	21.7	22.9	19.8	10.1

**Percentage in bands:
Year 5 Reading**



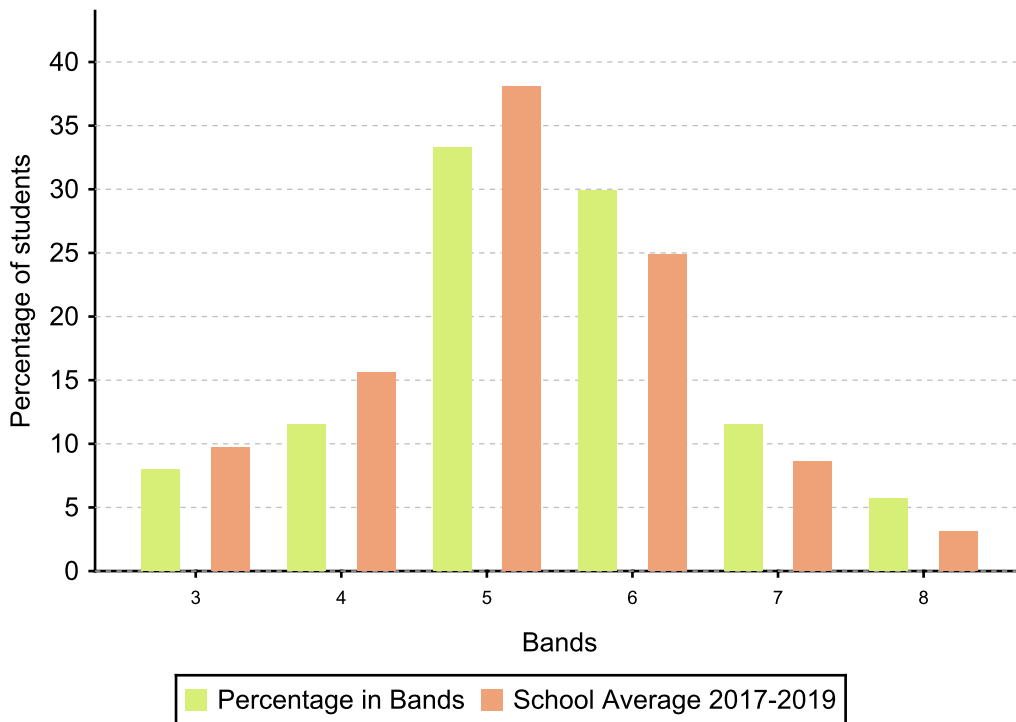
Band	3	4	5	6	7	8
Percentage of students	5.7	11.4	18.2	36.4	18.2	10.2
School avg 2017-2019	6.2	14.3	18.6	31	17.4	12.4

**Percentage in bands:
Year 5 Spelling**



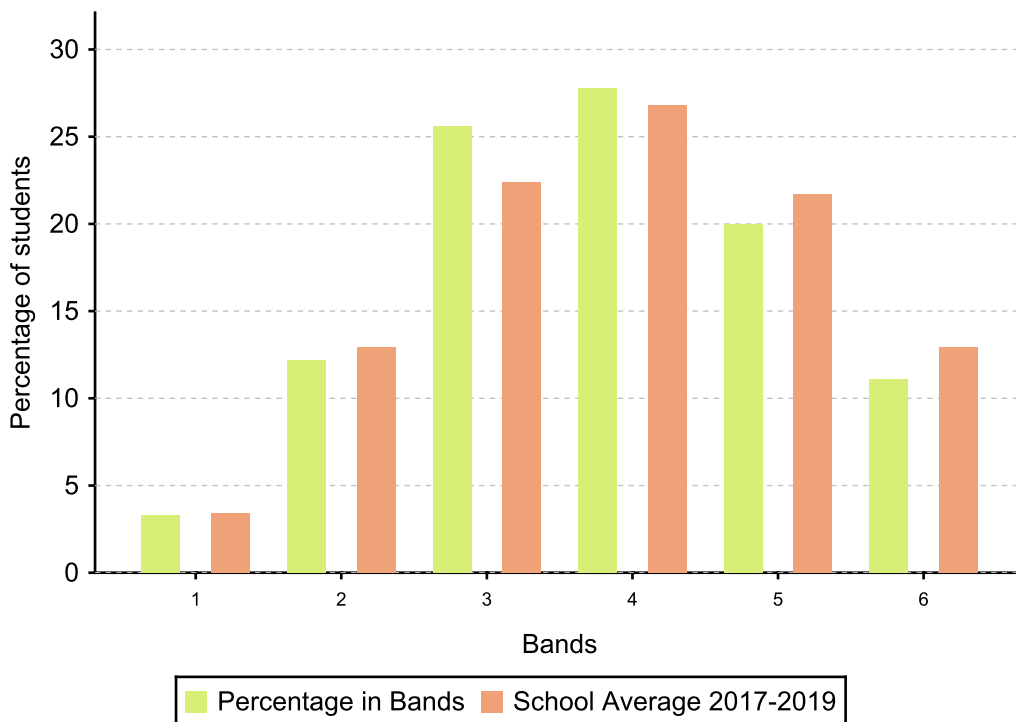
Band	3	4	5	6	7	8
Percentage of students	2.3	8.0	23.0	31.0	32.2	3.4
School avg 2017-2019	6.2	12	22.1	32.9	21.7	5

Percentage in bands:
Year 5 Writing



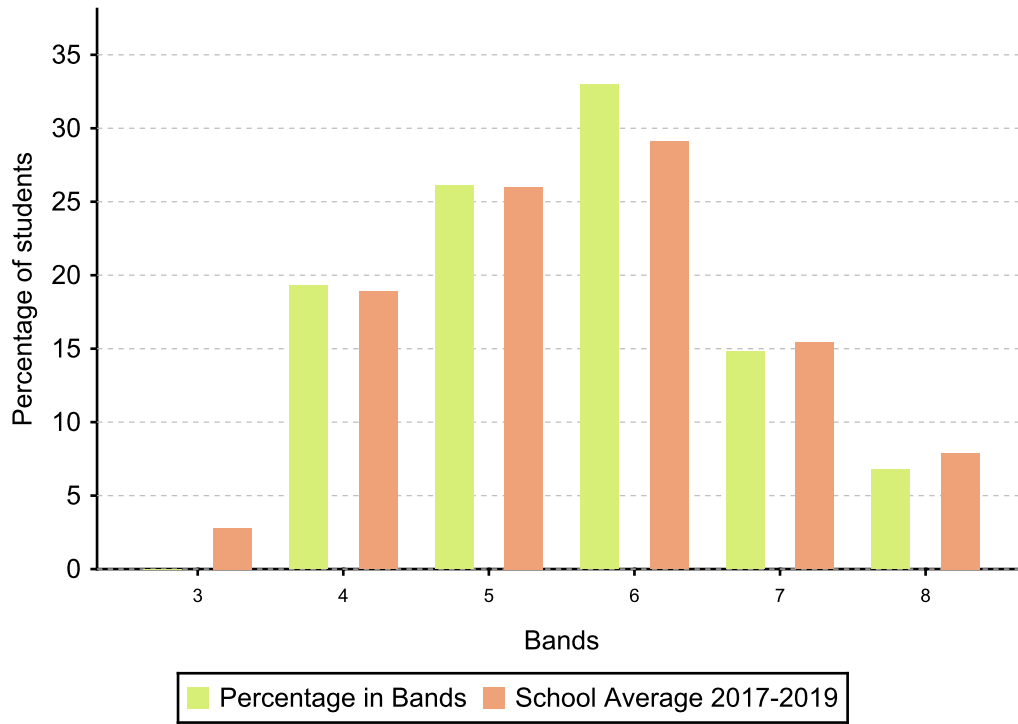
Band	3	4	5	6	7	8
Percentage of students	8.0	11.5	33.3	29.9	11.5	5.7
School avg 2017-2019	9.7	15.6	38.1	24.9	8.6	3.1

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	3.3	12.2	25.6	27.8	20.0	11.1
School avg 2017-2019	3.4	12.9	22.4	26.8	21.7	12.9

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	0.0	19.3	26.1	33.0	14.8	6.8
School avg 2017-2019	2.8	18.9	26	29.1	15.4	7.9

Parent/caregiver, student, teacher satisfaction

The annual Tell Them From Me survey was conducted to ascertain parent, student and teacher satisfaction with the school.

This year, 90% of students in Year 5 and 6 reported that they value schooling outcomes and that schooling will have a strong bearing on their future. 86% of our students reported that the behaviour in the school is positive, which is above the state mean. Our students are satisfied that learning time is used effectively, with relevant and rigorous tasks provided. Most reported that they had the skills to meet these robust classroom challenges. Overwhelmingly, our students reported that they have a positive growth orientation towards their learning and teachers demonstrate explicit teaching practices. 85% of our Aboriginal students reported that they feel good about their culture and that their teachers understand their culture.

Only a very few of our parent community completed this year's survey. From the results received, parents have reported that they feel the school is a welcoming, inclusive and safe environment for their children. It was reported that parents would like our school website utilised more as a communication tool and the school grounds to be better maintained. Most parents would recommend our school to other parents in the community.

Teachers and school staff reported that they feel supported and well communicated with. Teachers and other school staff work closely with parents to support the learning of all students. Our staff feel there is a positive learning culture, an inclusive culture and teaching strategies are robust. The use of technology continues to be an area for development within the school.

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 supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are 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.