

2020 Annual Report

Wilcannia Central School



River of Knowledge and Learning · Ngurta Ngurtaana Paakna-na

3442

Introduction

The Annual Report for 2020 is provided to the community of Wilcannia Central 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.

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School vision

Wilcannia Central School's vision reflects our motto 'River of knowledge and learning ~ Ngurtaana Paakna~na'. A dedicated community provides a dynamic education for all students instilling a life-long love of learning and growing the leaders of tomorrow.

In our school, excellence in learning, in teaching and in building respectful relationships across the community is paramount.

"We are safe, we are respectful, we are learners.

School context

Wilcannia Central School is defined by strong community engagement and leadership. We deliver tailored learning pathways for students from Pre-school to Year 12. Located in western NSW on the Darling River, we create a positive educational environment for our 100 students, of which 90 per cent are Aboriginal.

As a Connected Communities school we are part of a supportive network that builds strong partnerships with Aboriginal leaders, our school community, parents and external agencies to provide a holistic approach to education for our students.

Our small school setting means we know and care for every child as an individual. We develop innovative curricula and teaching practices in order to meet each child's specific needs, in close partnership with our school colleagues, families and our local community. Our specialist school-wide programs foster engagement and boost literacy and numeracy outcomes.

We work hand-in-hand with the community at all stages of their child's schooling, supporting their health and wellbeing as they grow to become the leaders of tomorrow.

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 school plan and annual report. Every five 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 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	2020 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Working towards Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Working towards Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Working towards Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Students and their learning

Purpose

Our children will grow to have a sense of curiosity and a love of life-long learning. By learning about their culture and their country, the children will become strong and supportive leaders in the community. With enhanced opportunities for work and education beyond school, the children of Wilcannia Central School will proudly take their place on the world stage.

Improvement Measures

Improvement in students' levels of literacy and numeracy in line with the Premier's targets. More than 80 per cent of students will be at or above the National Minimum Standards in both literacy and numeracy.

Increased engagement of students in their learning, demonstrated through increased levels of daily attendance and a reduction of disengaged behaviours recorded on Sentral.

All teachers confident in and regularly delivering innovative programs in STEM, using technology as a student learning tool.

Increase in students staying onto years 11 and 12, then to further training or employment.

All students confident in using technology appropriately for their learning.

Increased numbers of students across the school taking on leadership positions, reporting positive relationships, contribution to the school and community, increase in student voice and feeling of agency.

Parents of preschool children will comment regularly on Kinderloop and add information to the preschool program.

Progress towards achieving improvement measures

Process 1: Provision of quality teacher professional learning targeted at developing reflective practice, improving pedagogy and curriculum and understanding of student welfare and learning needs. This includes evidence-based teaching of literacy and numeracy and differentiating the curriculum for all students.

Evaluation	Funds Expended (Resources)
<p>Educational Changemakers"consultancy was engaged by the Department of Education and worked with the school during 2020. The focus of the work was on the development of Professional Learning Communities, on planning for the implementation of a co-teaching model in Primary and devising a system of 'school norms' for non-teaching staff.</p> <p>Professional learning for staff in using technology for teaching and learning continued all year, with after school workshops and visits from the T4CC team. who brought robots, innovative software to share with teachers for both I pads and computers. Key teachers overseeing this project were trained in technology and shared this with their staff. Little Scientist training also focused on technology learning for students.</p> <p>T4CC provided their own information technology resources.</p>	<p>The cost of engaging the Educational Changemakers was met by the Department of Education.</p> <p>T4CC provided their own information technology resources.</p>

Process 2: Regular reviews of curriculum (both academic and welfare), teaching programs and pedagogies across all cohorts including how best to engage students and prepare them for their future beyond school.

Evaluation	Funds Expended (Resources)
<p>Primary - following feedback to teachers improvements were made to the teaching and learning programs. Processes for supporting teachers more effectively with improved programming was discussed with supervising executive staff and development of these processes were a priority for 2020.</p>	<p>Support from Student Services with developing consistent programming across the school and writing effective scope and sequences.</p>

Progress towards achieving improvement measures

Secondary - HT worked with all secondary staff to work on programs and registration as required. Discussion with supervising executive staff to support improved systems related to programming in 2020.

Professional Learning for all executive on effective programming, including a consistent approach to programming across the school, provided an understanding of how to construct appropriate scope and sequences. This was then shared with the teachers and scope and sequences developed.

Professional Learning facilitated by **Educational Changemakers** focused on the development of professional learning communities across the school. The purpose of these are to provide teachers with both leadership and autonomy in working on their professional learning needs, aligned with the school plan. The Educational Changemakers also worked closely with three primary teachers in developing a co-teaching model for implementation in 2020. This enhanced the consistency with teaching students when one teacher is absent and importantly, allow for increased genuine teacher collaboration in pedagogies that work in our context to raise student learning.

Educational Changemakers consultancy group was employed by the Department of Education at no cost to the school.

Process 3: Implement a whole school integrated approach to student well-being including strategies such as Positive Behaviour for Learning, Covey training and development of student voice.

Evaluation	Funds Expended (Resources)
<p>A combination of the extended roll-out of the Positive Behaviour for Learning strategy, staff turn-over through transfers and 'change-fatigue' of staff has stalled the development of the PBL. The strategy has been placed on hold, although various elements are still utilised within the general wellbeing approaches.</p> <p>Covey philosophies and strategies have not been implemented by the current staff.</p>	

Process 4: Establishment of effective Barkindji language program across whole school.

Evaluation	Funds Expended (Resources)
<p>DoE Aboriginal Directorate has appointed a Barkantji Language Nest teacher in a temporary capacity. These positions were restructured in term 4 , and a permanent teacher appointed. They are supported by Language Tutors.</p>	<p>A budget for the Regional Language Nest program has been issued externally. \$100,000</p>

Strategic Direction 2

Organisational Effectiveness

Purpose

By developing an organisational culture of high performance, we will take shared responsibility for students' learning and their social, emotional, physical and intellectual needs and teachers' learning and development of high quality teaching practice. The school will create and maintain an environment across the whole school that is inclusive of its members, is conducive to innovative teaching and learning and simultaneously reflects the strong links of the community to their language and culture.

Improvement Measures

Average school attendance each year improves by 10% on previous year.

Checklist of school policies and associated procedures shows all completed as required.

All role statements in place, published and reviewed as needed.

Teacher induction, teacher accreditation, mandatory training, health and safety procedures implemented with associated documentation and information provided to new staff.

Progress towards achieving improvement measures

Process 1: List of policies and procedures for revision determined and a timeline for review published. Executive and other staff participate in review of policies and procedures according to the timeline. Policies and procedures published upon completion.

Evaluation	Funds Expended (Resources)
<p>Staff supervision policy was reviewed, including the implementation of the Performance Development and Plan (PDP) policy, timeline and procedures following training of executive in the Department of Education guidelines.</p> <p>The Teacher accreditation timeline for working with new staff developed.</p> <p>Teacher professional learning policy reviewed in 2020.</p> <p>Policies reviewed in 2020 included those detailed above but also student discipline, suspension and expulsion and staff wellbeing.</p>	Nil

Process 2: Teams formed to cover all areas of school life, including assets, non-teaching staff, student learning and wellbeing and teaching staff. Meetings will follow a structured format, including a published agenda, minutes and professional learning.

Evaluation	Funds Expended (Resources)
<p>The whole school Literacy strategy was reviewed in Term 4, 2020 to include input of new staff. It will determine new directions and strategies for implementation.</p> <p>Meetings continue to follow correct meeting procedures and include published agenda, meeting minutes, actions and follow-up. These are available on Sentral for all staff.</p>	AP IL and staff.

Process 3: Effective staff induction procedures including roles for leadership, teaching, non-teaching and for preschool.

Evaluation	Funds Expended (Resources)
Roles statements have been written for all positions in the school including	Nil

Progress towards achieving improvement measures

teaching and non-teaching positions.. These will be reviewed again in 2021 as people and roles change.

Staff induction, Beginning teachers and Probationary Teachers and Accreditation policy were completed in Semester 2 2020 for immediate implementation.

Process 4: Provision of quality professional learning in leadership at all levels of the school starting with the Senior Executive team, including the development of distributed leadership.

Evaluation	Funds Expended (Resources)
<p>Professional Learning was severely hampered due to COVID19. As the Department of Education reorganised to meet professional development through online modules. Staff training in digital technologies were rapidly developed to provide equity of access to online training initiatives. Scheduled Professional Learning hours were severely reduced.</p> <p>Leadership mentoring was taken up by the Senior Executive, including the building of mentoring relationships with the personnel in the Educational Changemakers group.</p>	<p>Teacher survey on Google Forms collated by Senior Executive.</p> <p>Educational Changemakers consultants.</p>

Process 5:

Evaluation	Funds Expended (Resources)
nil	nil

Strategic Direction 3

Community and our relationships

Purpose

Through building strong relationships that foster a sense of belonging, respect for the dignity of each person and their aspirations for their children, we will help to build a resilient and vibrant community.

Improvement Measures

School Reference Group formed and meets regularly with agenda and minutes available.

Clear relationships between school and various community organisations, reviewed annually.

Improved student health and wellbeing including improved mental health and personal relationships.

Family and community input into areas of school decision-making such as the preschool philosophy, QIP, school vision.

Increased access by community to information about the school via a variety of print and electronic media.

Progress towards achieving improvement measures

Process 1: Coordinate a team of teachers, non-teachers and community members to oversee the development of a calendar of events detailing the various activities to be undertaken to achieve the products.

The team will clarify the role of the Senior Executive, Executive, classroom teacher and non-teaching staff in implementing the activities contained on the calendar of events.

Evaluation	Funds Expended (Resources)
Recording of events on school calendar implemented throughout the year, including the name of the person responsible for the event. The calendar for 2020 compiled and Term 1 calendar distributed to families prior to the beginning of Term 1. At school level the role of the school staff were redefined and communicated for 2020.	School calendar Calendar of events from other organisations for 2020

Process 2: School leadership team works closely with the various external organisations to develop guidelines for methods of operation.

Evaluation	Funds Expended (Resources)
In 2019, the school worked with the RFDS GROW initiative to develop a memorandum of understanding for working with the school and community. The aquaponics program infrastructure was established in term 4. The system is primed for service in semester 1, 2021. Term 4, 2020 the Executive Principal met with the Rural Student Attendance Strategy team to develop working guidelines (MOU) for actions in the school in 2021. Memorandum of Understanding (MOU) with Maari Ma Health in early 2020 to develop guidelines to on working relationship between the school and Maari Ma to enhance student health and wellbeing.	Funding for the GROW program is provided by the RFDS. Funding for RSAS program is provided by the Federal Government.

Process 3: Continue to develop the community's understanding of and input into the school vision and purpose, including preschool philosophy and quality improvement plan (QIP).

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation	(Resources)
<p>Community more involved in activities in primary school eg. yarnning circles, teaching culture, telling stories. Community members spoke very highly of these opportunities and activities.</p> <p>Parents of preschool children continue to be offered opportunities to comment on the philosophy of the preschool, in line with the understanding of parents as the first educators of children.</p>	Nil

Process 4: Parents meet with teachers and executive to make shared decisions about their child's learning journey.

Evaluation	Funds Expended (Resources)
<p>The process has lacked consistency in ensuring all PLSP's are current and reflective of the individual students support and aspirations. PLSP policy, procedures and guidelines to be reviewed for 2021 and timeline to be entered into whole school calendar by the end of Week 1 Term 1 2021.</p> <p>All staff and parents to be alerted to this timeline. Executive will be given specific roles to ensure these are completed in a timely manner.</p>	Nil

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: • Aboriginal background loading (\$332 563.00)	The work done by the AEOs and SLSOs is immensely valuable in supporting students settle into class. They also assist build strong connections with the community and families and in teaching Aboriginal culture in the school. Following professional learning, our non-teaching educators have been assisting our teachers work with children on improving literacy skills.
English language proficiency	Funding Sources: • English language proficiency (\$3 198.00)	Literacy resources purchased to place in library to enhance reading.
Low level adjustment for disability	Funding Sources: • Low level adjustment for disability (\$113 552.00)	<p>A full-time teacher was employed to work closely with high-needs students. This assisted in settling the students and ensuring they were ready to learn at the start of lessons.</p> <p>A part-time SLSO was employed to assist work with students who needed additional support with their learning. Students were more focused on their work and more engaged in learning as a result of these measures.</p>
Quality Teaching, Successful Students (QTSS)	Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$10 173.00)	These funds assisted the school maintain an Assistant Principal to assist teachers with their performance and development. This enabled a more fruitful reflection by teachers on their practice, allowing them to make improvements.
Socio-economic background	Funding Sources: • Socio-economic background (\$264 611.00)	The use of this funding is crucial for our students to allow them to fully participate in learning. The school is able to provide the resources for learning that the families cannot. Students in secondary were able to participate in a week-long excursion to Sydney and participate in learning activities relating to their course work, as well as visit workplaces and the Sydney Royal Easter Show. Primary students were able to participate in various sporting events in both regional areas and in Sydney, to further their skills in team work and in developing sporting prowess.
Support for beginning teachers	Funding Sources: • Support for beginning teachers (\$0.00)	The provision of the mentor executive member and also the reduction in teaching load is crucial to allow these teachers to have additional time for planning and reflection. Beginning teachers were able to better program, analyse data and work on developing improved behaviour management for their classes.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	26	27	28	25
Girls	39	39	34	34

Student attendance profile

School				
Year	2017	2018	2019	2020
K	97.7	70.1	79	74.9
1	94.6	66.4	48.6	89.9
2	74.3	81.6	80.3	76.3
3	74.1	65	72.3	71.3
4	82	75.5	74.3	72.8
5	74.5	74.3	87.1	76.4
6	54.7	58.9	75.4	84.4
7	30.8	55.5	68	69.1
8	59.3	44.8	54.6	59
9	35.7	40.7	15.6	51.7
10	69.5	25.9	54	2.2
11	58.2	40.1	22	77.3
12		62.1	48	
All Years	62.6	59.4	63	67.9
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12		89	88.6	
All Years	92.4	91.5	91	91.1

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

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

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	100	0
Employment	0	0	0
TAFE entry	0	0	0
University Entry	0	0	0
Other	0	0	0
Unknown	0	0	0

There were no enrolments in Year 10 in 2020.

There were no enrolments in Year 12 in 2020.

100% of students enrolled in Year 11 did not progress to Year 12 and sought employment.

Year 12 students undertaking vocational or trade training

0% of Year 12 students at Wilcannia Central School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

No students were enrolled in Year 12. Therefore, 0% of all Year 12 students at Wilcannia Central School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Head Teacher(s)	2
Classroom Teacher(s)	7.61
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.47
School Administration and Support Staff	8.39
Other Positions	2.1

*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 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	1,803,655
Revenue	3,984,633
Appropriation	3,948,040
Sale of Goods and Services	2,619
Grants and contributions	17,791
Investment income	1,183
Other revenue	15,000
Expenses	-4,098,516
Employee related	-3,308,879
Operating expenses	-789,637
Surplus / deficit for the year	-113,883
Closing Balance	1,689,772

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.

	2020 Approved SBA (\$)
Targeted Total	12,390
Equity Total	713,925
Equity - Aboriginal	332,563
Equity - Socio-economic	264,611
Equity - Language	3,198
Equity - Disability	113,552
Base Total	1,717,278
Base - Per Capita	18,197
Base - Location	132,257
Base - Other	1,566,824
Other Total	1,022,133
Grand Total	3,465,725

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.

Parent/caregiver, student, teacher satisfaction

Primary Students were surveyed using the questions from the Tell Them From Me survey. The comparison data was provided between the June TTFM survey and again in September. Wilcannia CS experienced a leadership change at the commencement of term 3 where a more cohesive approach to student Wellbeing was implemented.

The semester 2 survey indicated some positive gains regarding students social and emotional wellbeing. These included; 'sense of belonging'- increased 10%, 'positive behaviour at school' - increased by 17%, 'interest and motivation' increased 11%. During the same period of time, a 20% reduction in bullying was recorded.

71% of students indicated that they feel good about their culture and that 83% of students believe their teachers understand their culture.

Secondary students comparison data was only available from semester 1, 2020 .

The responses indicate that there was a 14% reduction of positive behaviour at school and this was further reflected in the academic outcomes. Data indicated the following academic outcomes in general; English reduced by 20%, mathematics reduced by 13%, Science reduced by 8%.

Students experiencing bullying increased by 10%.

91% of students indicated that they feel good about their culture and that 73% of students believe their teachers understand their culture.

Almost all students surveyed said they planned to finish Year 12, most of them planning to either go to TAFE or to University after school.

The students reported medium optimism about their lives and showed a good academic self-concept. They believe in their ability to learn and believed they showed perseverance. They believed that they challenged themselves, and that they felt good about their culture (91%) when at school. Most students felt that their teachers had a good understanding of their culture as well (73%).

All students rated highly the school facilities including classrooms, canteen, toilets, playground, library as well as covered areas to protect from sun and rain.

Parents were surveyed during Semester 2 2020 about their opinions of the school and how it functions. Parent responses were above state norms in all surveyed areas.

97% of parents indicated that they had been involved in communication with classroom teachers to discuss their children's academic progress and behaviour multiple occasions, with all parents responding they have contacted the school. Parent attendance at school meetings indicated strong interest having 67% attending multiple meetings throughout the year. This was not reflected in official involvement in committees, with 100% stating no involvement.

Parents were pleased by the increasing number of excursions and particularly with the increase in district sporting opportunities for students.

Parents agreed (100%) that they wanted their children to complete their HSC. They responded that they would like to see their children continue with further education, either at TAFE or university.

Teachers were surveyed in relation to their wellbeing, their attitudes to the school and to provision for their professional learning needs. Teachers agreed that the professional learning opportunities offered to them met their needs. There is a clear focus on student wellbeing by the school and that the teachers seek to tailor learning of each child to the needs of the students. Staff highlighted that the community was generous and is one where people are very welcoming and that they feel safe here. Teachers agreed that the resources at the school are a positive asset and that they valued learning about Aboriginal culture. Staff also reported that other staff were very willing and ready to assist and support one another when problems arose.

The concerns that staff have related to a feeling that they were frequently overwhelmed by the demands of the behaviour management required in classrooms coupled with programming, data collection and lesson preparation. They felt that there was little time for self-care.

Staff reported the need for improved communication and better daily planning particularly in relation to variations of routine. Staff wanted to see clearer processes in some areas of organisation. There were mixed feelings about the best methods of communication with some staff saying that too much emphasis was placed on email communication. In terms of behaviour management, staff perceived a need to be more proactive and less reactive in dealing with poor behaviour.

Teachers reported that they would like to see executive staff in their classrooms more often so they could increase their understanding of the challenges of the classes.

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.