

2024 Annual Report

Dobroyd Point Public School



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Introduction

The Annual Report for 2024 is provided to the community of Dobroyd Point 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

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School background

School vision

Dobroyd Point Public School community believes that every student should be provided with challenging opportunities to develop independent learners who can take responsibility for their own learning and decision making. We aim to create a learning environment supported by high expectations that encourages responsible, resilient and kind learners who strive to achieve their personal best.

School context

Dobroyd Point Public School is situated in the federation suburb of Haberfield. In 2024 the school has an enrolment of 133 students with 7 classes from Kindergarten to Year 6. In 2024, 14 teachers and 4 non-teaching staff work at the school.

The school enjoys a friendly nurturing culture where every student is valued and their learning is supported by strategic teaching and learning programs. The school community enjoys an active P&C who raise substantial funds to support teaching and learning programs and purchase resources for school initiatives. The P&C also have a proactive plan to enhance the school's physical environment through garden landscaping programs and the construction of outdoor learning spaces.

Our school is supported by a strong Italian Community Language Program, supporting students to maintain and develop further communicative competence in their community language. 30% of our students have a language background other than English, 0.8% students identify as Aboriginal.

The school and its community have high expectations for our students and value the provision of a variety of learning opportunities. The school offers a broad curriculum with specialist areas including Italian, music, learning support, digital technology and high potential and gifted education programs.

Through our situational analysis, we identified the need to refine our use of data driven practices to ensure all students have access to stage appropriate learning. Further work will occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs, including those identified as high potential and gifted. Following data analysis, the school has identified target areas in reading and numeracy.

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	2024 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
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	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2022.

An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2022.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year School Excellence Plan and the achievement of school improvement measures.

- Tailored Learning

Resources allocated to this strategic direction

Small group tuition (SGT)
Low level adjustment for disability
Aboriginal background
English language proficiency
Integration funding support
AP Curriculum & Instruction
QTSS release
Per capita
Professional learning

Summary of progress

Tailored learning initiatives have continued to demonstrate a significant positive impact on student growth and attainment, particularly in the area of learning support. The strategic interventions implemented to assist identified students have led to notable improvements in assessment outcomes, as evidenced by results from PLAN 2, as well as both school-based and external data assessments.

The role of Instructional Leaders did not continue in 2024.

Comprehensive data analysis, including results from NAPLAN, PLAN 2, and other internal testing metrics, reinforces the conclusion that tailored learning strategies have a beneficial impact on student achievement in both literacy and numeracy throughout 2024. As we look ahead to 2025, the Learning and Support Team will maintain a vigilant focus on monitoring the progress of identified students, ensuring that their growth is tracked effectively. While there has been a slight increase in numeracy results in 2024, this area will remain a primary focus moving into the next year, with targeted strategies aimed at further enhancing student performance.

The Assistant Principal for Curriculum & Instruction will continue to play a critical role in 2025, supporting the ongoing development and implementation of tailored learning practices. and curriculum implementation. Continuous professional development and support for teaching staff will remain a priority, facilitating sustained improvement in student outcomes across all areas of learning.

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 School Excellence Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Improved reading outcomes An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2022.	The Check-in Assessment mean scaled score in reading has decreased by 11.2 points in Year 3 and increased by 6.2 points in Year 5.
Improved numeracy outcomes	The Check-in Assessment mean scaled score in numeracy has increased

<p>An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2022.</p>	<p>by 4.6 points in Year 3 and increased by 42.2 points in Year 5.</p>
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Strategic Direction 2: Wellbeing

Purpose

To create a learning community where students develop respect, responsibility and resilience and demonstrate care and compassion for others by developing skills and understanding about emotional intelligence and empathy for others through social emotional learning programs.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year School Excellence Plan and the achievement of school improvement measures.

- Student Engagement

Resources allocated to this strategic direction

Socio-economic background

Aboriginal background

Summary of progress

The ongoing implementation of the Positive Behaviour for Learning (PBL) framework and peer support sessions has had a significant positive impact on student wellbeing, fostering a supportive and inclusive school environment. In 2024, the continuation of The Resilience Project further enriched this initiative by providing explicit teaching opportunities that enhanced students' understanding of key concepts such as gratitude, empathy, and mindfulness. As a result, incidents of inappropriate behaviour have continued to diminish, and students have successfully established positive support networks throughout the school community, exemplified by the effective Kindergarten and Year 6 buddy program.

A thorough analysis of various data sources, including student welfare data, the Tell Them From Me survey, and anecdotal evidence, has consistently indicated high levels of student satisfaction within the school. The feedback from both students and staff regarding The PBL program was overwhelmingly positive, highlighting its effectiveness in promoting emotional and social development among learners.

However, it has been decided that The Resilience Project will not be continued in 2025. The focus will remain with PBL. This ongoing initiative aims to deepen their understanding and application of resilience strategies in everyday life. To ensure the program remains relevant and impactful, a comprehensive re-evaluation will be conducted at the end of 2025, allowing for adjustments and enhancements based on feedback and outcomes.

The commitment to prioritising student wellbeing through these programs underscores our dedication to creating a positive, nurturing environment where students can thrive academically and socially. Moving forward, we will continue to monitor the effectiveness of PBL, ensuring that our strategies remain aligned with the evolving needs of our student body. This holistic approach to education will support not only academic success but also the overall emotional and mental wellbeing of all students.

Attendance levels remain steady. Most absences are supported with explanations. We will continue to monitor attendance and analyse attendance data in 2025.

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 School Excellence Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Attendance A whole of school approach to attendance data analysis is implemented to identify attendance trends over time and areas for growth.	The implementation of a whole school approach to attendance data analysis has helped to identify trends and areas for growth.

Purpose

To further develop partnerships and relationships with members of our school community to enhance cultural understanding and learning opportunities for every student.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year School Excellence Plan and the achievement of school improvement measures.

- Parent Information Sessions
- Showcasing Students' Work
- Developing Partnerships

Resources allocated to this strategic direction

Summary of progress

Parent and caregiver engagement across the school remained steady in 2024.

Data analysis indicated a rise in the percentage of families attending parent-teacher interviews, as well as an uptick in responses to school correspondence. The information sessions held at the beginning of the year, along with a dedicated session focused on curriculum reform, were particularly well attended, showcasing parents' interest in staying informed about their children's education and the school's initiatives. Additionally, there was a notable increase in the number of parents requesting in-person meetings with class teachers to discuss their child's progress, further illustrating the enhanced engagement and proactive communication fostered throughout the year. Kindergarten orientation sessions were well attended, despite the fact that most of the parents involved already have students at the school.

Despite these successes, the school recognises the need to strengthen connections with the local Aboriginal Education Consultative Group (AEGC). Building these relationships will be a key priority for 2025, as we aim to create more inclusive opportunities for Indigenous perspectives and involvement within our school community.

In celebration of cultural diversity and heritage, Indigenous artists were engaged to perform during NAIDOC Week, providing students and families with meaningful experiences that honour Indigenous culture and history. These performances not only enriched the school's cultural programming but also served to foster greater appreciation and understanding among students and the wider school community.

Looking ahead, the school will continue to prioritise and enhance parent and caregiver engagement through various initiatives, including workshops, information sessions, and collaborative events that invite family participation. By strengthening these connections and continuing to celebrate our diverse community, we aim to create an even more supportive and inclusive environment for all students.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Engagement with parent/teacher interviews and information evenings will increase to >80% for each class.	Over 85% of parents and caregivers in each class engaged with parent/teacher interviews and information evenings in 2024.

Funding sources	Impact achieved this year
<p>Integration funding support</p>	<p>Integration funding support (IFS) allocations support eligible students at Dobroyd Point Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</p> <ul style="list-style-type: none"> • Tailored Learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in the following impact: Students demonstrated an increase in on-task behaviour and completion of class activities.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide support for identified students to ensure goals in IEPs are achieved.</p>
<p>Socio-economic background</p> <p>\$3,643.49</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Dobroyd Point Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</p> <ul style="list-style-type: none"> • Student Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact: Students demonstrated an increase in on-task behaviour and completion of class activities.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide support for identified students to ensure goals in IEPs are achieved.</p>
<p>Aboriginal background</p> <p>\$1,153.45</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Dobroyd Point Public 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 Excellence Plan including:</p> <ul style="list-style-type: none"> • Tailored Learning • Student Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • other funded activities <p>The allocation of this funding has resulted in the following impact: Increased resources in the school to support the understanding of Aboriginal culture.</p> <p>After evaluation, the next steps to support our students will be: Continue to monitor students to ensure they are achieving personal goals</p>

<p>Aboriginal background</p> <p>\$1,153.45</p>	<p>and provide increased opportunities for authentic Aboriginal experiences, such as visiting artists.</p>
<p>English language proficiency</p> <p>\$2,631.29</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Dobroyd Point Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</p> <ul style="list-style-type: none"> • Tailored Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: Identified students have made progress against the learning progressions.</p> <p>After evaluation, the next steps to support our students will be: Continue regular analysis of student achievement data and ensure identified students are targeted.</p>
<p>Low level adjustment for disability</p> <p>\$59,628.17</p>	<p>Low level adjustment for disability equity loading provides support for students at Dobroyd Point Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</p> <ul style="list-style-type: none"> • Tailored Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: The use of SLSO staff in conjunction with the Learning & Support Teacher provided targeted support for identified students and resulted in implementation of MiniLit program and improved literacy outcomes.</p> <p>After evaluation, the next steps to support our students will be: Continue to monitor student achievement and provided targeted support to identified students.</p>
<p>Professional learning</p> <p>\$14,663.63</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 procedures at Dobroyd Point Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</p> <ul style="list-style-type: none"> • Tailored Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging AP Curriculum & Instruction to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • teacher relief for staff engaging in professional learning <p>The allocation of this funding has resulted in the following impact: Improved teacher knowledge and confidence in delivering curriculum-based lessons.</p> <p>After evaluation, the next steps to support our students will be: Ensure appropriate and targeted professional learning is provided to support</p>

Professional learning \$14,663.63	the implementation of the new English and mathematics curriculums.
QTSS release \$29,718.48	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Dobroyd Point Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</p> <ul style="list-style-type: none"> • Tailored Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: Increased capacity to identify individual student's needs and implement targeted programs.</p> <p>After evaluation, the next steps to support our students will be: Identify ways the school can continue to support class teachers in 2025.</p>
Small group tuition (SGT)	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Dobroyd Point Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</p> <ul style="list-style-type: none"> • Tailored Learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Providing targeted, explicit instruction for student groups in literacy and numeracy <p>The allocation of this funding has resulted in the following impact: Identified students received small group tuition. Students involved demonstrated growth against the learning progressions.</p> <p>After evaluation, the next steps to support our students will be: Ensuring identified students continue to receive appropriate support moving forward and data is used to inform planning.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2021	2022	2023	2024
Boys	95	90	73	67
Girls	89	83	66	65

Student attendance profile

School				
Year	2021	2022	2023	2024
K	95.8	94.3	93.5	94.5
1	94.7	92.7	94.0	93.1
2	96.3	92.9	95.5	95.1
3	95.1	91.5	94.4	93.6
4	94.2	89.6	92.7	94.8
5	95.6	91.2	91.4	89.1
6	95.9	86.7	90.7	92.8
All Years	95.3	90.8	93.1	93.5
State DoE				
Year	2021	2022	2023	2024
K	92.8	87.9	91.1	91.0
1	92.7	87.4	90.5	90.2
2	92.6	87.8	90.8	90.3
3	92.7	87.6	90.9	90.3
4	92.5	87.4	90.6	90.1
5	92.1	87.2	90.3	89.6
6	91.5	86.3	89.8	89.1
All Years	92.4	87.4	90.6	90.0

Attendance

Attendance data is based on Semester 1. Data is suppressed at grade-level if there were 5 or less students at the school in the specific grade. Schools with 5 or less total enrolments will have all their attendance data suppressed.

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 2023/2024, 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)	2.8
Classroom Teacher(s)	4.78
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.2
School Administration and Support Staff	1.81
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, prioritised permanent employment for Aboriginal and Torres Strait Islander teachers, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2024, 2.3% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2024 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	3.30%
Teachers	3.30%	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 six 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 2024 to 31 December 2024. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2024 Actual (\$)
Opening Balance	219,949.45
Revenue	2,178,028.95
Appropriation	1,896,693.82
Sale of Goods and Services	15,623.78
Grants and contributions	254,695.21
Investment income	8,103.64
Other revenue	2,912.50
Expenses	-2,097,865.58
Employee related	-1,854,193.61
Operating expenses	-243,671.97
Surplus / deficit for the year	80,163.37
Closing Balance	300,112.82

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.

	2024 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	67,056
Equity - Aboriginal	1,153
Equity - Socio-economic	3,643
Equity - Language	2,631
Equity - Disability	59,628
Base Total	1,400,433
Base - Per Capita	23,876
Base - Location	0
Base - Other	1,376,557
Other Total	403,252
Grand Total	1,870,741

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

School performance - NAPLAN

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

Parent/caregiver, student, teacher satisfaction

In the past year, our school has once again prioritised engagement and communication with our community, as reflected in the results from the Tell Them From Me surveys. These surveys provide valuable insights into the perspectives of parents, teachers, and students, helping us to enhance our educational environment.

Parent Satisfaction: The feedback from our parents has been overwhelmingly positive, with many expressing appreciation for the school's commitment to fostering a supportive learning environment. A significant percentage of parents reported feeling well-informed about school activities and their child's progress. Our ongoing efforts to engage parents through regular communication and participation opportunities have contributed to this positive sentiment.

Teacher Satisfaction: Our teachers reported high levels of job satisfaction, highlighting the collaborative atmosphere and professional development opportunities available at our school. Teachers feel supported by administration and colleagues, which fosters a culture of continuous improvement and innovation in teaching practices. The survey results indicate that teachers are optimistic about the school's direction and are eager to contribute to our collective goals.

Student Satisfaction: Student feedback has shown that learners feel valued and engaged in their education. Many students expressed a strong sense of belonging and connection to their peers and teachers. The extracurricular activities including debating, public speaking, representative sport and experiences such as The Game Changer Challenge cater to their individual interests and strengths.

Overall, the Tell Them From Me survey results underscore our commitment to creating a positive and inclusive school culture. We are dedicated to using this feedback to inform our strategies moving forward and to ensure that our school continues to be a place where parents, teachers, and students thrive together.

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.